

**HPER 4100/4750
Student Teacher Contract**

As a student teacher in HPER 4100/4750, I verify that I have read and reviewed all policies and expectations for my student teaching experience. I also understand that my absence from MANDATORY meetings will result in the cancellation of my intern teaching experience for the current semester. Specific student teaching policies and expectations include, but are not limited to:

Professional dress (collared/polo/golf shirt-NO t-shirts; sweats)

Professional punctuality (arrival before Ss to allow set-up of instructional environment)

Communication with WMU supervisors and mentor teacher

WMU policies related to strikes at the placement

WMU policy barring serving as a substitute

Absences for illness: call both WMU and mentor immediately

HPER 4100/4750 priority #1 throughout the experience (not outside employment/experiences)

Attendance at all HPER 4100 seminars

Complete and detailed daily lesson plans (no LP=sent home)

I understand that my failure to comply with all WMU policies regarding Intern Teaching may result in extension of or dismissal from this experience.

Signed: _____ Date: _____

Witness: _____ Date: _____

**WESTERN MICHIGAN UNIVERSITY
HPER DEPARTMENT
1903 WEST MICHIGAN AVENUE
KALAMAZOO, MI 49008-5426**

COURSE TITLE & NUMBER: HPER 4100: Intern Teaching Seminar

INSTRUCTOR: Dr. Debra S. Berkey **EMAIL:** debra.berkey@wmich.edu
PHONE: 269-387-2705

Kathy Conway **EMAIL:** kathy.conway@wmich.edu
PHONE: 269-387-2945

Patrick Ryan **EMAIL:** patrick.ryan@wmich.edu
PHONE: 269-387-2693

OFFICE FAX: 269-387-2704

COURSE LOCATION: 3012 SRC

REQUIRED TEXT: Berkey, D., Ryan, P. & Conway, K. Intern Teacher's Handbook-HPER Department. Kalamazoo: Western Michigan University. www.wmich.edu/hper

COURSE DESCRIPTION: Through course activities and assignments, students will refine professional skills which facilitate positive induction into the field of education. All assignments correspond with practical experiences that occur concurrently during HPER 4750.

MAJOR TOPICS OF THE COURSE:

- I. Review of Constraint Analysis
 - A. Governmental Impact
 - B. Community Influence
 - C. Instructional Variables
- II. Review of the Planning Process
 - A. Mission Statement
 - B. Program Outcomes
 - C. Selection of developmentally appropriate activities
 - D. Instructional Sequence (Block Plan)
 - E. Instructional Objectives
 - F. Task Analysis
 - G. Lesson Plans-ITIP Format
 - H. Assessment of Student Performance
 - I. Evaluation of Student Performance
- III. Management/Discipline
- IV. Legal Liability and Ethical Considerations
- V. Professional Development
- VI. Socialization/Professional Growth

- VII. Students with Special Needs
- VIII. Reporting Abuse and Intervention
- IX. Diversity and Discrimination in Education, the “isms” [violence, cliques, bully-ism, taunting]
- X. Certification Process in Michigan
- XI. Resume Writing/Interview Techniques/Job Search Skills
- XII. Reflective Assessment Techniques of Teaching Performance
- XIII. Advocacy in Physical Education
- XIV. District, State, National and Community Resources

ACADEMIC INTEGRITY:

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 274-276) [Graduate (pp. 26-28)] Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

REQUIRED INSTRUCTIONAL MATERIALS:

- 1. Intern Teacher Manual
- 2. Polo or golf shirts for each day of the experience
- 3. Email account – use WMU accounts
- 4. Membership in MAHPERD or AAHPERD
- 5. Attendance at a professional conference during HPER 4100/4750
- 6. Current iweb portfolio account

COURSE OUTCOMES:

Participation in class activities will enable the student teacher to perform the following to a criterion of 90% during seminar sessions:

- 1. Select developmentally appropriate activities commensurate with the needs of 50 specified students within the student teaching placement in written form.
- 2. Write functional lesson and unit plans with complete objectives, management plans and evaluation schemes for use during the student teaching experience.
- 3. Identify examples of positive reinforcement, negative reinforcement, punishment and extinction when asked to do so during class activities.
- 4. Present and defend a physical education program which includes a mission, statement of global objectives, value of the discipline within general education utilizing computer technology.
- 5. Identify potential sources of student disciplinary problems when asked to do so during a class discussion.
- 7. Identify in written form potential causes of student disciplinary problems given case studies provided by the instructor during a class discussion.

8. Develop management strategies to address student misbehavior given specific case studies on a written assignment.
9. Identify in written form a checklist containing a minimum of 5 major legal liability factors to be considered during the administration of a physical education program during a class discussion.
10. Write an accident procedure (emergency action plan) applicable to the district in which he/she is placed.
11. Create a written three-year professional development plan that outlines the intern's personal development plan for maintaining professionalism and continuing certification including:
 - a) Identify a minimum of 4 potential causes of professional burnout.
 - b) Identify four indicators of teacher burnout and develop strategies to address these conditions.
 - c) Devise a job search strategy describing the steps required for the strategy including use of university, public and Internet resources.
 - d) Identify the steps required for certification as a teacher in the State of Michigan and indicate how you plan to meet these expectations.
 - e) List activities and organizations that will allow the intern to continue to flourish as a professional.
12. Observe the planning, management and disciplinary techniques of the cooperating teacher with which he/she is placed in written form a minimum of 2 times at each placement (total minimum = 4).
13. Write accurate self-reflective, course and placement evaluations at the conclusion of each placement (I & II).
14. Analyze a minimum of three videotapes of personal teaching performance using course criteria (reflective practitioner strategies) and develop a written report of strengths, weaknesses, and goals to improve performance.
15. Graph the results of bi-weekly systematic behavioral observations of the student intern conducted by the WMU supervisor on forms provided by the WMU supervisor.
16. Set teacher and student behavioral goals based on the data collected by the WMU supervisor in written form.
17. Evaluate personal performance in written form on a daily, weekly and semester basis.
 - Identify a minimum of 4 potential contributors to the process of socialization within the field of education during a class discussion.
 - Demonstrate a personal commitment to professionalism by joining a state or national association and attending one meeting of the group within a 12-month period before or during intern teaching.
 - Identify the indicators of child abuse, substance abuse and learning performance distress on a written report indicating the steps required to address the specified situation.
 - Devise a professional resume following WMU placement center criteria.
 - Identify and apply appropriate and inappropriate interviewing techniques on a written assignment and by participating in a class lab session.
 - Use email to communicate progress, collaborate with colleagues and receive/transmit information regarding class assignments throughout the intern teaching experience.
 - Personally attend a school board meeting, faculty meeting and in-service session reporting the impact of the experience on the physical education program and personal teaching performance in the intern placement on a written report.
 - Write a report of the constraints in the school system in which he/she is placed describing the strengths, weaknesses and need for improvement pertinent to physical education.
 - Identify and utilize (where possible) school, community and state resources in the implementation of the required unit of instruction in each placement setting.

- Identify ten potential sources of discrimination within the physical education program in which he/she is placed offering strategies to modify/address the situation on a written report.
- Use criterion and norm referenced assessment tools to determine developmentally appropriate sequences of instruction during the development and implementation of lesson and unit plans.

Students are expected to turn in all assignments on the due date (see course calendar). **No late work will be accepted. Attendance is MANDATORY.**

GRADING: [See course calendar for specific point values]

Placement I Grade is calculated based on the % of points earned.

Placement II Grade is calculated based on the % of points earned.

GRADING SCALE:

92-100 %	A	84-86%	B	80-81%	C
87-90%	BA	82-83%	CB	79 and below-	

**WESTERN MICHIGAN UNIVERSITY
HPER DEPARTMENT
1903 WEST MICHIGAN AVENUE
KALAMAZOO, MICHIGAN 49008-5426**

COURSE NUMBER: HPER 4750, Intern Teaching/Physical Education Majors

HOURS OF CREDIT: 10

INSTRUCTORS: Dr. Debra S. Berkey **EMAIL:** debra.berkey@wmich.edu
PHONE: 387-2905

Kathy Conway **EMAIL:** kathy.conway@wmich.edu
PHONE: 387-2945

Patrick Ryan **EMAIL:** patrick.ryan@wmich.edu
PHONE: 387-2693

OFFICE FAX: 269-387-2704

REQUIRED TEXT: Berkey, D., Ryan, P., & Conway, K. Intern Teacher Manual. HPER Department.
Kalamazoo: Western Michigan University. www.wmich.edu/hper

COURSE DESCRIPTION: This course represents the final field experience of the student's curriculum during which an application of all knowledge and skills acquired is provided. Through the experience provided in this course, students develop the skills and knowledge necessary for certification as a teacher in the State of Michigan.

MAJOR TOPICS OF THE COURSE:

1. General orientation to Public School's procedures
2. Observation of the cooperation teacher and other professionals
3. Management functions in the gymnasium
4. Small group teaching (including implementing IPI's)
5. Team teaching
6. Planning instruction
7. Large group instruction
8. Evaluation of student performance
9. Evaluation of teacher performance
10. Teacher-student/teacher community relations
11. Professional Development
12. Reflective self-assessment skills

ACADEMIC INTEGRITY:

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 274-276) Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you

will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

COURSE OUTCOMES:

The student will:

1. Devise written, complete lesson plans using HPER Department Guidelines on a daily basis.
2. Devise and deliver two sequential unit plans (including skills, associated cognitive concepts, practice activities, objectives, lesson plans and assessment format) following HPER Department Guidelines during the intern teaching placement.
3. Deliver appropriate levels of reinforcement, correction, instruction, management and observation to meet the needs of specified students during 4 out of 6 classes observed by the WMU supervisor (graphing/checklist).
4. Demonstrate the capacity to select and provide motor appropriate activities for children that reflects their physical, cognitive and personal social needs which will be noted through the observation of a minimum of 30% ALT-PE (motor appropriate behavior) among participants 4 out of 6 times by the WMU supervisor.
5. Demonstrate the capability to manage pupil behavior effectively which will be noted through the observation of a maximum of 10% waiting time among participants and 20% teacher management engagement 4 out of 5 times by the WMU supervisor.
6. Identify physical, cognitive and personal social characteristics of learners in the placement utilizing this information to provide systematic and sequential instruction, which meets the needs of the specified students during instruction.
 - Minimum: Assess the physical skill of a minimum of 50 students utilizing norm and criterion referenced data to select motor appropriate activities for a specified group of children during the planning and implementation of instruction.
 - Minimum: Devise 4 individualized physical activity programs which are hierarchically sequenced and developmentally appropriate to the needs of 50 specifically identified students in each student teaching placement.
 - Minimum: Devise 4 prescriptive diagnostic individualized skill programs using HPER Department Guidelines to a 100% criterion level.
 - Minimum: Develop a group IEP using IPI information collected in class settings to devise a written report of the outcomes of instruction during intern teaching.
 - Develop a group IEP using IPI information collected in class settings to devise a written report of the outcomes of instruction during intern teaching.
7. Identify physical, cognitive and personal social characteristics of learners in the placement utilizing this information to provide systematic and sequential instruction, which meets the needs of the specified students during instruction.
 - Minimum: Devise 4 skill checklists reflecting a minimum of 4 observation points for use in the evaluation of the skill of students (task analysis).
8. Identify physical, cognitive and personal social characteristics of learners in the placement utilizing this information to provide systematic and sequential instruction, which meets the needs of the specified students during instruction.
 - Minimum: Identify and apply the characteristics of norm-referenced and criterion-referenced assessment instruments to select one of each and administer appropriate assessments during the planning and implementation of instruction.
9. Identify the characteristics of various types of instructional approaches and programs to select an appropriate strategy for a group of specified students during the planning and implementation of instruction.

10. Analyze the developmental appropriateness and safety of equipment and physical activities using the BAG System during the planning and implementation of instruction.
11. Assess teacher and student behavior after a minimum of 6 observations attaining 80% agreement with WMU supervisor data 3 out of 6 times.
12. Calculate the grades of a minimum of 50 students to a criterion of 80% reliability with the mentor teacher.
13. Observe the performance of the mentor teacher a minimum of 4 times using mentor teacher observation form, provided by the WMU supervisor to a criterion of 100%.
14. Provide developmentally appropriate instruction to meet the needs of all learners under the supervision of a master teacher in a practical setting during each eight-week field experience.
15. Utilize email to communicate with the WMU supervisor and peers regarding internship experiences and requirements.
16. Analyze a minimum of three videotapes of personal teaching performance using course criteria (reflective practitioner strategies) to develop a written report of strengths, weaknesses and goals to improve performance.
17. Attend a school board meeting, faculty meeting, and/or in-service session writing a Summary of the impact of the experience on the physical education program and the Student's own intern experience.

EVALUATION:

The students in this course are evaluated on a credit/no credit basis. Credit/no credit will be determined separately for each half of the student intern placement. Please note that each half of the intern placement will be graded individually. Student interns must receive a credit grade for each placement to complete this course. The University standard is C or above for credit. The points achieved for assignments [see HPER 4100 syllabus for points and grading scale], evaluations by the mentor teacher, the Western Michigan University supervising teacher and self-evaluations are used to determine the credit/no credit grade. Student interns who do not complete assignments at their placements by the date indicated as subject to an extension for an assigned period of one week at the placement involved. There are no exceptions to this expectation so make absolutely sure you discuss assignments well in advance with your mentor teacher to facilitate completion of all expectations.

Placement I

Mentor Teacher Weekly Evaluations
Supervising Teacher Observations
Weekly Self-Evaluations
HPER 4100 Assignments
Mentor Teacher Final Evaluation

Placement II

Mentor Teacher Weekly Evaluations
Supervising Teacher Observations
Weekly Self-Evaluations
HPER 4100 Assignments
Mentor Teacher Final Evaluation

GRADING SCALE:

92-100 %	A	84-86%	B	80-81%	C
87-91%	BA	82-83%	CB	79 and below- Repeat the experience	

HPER 4100
WEEKLY EXPECTATIONS FOR INTERN TEACHING
(HPER 4100/4750)

ADMINISTRATIVE INFORMATION

1. Intern Teachers will write lesson plans for all classes that they are responsible for teaching. During team teaching and or mirror teaching (teaching the exact same lesson as the Mentor Teacher during the next class), it is permissible for the student teacher to use the Mentor Teacher's lesson plan. During the construction of lesson plans for classes in which the Intern Teacher is responsible, the lesson plans of the Mentor Teacher can and should be utilized as a resource and/or guide. Always have your own plan written.
2. A minimum on one unit (as specified by HPER 4100/4750 guidelines) will be written during each of the two 8 week experiences. **A minimum of two to three skills should be taught during a unit of instruction. Intern teachers must implement two individualized instructional programs within the unit, which takes a minimum of 6 days for a unit. Group IEP and IPIs must be developed for fifty (50) students.**
3. Mentor Teacher should document Intern Teacher attendance, punctuality, dress and overall general professional conduct. This information will be recorded on a weekly evaluation sheet and any deficiencies should be brought to the attention of the Intern Teacher immediately and strategies for correction discussed.
4. Mentor Teacher should review the student teacher's self-assessment and, in cooperation with the student as well as signed by both, develop weekly goals for the student teacher.
5. Deficiencies, which the Mentor Teacher has brought to the attention of Intern Teacher should be noted on the weekly evaluation form. However, at any time that the Mentor Teacher (in their professional judgment) believes a major area of concern or an ongoing deficiency exists regarding any aspect of the performance of the Student Teacher, the Mentor Teacher should notify the University Coordinator. The University Coordinator will discuss the issue with the Student Teacher and if necessary, a conference may be arranged among all parties involved.

WEEKLY EXPECTATIONS

NOTE: These guidelines should be viewed as the minimal expectations for the student teacher. The Mentor Teacher may adjust the weekly expectations according to the constraints present in the individual placement and the capabilities of the Intern Teacher involved. These guidelines reflect acceptable progress toward the successful completion of the student teaching experience. This schedule is based on the standard operating procedure utilized by the HPER department of WMU in which intern teachers are placed at each setting for eight weeks.

WEEK 1

1. Intern Teacher should complete logistical information sheet (See Intern Teacher Manual).

2. Mentor Teacher should conduct a general orientation for the Intern Teacher (See Intern Teacher Manual Form).
3. Intern Teacher should complete Mentor Teacher interview (See Intern Teacher Manual Form).
4. Intern Teacher should observe Mentor Teacher as he/she teaches noting the general administrative and disciplinary system utilized by the Mentor Teacher (complete Observation Forms).
5. Intern Teacher should begin to learn the names of as many students as possible.
6. Intern Teacher should take roll (dependent upon administrative system in place) to facilitate the memorization of names.
7. Intern Teacher should assist with equipment placement and general supervision as directed by the Mentor Teacher.
8. If possible, Intern Teacher should observe at least two other teachers, one being a subject matter other than physical education.
9. Intern Teacher will complete weekly self-assessment form.
10. Mentor Teacher will complete a weekly evaluation form.

WEEK 2

1. Intern Teacher should observe Mentor Teacher teach all classes unless assigned a specific task by Mentor Teacher.
2. Mentor Teacher and Intern Teacher should discuss expectations for student teaching experience to determine which specific unit(s) of instruction the Intern Teacher will teach. Intern Teacher will designate a minimum of three skills, which will be presented during the instruction of the unit.
3. Intern Teacher should determine all constraints that might impact teaching of assigned unit(s) and develop constraint analysis project/report.
4. Intern Teacher should obtain and read a copy of the school's student handbook.
5. Intern Teacher should assume responsibility for record keeping for all classes.
6. Intern Teacher should "team-teach / mirror teach" with Mentor Teacher during latter portion of the week.
7. Intern Teacher and Mentor Teacher should determine one or two class periods per day for which the Intern Teacher will assume complete responsibility for beginning Week 3.
8. Mentor Teacher will complete Intern Teacher Weekly Evaluation Form and provide Intern Teacher with feedback regarding his/her overall performance and provide strategies for improvement.
9. Intern Teacher will complete weekly self-assessment.

WEEK 3

1. Intern Teacher should assume responsibility for a minimum of one class or two classes per day dependent on the total number of sections/classes assigned to the Mentor Teacher.
2. Intern Teacher will write lesson plans for assigned class and discuss lesson plans with Mentor Teacher prior to actual experience.
3. Mentor Teacher should observe Intern Teacher during the instruction of the designated class, evaluate actual teaching performance and recommend strategies for improvement.
4. Mentor Teacher will complete Intern Teacher Weekly Evaluation Form and provide Intern Teacher with feedback regarding his/her overall performance and provide strategies for improvement.
5. Intern Teacher will develop three task analyses and review these with the Mentor Teacher prior to actual presentation.

WEEK 4

1. Intern Teacher should assume responsibility for full teaching load.
2. Intern Teacher will write lesson plans for assigned classes and discuss lesson plans with Mentor Teacher prior to actual experiences.

3. Mentor Teacher should observe Intern Teacher during the instruction of one of the designated class, evaluate actual teaching performance and recommend strategies for improvement.
4. Mentor Teacher will complete Intern Teacher Weekly Evaluation Form and provide Intern Teacher with feedback regarding his/her overall performance and provide strategies for improvement.
5. Intern Teacher will develop a block plan for the unit assigned and review it with Mentor Teacher prior to actual instruction begins.
6. Intern Teacher will develop an assessment plan for the unit assigned and review it with Mentor Teacher prior to actual instruction begins.

WEEKS 5 – 7

1. Intern Teacher should assume responsibility for full teaching load.
2. Intern Teacher will utilize assigned unit plan as primary resource for teaching during this time period.
3. Intern Teacher will write lesson plans for assigned classes and discuss lesson plans with Mentor Teacher prior to actual experiences.
4. Mentor Teacher should observe Intern Teacher a minimum of once daily on a random basis. More observations should be conducted if deficiencies in performance are noted.
5. Mentor Teacher and Intern Teacher should discuss the teaching performance of the Intern Teacher a minimum of once daily. Discussion should include the evaluation of lesson plans, actual teaching, and strategies for improvement.
6. By the end of week 5, Intern Teacher should have been videotaped during teaching, observed tape and completed self-evaluation forms.
7. During teaching of unit, Intern Teacher will utilize ITIP format for instruction of basic skills and will utilize IPI format for practice sessions to include collection of a minimum of 50 IPI data points.
8. Mentor Teacher will complete Intern Teacher Weekly Evaluation Form and provide Intern Teacher with feedback regarding his/her overall performance and provide strategies for improvement.

WEEK 8

1. Intern Teacher should continue assume responsibility for full teaching load if Mentor Teacher so desires. In some circumstances, Mentor Teacher will begin teaching certain classes as a transition back to total control of their classes.
2. Intern Teacher will write lesson plans for assigned classes and discuss lesson plans with Mentor Teacher prior to actual experiences.
3. Intern Teacher should be formally observed by the University Supervisor a minimum of two times.
4. Mentor Teacher should observe Intern Teacher a minimum of once daily on a random basis. More observations should be conducted if deficiencies in performance are noted.
5. Mentor Teacher and Intern Teacher should discuss the teaching performance of the Intern Teacher a minimum of once daily. Discussion should include the evaluation of lesson plans, actual teaching, and strategies for improvement.
6. Mentor Teacher will complete Final Evaluation Form and provide Intern Teacher with feedback regarding his/hers overall performance.

WESTERN MICHIGAN UNIVERSITY
Department of Health, Physical Education and Recreation

STUDENT TEACHER INFORMATION FORM

Student Name _____

Current Address _____

Current Phone (____) _____ - _____ Best Contact Hours _____ - _____

Parent/Guardian _____ Home Phone (____) _____ - _____

Address _____
street city state zip

COOPERATING TEACHER(s):

Name _____ School _____ Address _____

School Phone (____) _____ - _____ Principal _____

Responsibilities other than student teaching:

SCHOOL SCHEDULE

TIMES							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

1. **ATTENDANCE**

- a. The Intern Teacher will adhere to the schedule followed by the school district to which s/he is assigned. In cases where the school district's schedule deviates from that of the University (i.e., beginning of school year, spring break), the student teacher will follow the school district's schedule.
- b. The Intern Teacher will keep the same school hours as the mentor.
- c. The Intern Teacher will attend in-service sessions, parent-teacher conferences, open-house events, faculty meetings and other extracurricular activities deemed appropriate by the mentor.
- d. Successful completion of intern teaching ends with the school term of the University. If the intern teacher desires to participate in school district activities beyond this date, s/he must do so as a guest of the school district.
- e. **Daily attendance is required.** Intern Teachers who miss three or more school days are required to extend their placement to successfully complete their directed teaching experience. Serious illnesses (more than one day) must be verified by a physician's note. Unexcused absences will affect the final evaluation of the student and be noted in the University Coordinator's recommendation. If the Intern Teacher misses school for any reason, the following actions must be taken:
 1. Contact the mentor at home or before school starts in the morning.
 2. Contact the school office and report absence.
Note: Both Steps 1 and 2 should be completed. If unable to reach mentor, leave message with office personnel. Every effort should be made to speak directly with the mentor.
 3. Contact University Supervisor (Conway, office 387-2945; Ryan, office 387-2693). Record day, time, a contact phone #, and reason for absence. If a visitation is scheduled that day, call the respective University Supervisor at the office **and** follow-up with an email if at all possible.
 4. Absence for avoidable or personal reasons must be *requested in writing* to both the WMU Supervisor and the mentor at least 10 days prior to the event.

5. Unexcused absences or absences due to illness will be monitored by both the Mentor and the University Coordinator. After the third absence, a meeting among the student, mentor and the university coordinator will be scheduled at the mentor's school. Conditions of the student's placement will be discussed and verified at this meeting. A letter of notification will be written by the university coordinator summarizing the results of the meeting and indicating a timeline for rectification of the student's situation. The student has the right to refer the matter to the Chair of the Department of Health, Physical Education and Recreation who will convene the Undergraduate Professional Program Committee within the Department to review the student's case. Contact for Dr. Berkey is Office: 387-2705/Home 616-521-7871.

2. **SUBSTITUTION**

Though the State of Michigan has approved legislation that legally enables Intern Teachers to act as substitute teachers, **WMU physical education prohibits this practice**. Exceptions to this policy need the PRIOR approval of University Coordinator, Department Chair and the Assistant Dean of Teacher Education. Contact Dr. Berkey at least 10 days prior to the event for specific details on how to request a possible exception.

3. **WORK STOPPAGE**

In case of strike or work stoppage, the Intern Teacher will not report to the assigned school but to the HPER department Chair for further direction. **The Intern Teacher will assume a neutral role during collective bargaining sessions.**

4. **DRESS AND CONDUCT CODE**

Intern Teachers should dress and act professionally throughout the placement experience. Appropriate dress may be determined by consulting the Mentor's Faculty Handbook and/or by consulting the Mentor Teacher. A good basic guideline is to adjust apparel mode to conform to the attire of general faculty.

Intern Teachers should practice good grammar and refrain from obscenities and/or inappropriate remarks or language throughout the student teaching experience.

Both males and females are expected to groom prior to arrival at any school function. Males should be clean-shaven or have beards and mustaches neatly trimmed.

Professionalism in all aspects of the intern teaching experience is expected. This includes promptness *and* preparedness. Students are encouraged to capitalize on the intern teaching opportunity to gain as many varied experiences as possible (i.e., field trips, club advisement, special projects, board meetings). Intern Teachers, however, should remember that they are teachers and should conduct themselves appropriately during professional roles.

5. **LEGAL STATUS OF INTERN TEACHER**

a. Legal Status of Intern Teacher

From the Michigan Department of Education, "Rules Covering the Certification of Michigan Teachers"

R390.1105 Persons required to hold certificates or permits

Rule 5. (3) A student enrolled for student teaching credit at an approved teacher education institution need not hold a teaching certificate but shall be certified by such teacher education institution to the state board as enrolled for student teaching. The certificate shall include the initial and final dates of the assignment and the name of the school to which the student is assigned. Upon filing

such certificate with the state board, persons assigned school duties by a board of education shall be considered as lawfully exercising such duties.

340.613 The Board may authorize or order the suspension or expulsion from school any pupil guilty of gross misdemeanor or persistent disobedience, or one having habits or bodily conditions detrimental to the school, whenever in its judgment the interests of the school may demand it.

b. Legal Status of Student Teacher
From the "General School Laws" State of Michigan:

340.614 Every board shall have authority to make reasonable rules and regulations relative to anything whatever necessary for the proper establishment, maintenance, management carrying on of the public schools of such district, including regulations relative to the conduct of pupils concerning their safety while in attendance at school or en route to and from school.

340.755 Any teacher or superintendent may use such physical force as may be necessary to take possession from any pupil of any dangerous weapon carried by him.

340.756 Any teacher or superintendent may use such physical force as is necessary on the person of any pupil for the purpose of maintaining proper discipline over the pupils in attendance at any school.

340.757 No teacher or superintendent shall be liable to any pupil, his parent or guardian in any civil action for the use of physical force on the person of any pupil for the purposes prescribed in sections 755 and 756 of this act, as mended, except in case of gross abuse and disregard for the health and safety of the pupil.

From School Policy -- which varies from district to district because the policy is a reflection of the Board of Education's actions or inactions regarding any given area.

From Association/Board Master Contract -- which also varies from district to district because it is negotiated at the individual local level.

c. Negligence

It is strongly recommended that student teachers join the student National Education Association as this organization provides liability coverage as well as other professional benefits. Student Teachers electing not to join NEA are responsible for securing their own liability insurance.

6. EMPLOYMENT DURING INTERN TEACHING

Your intern teaching experience (HPER 4100/4750) is your first priority. While it is recognized that other responsibilities such as coaching, extracurricular activities or outside employment may also occur during student teaching, these activities must not detract from your performance as an educator. You must inform your coordinator and mentor at the beginning of the semester, in writing, that you intend to be involved in any of the outside roles mentioned above. Attendance to all HPER 4100 seminars is mandatory and no other obligations should detract from this. If your student teaching performance is sub-par, due to outside interests, you will be counseled to drop one responsibility or the other. Since your full attention is required for successful completion of intern teaching, outside employment and

other commitments should be avoided or limited. You will invest a monumental amount of time and effort during the next semester plan to adjust outside commitments accordingly.

HPER 4100/4750 MENTOR TEACHER TECHNOLOGY SURVEY

In an effort to maintain the best possible contact with Intern Teachers during the course of student teaching, the faculty of Western Michigan University may periodically contact you via electronic modalities. The purpose of this survey is to ascertain the current status of individuals serving as Mentor Teachers in regard to their capabilities for technological communications and videotaping. Please feel free to contact any of the Western Michigan University faculty involved with student teaching supervision via your best possible method.

Mentor Teacher Name: _____

School: _____

Principal Name _____

The best school phone number to contact mentor teacher: _____

If we have permission to contact mentor at home,
what is the home phone number? _____

School Fax Number: _____

School Email Address _____

Do you (mentor) have e-mail at your home?

If YES, and if we have your permission to
contact you at your home, what is your
home e-mail number? _____

Does your school have the capabilities to videotape
your physical education student teacher?

Camcorder	YES	NO
Wireless Microphone	YES	NO
Tripod	YES	NO

WMU Fax Number is (269) 387-2704

Pat Ryan	Intern Teaching Supervisor	387-2693	patrick.ryan@wmich.edu
Kathy Conway	Intern Teaching Supervisor	387-2945	kathy.conway@wmich.edu
Debra Berkey	Intern Teaching Supervisor	387-2705	berkeydeb@yahoo.com

INTERN TEACHER ORIENTATION

Mentors should use the following list as a guide when orienting the Intern Teacher to his/her placement. It is recommended that orientation be completed by the end of the first week of the student teaching experience.

1. Orientation to building and grounds

- _____ a. Location of main office, health room, guidance counselor's office, janitor's station, library, faculty lounge, cafeteria, auditorium, gymnasium, locker rooms, music room, principal's office, other:
- _____ b. Parking facilities: assigned parking
- _____ c. Security system- availability of keys

2. Introduction to administration, staff, and faculty

- _____ a. administration
- _____ b. staff: secretaries, maintenance, cleaning
- _____ c. faculty

3. Orientation to safety procedures

- _____ a. Fire drill: exits, student conduct, report procedures
- _____ b. Bomb scares, other acts of violence
- _____ c. Tornado drill
- _____ d. Accident: emergency action plan, documentation procedures

4. Orientation to school district policies

- _____ a. Student Handbook
- _____ b. Faculty Handbook
- _____ c. Dress Code faculty and students
- _____ d. Student Attendance
- _____ e. Roll (morning, throughout day)
- _____ f. Grading
- _____ g. Discipline
- _____ h. Miscellaneous

5. Discussion of Mentor Teacher's Expectations of the Student Teacher

- _____ a. Timeline for teaching

- _____ b. Duties
- _____ b. Hours (start, end times)
- _____ c. Lesson Plans
- _____ d. Unit Plans- which units will be taught
- _____ e. Classroom/Gymnasium Procedures
- _____ f. Conduct
- _____ g. Role of Student Teacher
- _____ h. Miscellaneous

6. Orientation to school district schedule

- _____ a. Daily periods: times and assignments
- _____ b. Vacations, In-service days
- _____ c. Athletic Schedules
- _____ d. Extracurricular schedules (plays, assemblies, concerts etc.)

7. Orientation to available equipment

- _____ a. Audiovisual, computers, special equipment availability and check-out procedures
- _____ b, Orientation to duplication, copy machine procedures
- _____ c. Review of available equipment, materials

8. Orientation to the students

- _____ a. Introduction to students
- _____ b, Review of student experience and achievements
- _____ c. Review of any special considerations related to classes

MENTOR TEACHER INTERVIEW

Intern Teacher _____ Date _____
School _____
Teacher Interviewed _____ Signature _____

As part of your constraint analysis, ask your Mentor Teacher the following:

1. What procedure do you follow when you miss school for an emergency?
2. What procedure do you follow when you miss school for personal reasons (weddings, doctor's appointments)?
3. Does the school district support professional development? If yes, how?
4. Is there a student attendance policy? If yes, what is it?
5. How does an unexcused absence affect a student's grade?
6. What happens if a student is unprepared for physical education (improper dress, does not feel well)?
7. What is the school policy concerning student dress? Is this different from what is required in physical education? How?
8. What is the school policy concerning teacher dress?
9. What is the school policy concerning student substance abuse (alcohol, drugs)?

10. What is the emergency procedure to be followed in the gymnasium in the event of an injury? (Are there additional procedures if the accident involves blood?)
11. What are the school policies regarding emergency drills (bomb treat, fire, tornado)?
12. Does the school have a student discipline code?
13. Does the department have a policy concerning student grades in physical education? If so, list the main features of that policy here.
14. Is your physical education program in compliance with all pertinent federal (P.L.94-142, Title IX) and state legislation (P.A.25)?
15. Was there one significant person who influenced you? If so, in what role did the person most influence you (parent, coach, teacher, counselor, employer)?
16. To what extent are you teaching differently now than you would have two years ago? Who or what do you think is most responsible for the change (if there is one)?
17. Do administrators evaluate physical education classes on a regular basis?
18. Do you feel that the district and building administrators are supportive of physical education? Why or why not?

19. To what professional organization(s) do you belong?
20. Do you read and use the information in the professional journals?
21. What was the last professional meeting or convention you attended?

HPER 4100/4750 CONSTRAINT ANALYSIS

INTERN TEACHER: _____ PLACEMENT: _____

Importance: Understanding and evaluating constraints permits:

- Guidelines for the selection of activities
- Accountability of program

For each of the categories listed, **briefly discuss in paragraph form each bolded heading** the status of the constraint at the placement to which you are assigned. *Discuss in full sentences, supply information for each topic, and include specific details where appropriate. You should not write N/A for any of the items.*

Level One : GOVERNMENTAL

Title IX: Coed classes, athletic opportunities:

P.L. 94-142: Mainstreaming:

Local constraint

Discuss how the constraint impacts delivery of physical education at your school

Level Two: Community

Ethnic Population:

Socio-economic standard (SES)

Popularity of specific sports

Religion:

Discuss any cultural elements you observe at school

Describe the impact of the cultural constraints on the physical education program

Level Three: Instructional Variables

Time Allocation

- * Frequency (for students)
- * Duration (of classes)
- * Requirement/Elective

Facilities

- * # of teaching stations
- * Indoor
- * Outdoor
- * Equipment (# of, condition, variety, etc)

Personnel

- * # of Physical Education staff
- * Faculty/student ratio

Budget:

Administrative expectations:

Administrative support:

Grading Policy for P E:

Students:

- * Background
- * Experience(s)
- * Current Level of Performance
- * Attitude toward P E

Special Considerations:

**Emergency Action Plan
HPER 4100/4750**

INTERN TEACHER:_____ **PLACEMENT:**_____

Emergency Action Plan: The steps taken whenever an emergency arises. These steps include *who*, *what*, *where*, *how* [who determines there is an emergency, who contacts the next level and how, what happens to the rest of the students, where are first aid materials and phones, etc...]

The following steps are taken whenever a student “goes down” or is injured in class at my placement:

CONSTRAINT ANALYSIS RUBRIC (50 points)

For each of the categories listed, briefly discuss in paragraph form each bolded heading the status of the constraint of the placement to which you are assigned. Discuss in full sentences, supply information for each topic, and include specific details where appropriate. You should not write N/A for any of the items.

1. **Professional Preparation**
 - a. Typed _____/2
 - b. Paragraph Form _____/2
 - c. Grammar _____/2
 - d. Spelling _____/2

2. **Level One: Governmental Constraints**
 - a. Title IX _____/2
 - b. P.L. 94-142 _____/2

3. **Level Two: Community Constraints**
 - a. Ethnic Population _____/2
 - b. Socio-economic standard _____/2
 - c. Popularity of specific sports _____/2
 - d. Religion _____/2

4. **Level Three: Instructional Variables**
 - a. Time Allocation (frequency, duration, requirement/elective) _____/2
 - b. Facilities (# of teaching stations, indoor, outdoor, equipment) _____/2
 - c. Personnel (number of physical educators, faculty/student ratio) _____/2
 - d. Budget _____/2
 - e. Administrative Expectations _____/2
 - f. Administrative Support _____/2
 - g. Grading Policy for Physical Education _____/2
 - h. Students (background, experiences, level, Attitude) _____/2
 - i. Special Considerations _____/2

5. **Emergency Action Plan at School**
 List steps taken whenever an emergency arises in your classroom
 (The following steps are taken whenever a student “goes down” or is injured in class.)
 - a. Who determines there is an emergency? _____/2
 - b. When and who is contacted at the next level? _____/2
 - c. How is the next level contacted? _____/2
 - d. What happens to the rest of the students? _____/2
 - e. Where are the first aid materials, telephones, etc.? _____/2

Intern Teacher _____ School _____ Grade _____

Date _____ Class Type: Male Female Coed Class Size _____

Lesson/Placement Week _____ Day _____

Objective for the day:

Was the objective met?

How was the objective evaluated?

Outline of Activities

<u>Time</u>	<u>Teacher Behavior</u>	<u>Student Behavior</u>	<u>Time</u>	<u>Teacher Behavior</u>	<u>Student Behavior</u>

<u>Frequency Count</u>	<u>1-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21-25</u>	<u>26-30</u>	<u>Total</u>
<u>First Name</u>							
<u>+ Reinforcement</u>							
<u>Correction</u>							

Things you liked:

Things you would change:

**Department of Health, Physical Education and Recreation
Intern Teacher Self Assessment Form (TYPE)**

Intern Teacher _____

Week# _____

Date _____

Directions: To be completed at home.

1. Type a short paragraph describing your activities during your placement this week.

2. What were your strengths during your performance?

3. What do you intend to do to maintain your performance?

4. What were your weaknesses during your performance?

5. What do you intend to do to improve your performance?

6. Rate yourself on the following:

	Consistent					Erratic	Goal/Strategy
a. Positive feedback	NA	5	4	3	2	1	
b. Specific observation	NA	5	4	3	2	1	
c. Plans	NA	5	4	3	2	1	
d. Dress	NA	5	4	3	2	1	
e. Punctuality	NA	5	4	3	2	1	
f. Management	NA	5	4	3	2	1	
g. Position during instruction	NA	5	4	3	2	1	
h. Student waiting	NA	5	4	3	2	1	
I. Student first name	NA	5	4	3	2	1	
j. Initiative	NA	5	4	3	2	1	

Write three goals for this week. Indicate your strategy to accomplish these goals.

GOALS

1.

2.

3.

STRATEGIES

1.

2.

3.

PREFERRED OBSERVATION DATES/TIMES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
--------	---------	-----------	----------	--------

DATE:

TIME:

Mentor Teacher _____
Signature

Intern Teacher _____
Signature

HPER 4100/4750
Intern Teacher
Weekly Progress Report

Intern Teacher _____ Week # _____ School _____
Days Absent: _____ Days Late: _____ Today's Date: _____
Signature Mentor Teacher _____

- 1 = FAN: Focused Attention Needed
2 = PTE: Progressing Toward Expectations
3 = ME: Meets Expectations

Please give an overall rating of each category and write comments below the category descriptions.

	Low		High
<u>Professional Competence</u>	<u>1</u>	<u>2</u>	<u>3</u>

- Demonstrates current knowledge of subject area
- Presents accurate information objectively

Comments:

	1	2	3
--	----------	----------	----------

- Presents sequential instruction
- Gives clear demonstrations
- Provides purposeful practice sessions
- Gives frequent/appropriate reinforcement/correction
- Uses a variety of media to present information
- Asks questions appropriate to the skill level of the learner
- Uses appropriate language during instruction
- Student progress is monitored

Comments:

	1	2	3
--	----------	----------	----------

- Bases content of instruction on developmental needs of learners
- Focuses on critical concepts, skills, and issues w/in time allocated
- Accommodates individual differences among learners

Comments:

Professional Development	1	2	3
<ul style="list-style-type: none"> • Takes responsibility for professional assignments • Dresses (polo shirt, sneakers, shorts/pants) and acts appropriately • Paperwork is completed on time • Arrives promptly each day 			

Comments:

Self-Assessment Skills	1	2	3
<ul style="list-style-type: none"> • Identifies strategies to improve performance • Is receptive to constructive criticism and suggestions • Implements strategies/suggestions into future teaching 			

Comments:

Planning Skills	1	2	3
<ul style="list-style-type: none"> • Develops units of instruction reflecting sequential progression • Prepares/uses objectives which are observable, measurable, controllable • Prepares lesson plan based on theoretically supported instruction design • Plans management (transitions, equipment, materials, student movement) • Devises and uses student assessment plan based on daily objectives 			

Comments:



WESTERN MICHIGAN UNIVERSITY

Department of Health, Physical Education and Recreation

FINAL EVALUATION REPORT OF INTERN TEACHING

(TO BE COMPLETED BY MENTOR TEACHER /UNIVERSITY SUPERVISOR)

Name of Intern Teacher	WIN Number	Date
School Name/District	Grades/Subjects Taught	
Mentor/Cooperating Teacher	University Coordinator	

The ten standards listed in this evaluation form reflect the **Entry-Level Standards for Michigan Teachers as well as the Beginning Physical Education Teachers by the National Association for Sport and Physical Education**. Specific items under each standard area are based upon those standards, INTASC (Interstate New Teacher Assessment and Support Consortium), and WMU's Conceptual Framework: **Preparing the Reflective Practitioner**.

Please use the following scale to assess the Intern Teacher's current achievement as measured against your expectations of a typical **entry-level teacher**:

FAN (missing/marginal): Focused Attention Needed
PTE (acceptable): Progressing Toward Expectations
ME (target): Meets Expectations

Use comments or examples to describe performance and explain scale selections. Comments may address individual items or the standard as a whole. Attachments may be made to this document but must be dated and signed by the Intern Teacher, Mentor/Cooperating Teacher, and the University Coordinator. Documentation must accompany any indicator measured as 'FAN.'

STANDARD ONE: Content Knowledge

<u>Understand physical education content and disciplinary concepts related to the development of a physically educated person.</u>	FAN	PTE	ME
1.1 Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning.			
1.6 Demonstrate knowledge of approved state and national standards and local program goals.			

Comments:

STANDARD TWO: Growth and Development

<u>Understand how individuals learn and develop, and provide opportunities that support physical, cognitive, social and emotional development.</u>	FAN	PTE	ME
2.1 Monitor individual and group performance in order to design safe instruction that meets student developmental needs in physical, cognitive, social and emotional domains.			
2.2 Understand the biological, physiological, biological, sociological experiential and environmental factors that influence developmental readiness to learn and refine motor skills.			
2.3 Identify, select and implement appropriate learning/practice opportunities based on understanding the student, the learning environment and the task.			

Comments**STANDARD THREE: Diverse Learners**

<u>Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.</u>	FAN	PTE	ME
3.1 Identify, select and implement appropriate instruction that is sensitive to the students' strengths and weaknesses, multiple needs, learning styles and prior experiences.			

Comments:**STANDARD FOUR: Management and Motivation**

<u>Use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</u>	FAN	PTE	ME
4.1 Use management routines that create smoothly functioning learning experiences.			
4.2 Organize, allocate and manage resources to provide active and equitable learning experiences.			
4.3. Use a variety of developmentally appropriate practices to motivate school age children to participate in physical activity inside and outside of school.			
4.4 Use strategies to help students demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment.			

Comments:

STANDARD FIVE: Communication

<u>Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings.</u>	FAN	PTE	ME
5.1 Describe and demonstrate effective communication skills.			
5.2 Communicate managerial and instructional information in a variety of ways.			
5.4 Describe and implement strategies to enhance communication among students in physical activity settings.			

Comments:**STANDARD SIX: Planning and Instruction**

<u>Understand the importance of planning developmentally appropriate instructional units to foster the development of a physically educated person.</u>	FAN	PTE	ME
6.1 Identify, develop and implement appropriate program and instructional goals.			
6.2 Develop short- and long-term plans that are linked to both program and instructional goals and student needs.			
6.4 Select, design and implement learning experiences that are safe, appropriate, and relevant to address student needs and based on principles of effective instruction.			
6.5 Apply disciplinary and pedagogical knowledge in developing and implementing learning environments and experiences.			
6.6 Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.			
6.7 Select and implement appropriate teaching resources and curriculum materials.			
6.8 Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.			
6.9 Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.			
6.10 Develop a repertoire of direct and indirect instructional formats to facilitate student learning.			

Comment**STANDARD SEVEN: Student Assessment**

<u>Understand and use the varied types of assessment and their contribution to overall program continuity and the development of the physical, cognitive, social, and emotional domains.</u>	FAN	PTE	ME
7.2 Use a variety of appropriate, authentic and traditional assessment techniques to access student understanding and performance, provide feedback, and communicate student progress.			
7.4 Interpret and use learning and performance data to inform curricular and instructional decisions.			

Comments:

STANDARD EIGHT: Reflection

<u>Understand the importance of being a reflective practitioner and its contribution to overall professional development and actively seek opportunities to sustain professional growth.</u>	FAN	PTE	ME
8.1 Use a reflective cycle involving a description of teaching justification of teaching performance, critique of teaching performance, setting of teaching goals and implementation of change.			
8.2, 8.3 Using available resources, construct a plan for continued professional growth based on the reflective assessment of personal teaching performance.			

Comments:**STANDARD NINE: Technology**

<u>Use information technology to enhance learning and personal and professional productivity.</u>	FAN	PTE	ME
9.1 Demonstrate knowledge of current technologies and their application to physical education.			
9.2 Design, develop, and implement student learning activities that integrate information technology.			
9.3 Use technologies to communicate, network, locate resources and enhance continuing professional development.			

Comments**STANDARD TEN: Collaboration**

<u>Understand the necessity of fostering collaborative relationships with colleagues, parents/guardians, and community agencies to support the development of a physically educated person.</u>	FAN	PTE	ME
10.1 Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.			
10.2 Actively participate in the professional education physical education community and within the broader field of education.			
10.4 Establish productive relationships with parents/guardians and school colleagues to support student growth and well-being.			

Comments:

Professional Recommendation

Mentor Teacher: _____ **Date:** _____

Student Teacher: _____ **Date:** _____

University Supervisor: _____ **Date:** _____

Recommended for: Credit _____ **No Credit** _____

_____ *Intern Teacher's Signature	_____ Mentor/Cooperating Teacher's Signature	_____ University Coordinator's Signature	_____ Date
--------------------------------------	--	--	---------------

*The Intern Teacher's signature is required to attest to the fact that this evaluation has been reviewed with her/him. The signature does not imply agreement or disagreement with the evaluation ratings assigned.

Intern Teacher

School

Observer

Date _____

Unit

Grade

Obs. #:

Type: M F C

Unit Placement: 1 2 3 wk/day

WRITTEN LESSON PLAN

MOVEMENT CONCEPTS

Objectives	Y	N	Conc 1	Conc 2	Conc 3
Anticipatory set			Appropriate questions		
Obj. statement			Sequence		
Warm-up			Sufficient practice		
Cool-down					
Closure					

LESSON OUTLINE

	Skill 1	Skill 2	Skill 3	Game
Model				Relates to skill?
4 Sub-points				Little wait time?
Student response				High BAGS score?

Questions

	Activity 1	Activity 2	Activity 3	Activity 4	Game
Central Demo					
Dry Run					
Challenge/Safety					
Questions					

MANAGEMENT PLAN

Stop/Go

Go

Get what

Do what

EGIES FOR IMPROVEMENT

Student Observation Data Summary Form

Intern Teacher _____
 School _____
 Supervisor _____
 Mentor _____

Date _____
 Time _____
 Unit _____
 Placement (Wk/Day): _____

Obs. #:

Teacher	Dur	Freq	Sup. %	S.I.%	Rate Sup. SI
1 – Gen Ob					
2 – Neg FB					
3 – Re-in					
4 – Cor FB					
5 – Man					
6 – Inst					
7 – Mod					
8 – Phys G					
9 – N-T Ver					
10 – Off-T					
11 – Sp Ob					
12 – Punish					
<u>TOTAL</u>					
<u>DUR</u>					
Student	Dur	Freq	%	Pred	Goal
13 – MA					
14 – MI					
15 – MS					
16 – Cog					
17 – ON					
18 – OF					
19 – I					
20 – W					
<u>TOTAL</u>					
<u>DUR</u>					

STRATEGIES FOR IMPROVEMENT

Supervisor

Student

Teacher Self-Evaluation Prediction Form**Name** _____
Format _____**Time Period** _____
Unit _____**Type/# of students** _____
Placement in Unit _____**A. Teacher Behavior**

Estimate the percentage of time you spent in each of the following behavior categories during the class you just taught; your total of all categories must equal 100.

- | | | |
|----------------|--|------------|
| 1 | Making general observations of the class operation (no verbalization) | _____ |
| 2 | Negative feedback | _____ |
| 3 | Reinforcement | _____ |
| 4 | Provided corrective feedback to students | _____ |
| 5 | Managing the operations of the class | _____ |
| 6 | Providing verbal instruction | _____ |
| 7 | Modeling for a student | _____ |
| 8 | Physically guiding a student through a motion | _____ |
| 9 | Non-task verbal | _____ |
| 10 | Off Task | _____ |
| 11 | Making specific observations (within six feet) of students for purpose of providing instruction (no verbalization) | _____ |
| 12 | Punishment | _____ |
| Total % | | 100 |

B. Teacher Behavior Rate

Estimate the rate per minute at which you engaged in the following

- | | | |
|----|---|-------|
| 3 | Reinforced students | _____ |
| 4 | Provided corrective feedback | _____ |
| 11 | Provided specific observation (within six feet; no verbalization) | _____ |

C. Student Behavior

Estimate the percentage of time your students engaged in the following behaviors during the class you just taught; the total must equal 100.

- | | | |
|----------------|---|------------|
| 13 | Engaged in motor appropriate activity | _____ |
| 14 | Engaged in motor inappropriate activity (too easy, too difficult) | _____ |
| 15 | Supported other students' motor appropriate activity | _____ |
| 16 | Engaged in cognitive behavior | _____ |
| 17 | Engaged in an assigned non-subject-matter task (a management task, a transition task, a warm up task) | _____ |
| 18 | Engaged in behavior irrelevant to the class | _____ |
| 19 | Break in an ongoing activity (intra-task) | _____ |
| 20 | Waited their turn to perform | _____ |
| Total % | | 100 |

Student and Teacher Behaviors Graphing Forms

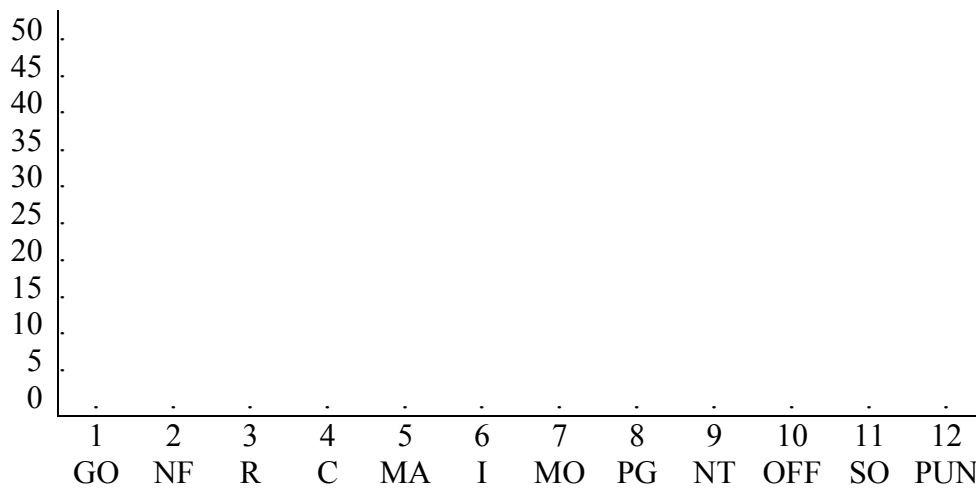
Name _____

Semester _____

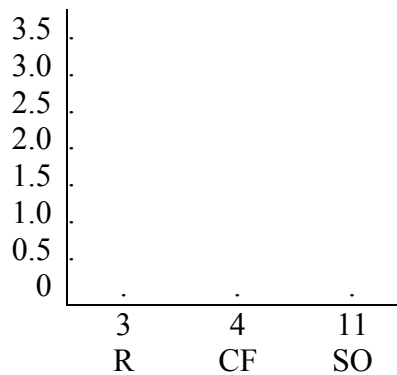
Date _____

Placement _____

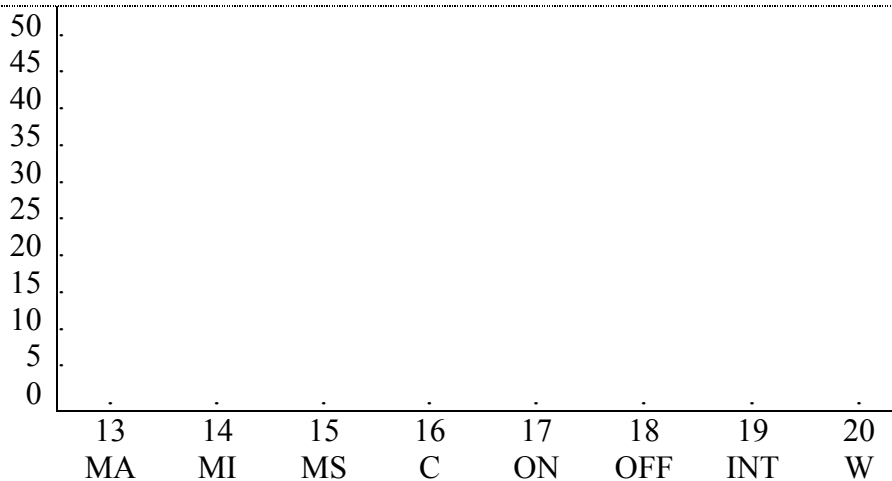
**%
Teacher
Behavior**



**Rate
Teacher
Behavior**



**%
Student
Behavior**



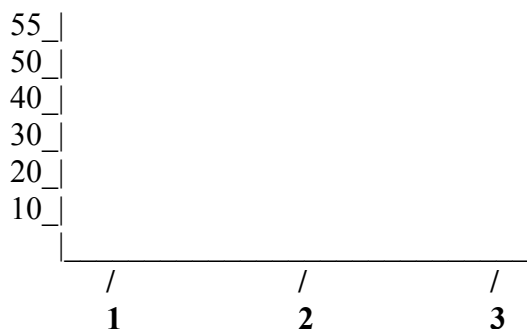
Intern Teaching Performance-Teacher Behavior

Intern Teacher: _____ Placement: _____

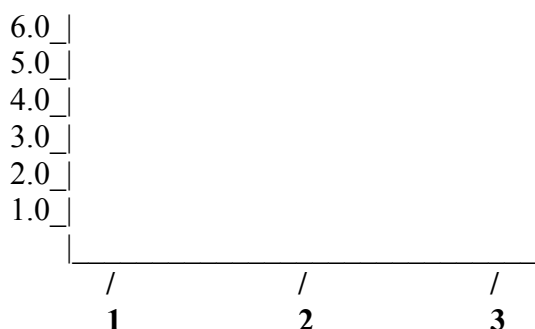
Analyze the data graphed across time. Place an "X" for your actual data and a "0" for your predicted data.

Teacher Behavior Data

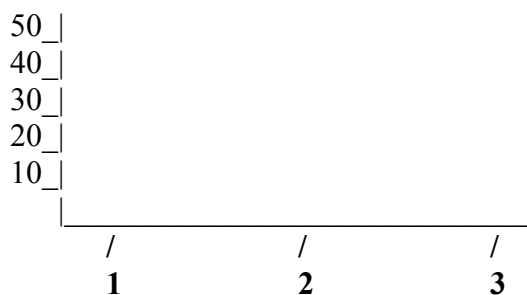
% Total Instruction (Add #'s 6+7+8)



Rate of Specific Observation (#11)



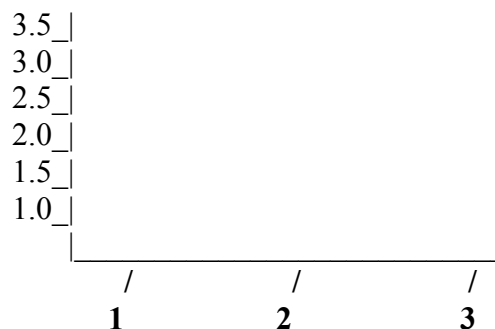
% General Observation (#1)



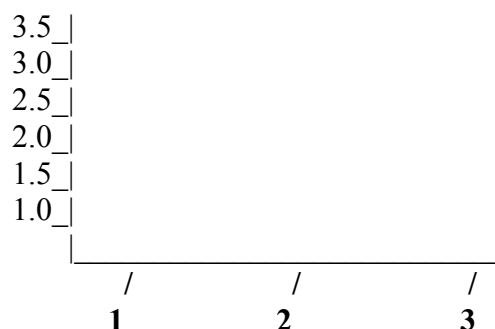
Dates of Observation: _____

Subject Matter: _____

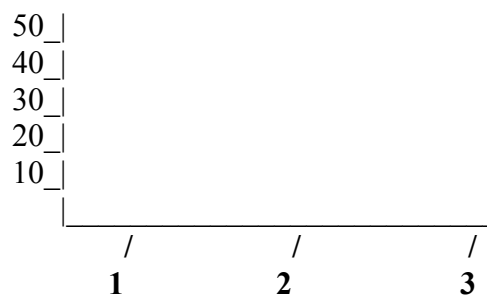
Rate of Correction (#4)



Rate of Positive Reinforcement (#3)



% Management (#5)



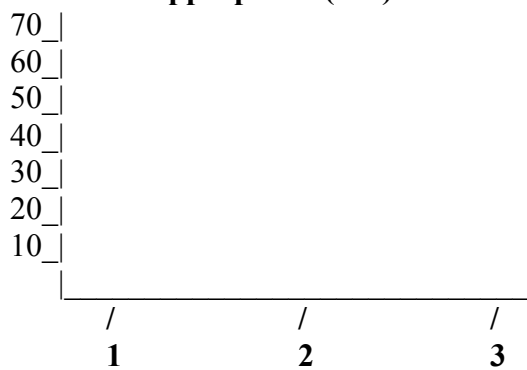
Intern Teaching Performance-Student Behavior

Intern Teacher: _____ Placement: _____

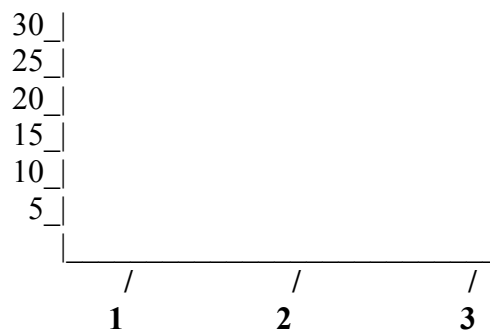
Analyze the data graphed across time. Place an "X" for your actual data and an "0" for your predicted data.

Student Behavior Data

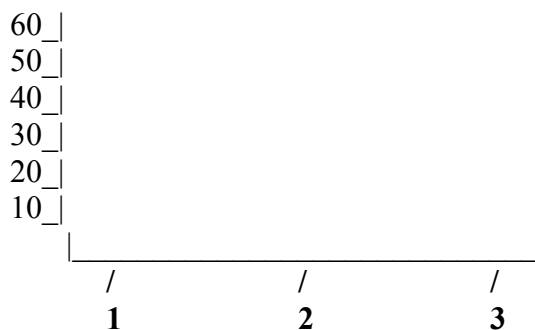
% Motor Appropriate (#13)



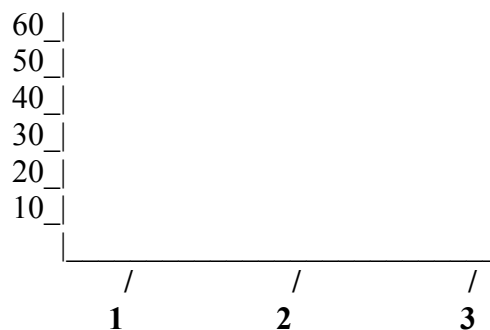
% Motor Supporting (#15)



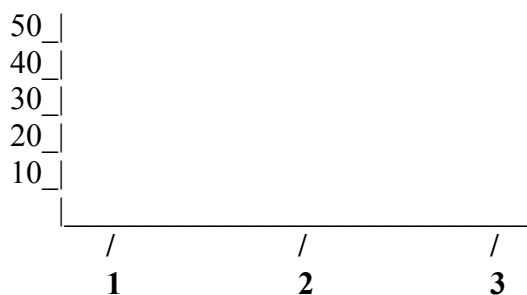
% Cognitive (#16)



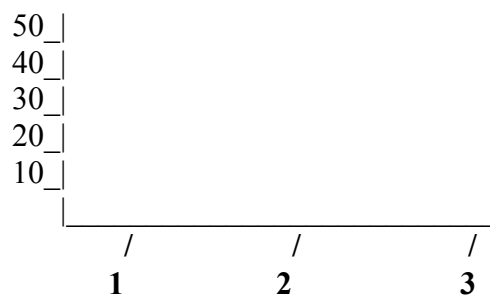
% On-task (#17)



% Interim (#19)



% Waiting Time (#20)



Dates of Observation: _____

Subject Matter: _____

HPER 4100/4750 **Lesson Plan Rubric**

Intern Teacher

Date:

Unit:

Lesson Plan #

- _____/4 **Objectives (#based on lesson content: A,C,C)**
- _____/1 **Equipment/Warm Up**
- _____/ 1 **Time Script**
- _____/11 **FORMAT**
- ITIP 1**
- ____ Teacher Model/4 critical points
- ____ Student Response
- ____ Questions to Check
- ITIP 2**
- ____ Centrally Located Position
- ____ Dry Run
- ____ Challenge
- ____ Safety
- ____ Questions to Check Understanding
- IPI**
- ____ Entry Procedure
- ____ Teach Code
- ____ Station Format (each station listed in ITIP 2 Format,
 Objective listed for each station)
- _____/ 3 **Transitions**
- _____/ 1 **Formation/Instructional Map**
- _____/2 **Task Progression (time, flow, content, progression, developmentally
appropriate)**
- _____/1 **Standards Listed**
- _____/1 **Attachments (quiz, TA, worksheets etc.)**

Total ____/25

Total ____/75

Comments:

HPER 4100/4750 Observation Rubric

Intern Teacher: _____ Date: _____
 Grade Level of Lesson _____ Lesson Plan Topic _____

_____/4 **Objectives (#based on lesson content: A,C,C)**

_____/1 **Equipment/Warm Up**

_____/1 **Time Script**

_____/11 **FORMAT**

ITIP 1

_____**Teacher Model/4 critical points**

_____**Student Response**

_____**Questions to Check**

ITIP 2

_____**Centrally Located Position**

_____**Dry Run**

_____**Challenge**

_____**Safety**

_____**Questions to Check Understanding**

IPI

_____**Entry Procedure**

_____**Teach Code**

_____**Station Format (each station listed in ITIP 2 Format,**

Objective listed for each station)

_____/3 **Transitions**

_____/1 **Formation/Instructional Map**

_____/2 **Task Progression (time, flow, content, progression, developmentally appropriate)**

_____/1 **Standards Listed**

_____/1 **Attachments (quiz, TA, worksheets etc.)**

Teaching- 20

<u>ITIP1</u>	<u>ITIP2</u>	<u>IPI</u>	
Model	Central position	ENTRY	CODE
4 points	Dry run	Attention	Model conditions
Student Response	Challenge/Safety	Model ½ way	Student response
CFU	CFU	Observe	CFU
		Record	Explain criterion
		Model ¼, ¾	

_____/2 **Transitions**

_____/2 **Positioning**

_____/1 **Equipment**

Graphs- 25 (Include a summary discussing one teacher behavior and one student behavior)

_____**Teacher behavior**

_____**Rates**

_____**Student behaviors**

_____**Neatness**

_____**Reflection (teacher/student behavior)**

Total _____/75

Western Michigan University
Department of Health, Physical Education, Recreation
Teacher Preparation Program

Group IEP Reporting Form

Unit: _____ Location: _____ Date: _____

<u>Student</u>	Program			Program		
	Terminal:			Terminal:		
	Entry	Projected	Actual	Entry	Projected	Actual
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						

Please type a one to two page summary documenting your experience implementing the IPI format in your class.

HPER 4100/4750
Videotape Reflection Rubric

Intern Teacher: _____

Reflection#: _____

_____/6 Forms thoroughly completed

_____/1 Videotape included

_____/5 Questions answered completely in paragraph form

_____/4 Minimum two paragraph summary reflection

_____/4 Spelling, grammar, punctuation, and directions followed

Comments: _____

TOTAL /20

Teacher Self-Evaluation Prediction Form/Video Ref. #1Name _____
Format _____Time Period _____
Unit _____Type/# of students _____
Placement in Unit _____**A. Teacher Behavior**

Estimate the percentage of time you spent in each of the following behavior categories during the class you just taught; your total of all categories must equal 100.

- | | | |
|----------------|--|------------|
| 1 | Making general observations of the class operation (no verbalization) | _____ |
| 2 | Negative feedback | _____ |
| 3 | Reinforcement | _____ |
| 4 | Provided corrective feedback to students | _____ |
| 5 | Managing the operations of the class | _____ |
| 6 | Providing verbal instruction | _____ |
| 7 | Modeling for a student | _____ |
| 8 | Physically guiding a student through a motion | _____ |
| 9 | Non-task verbal | _____ |
| 10 | Off Task | _____ |
| 11 | Making specific observations (within six feet) of students for purpose of providing instruction (no verbalization) | _____ |
| 12 | Punishment | _____ |
| Total % | | 100 |

B. Teacher Behavior Rate

Estimate the rate per minute at which you engaged in the following

- | | | |
|----|---|-------|
| 3 | Reinforced students | _____ |
| 4 | Provided corrective feedback | _____ |
| 11 | Provided specific observation (within six feet; no verbalization) | _____ |

C. Student Behavior

Estimate the percentage of time your students engaged in the following behaviors during the class you just taught; the total must equal 100.

- | | | |
|----------------|---|------------|
| 13 | Engaged in motor appropriate activity | _____ |
| 14 | Engaged in motor inappropriate activity (too easy, too difficult) | _____ |
| 15 | Supported other students' motor appropriate activity | _____ |
| 16 | Engaged in cognitive behavior | _____ |
| 17 | Engaged in an assigned non-subject-matter task (a management task, a transition task, a warm up task) | _____ |
| 18 | Engaged in behavior irrelevant to the class | _____ |
| 19 | Break in an ongoing activity (intra-task) | _____ |
| 20 | Waited their turn to perform | _____ |
| Total % | | 100 |

HPER 4100/4750
Videotape reflection #1
Management

Directions: View your videotaped teaching experience for the first 20 minutes of the class. If your class' warm-up routine takes longer than 5 minutes, begin this assignment in the last 5 minutes of the warm-up. While watching this tape, focus on your travel pattern and your use of transitions. Place an "X" wherever you stop and circle any "X" when your position results in 50% of the students at your back. Be sure to note any transitions and fill out the form related to that as well.

Minutes: 1-5

--

Transitions

	Actual	Planned	Actual	Planned	Actual	Planned
Stop/Go						
Where to go						
What to get						
Where to bring it						
How to bring it						

Minutes: 6-10

Name: _____

--	--

Transitions

	Actual	Planned	Actual	Planned	Actual	Planned
Stop/Go						
Where to go						
What to get						
Where to bring it						
How to bring it						

Minutes: 11-15

--	--

Transitions

	Actual	Planned	Actual	Planned	Actual	Planned
Stop/Go						
Where to go						
What to get						
Where to bring it						
How to						

Minutes: 16-20**Name:** _____

--	--

Transitions

	Actual	Planned	Actual	Planned	Actual	Planned
Stop/Go						
Where to go						
What to get						
Where to bring it						
How to bring it						

Reflection Paper: Type a one to two page paper in paragraph form including the answers to the questions listed below separating each time period. Be sure to type, proofread, and staple this data collection form to the **front** of this assignment.

Your videotape will also be handed in at this time for data collection.

Minutes 1-5

1. Where are you in the room?
2. How does your position influence the activities of the class?
3. Did you plan transitions (and did you use them)?
4. Did the transitions work (clear directions, all details led to orderly and efficient movement etc.)?
5. Were class rules stated and did those rules facilitate the class?

Minutes 6-10

1. Where are you in the room?
2. How does your position influence the activities of the class?
3. Did you plan transitions (and did you use them)?
4. Did the transitions work (clear directions, all details led to orderly and efficient movement etc.)?
6. Were class rules stated and did those rules facilitate the class?

Continue for to answer for Minutes 11-15 and Minutes 16-20.

Discuss the strengths of your management, the weaknesses of your management, and finish with some strategies to improve your class management skills.

Teacher Self-Evaluation Prediction Form/Video Ref. #2Name _____
Format _____Time Period _____
Unit _____Type/# of students _____
Placement in Unit _____**A. Teacher Behavior**

Estimate the percentage of time you spent in each of the following behavior categories during the class you just taught; your total of all categories must equal 100.

- | | | |
|----------------|--|------------|
| 1 | Making general observations of the class operation (no verbalization) | _____ |
| 2 | Negative feedback | _____ |
| 3 | Reinforcement | _____ |
| 4 | Provided corrective feedback to students | _____ |
| 5 | Managing the operations of the class | _____ |
| 6 | Providing verbal instruction | _____ |
| 7 | Modeling for a student | _____ |
| 8 | Physically guiding a student through a motion | _____ |
| 9 | Non-task verbal | _____ |
| 10 | Off Task | _____ |
| 11 | Making specific observations (within six feet) of students for purpose of providing instruction (no verbalization) | _____ |
| 12 | Punishment | _____ |
| Total % | | 100 |

B. Teacher Behavior Rate

Estimate the rate per minute at which you engaged in the following

- | | | |
|----|---|-------|
| 3 | Reinforced students | _____ |
| 4 | Provided corrective feedback | _____ |
| 11 | Provided specific observation (within six feet; no verbalization) | _____ |

C. Student Behavior

Estimate the percentage of time your students engaged in the following behaviors during the class you just taught; the total must equal 100.

- | | | |
|----------------|---|------------|
| 13 | Engaged in motor appropriate activity | _____ |
| 14 | Engaged in motor inappropriate activity (too easy, too difficult) | _____ |
| 15 | Supported other students' motor appropriate activity | _____ |
| 16 | Engaged in cognitive behavior | _____ |
| 17 | Engaged in an assigned non-subject-matter task (a management task, a transition task, a warm up task) | _____ |
| 18 | Engaged in behavior irrelevant to the class | _____ |
| 19 | Break in an ongoing activity (intra-task) | _____ |
| 20 | Waited their turn to perform | _____ |
| Total % | | 100 |

HPER 4100: Intern Teaching
Videotape Reflection #2
Instructional Teaching into Practice Model (ITIP)

Introduction: During your experiences in HPER 447 and 448, you were presented with several presentation formats that followed the ITIP Model (Hunter). These were coupled with the six instructional approaches outlined by Mosston. This worksheet is for those sessions when you are using one of the following instructional approaches: command, reciprocal, or practice. Typically, you will be teaching or reviewing skills, introducing or presenting drills and/or games.

Directions: Prior to watching the tape, review your lesson. Using the worksheet below, check off the sections that you have completed in the first column. Then review the tape. Follow the lesson and check off the sections that you actually presented. Enter your data in the second column. At the conclusion of the lesson, summarize your effectiveness. Using the worksheet information, write a **reflective paper** addressing your use of the ITIP Format. Additional questions will be presented at the end of the worksheet for your use in the paper. *Note:* You will type the reflective paper following the instructions presented at the end of this worksheet.

Instructional Objectives

Write in the parts from your lesson plan. For each daily lesson plan you need to include 1-3 objectives for each domain, as necessary for the content covered.

	Action	Condition	Criterion
Psychomotor			
Cognitive			
Personal-Social			

Lesson Plan Format

Write NA if the part listed is not appropriate. (EX: one drill v. two as listed.)

Write the questions used in the appropriate box.

Place any additional transitions that you may have had in your lesson plan at the proper place.

Item	Planned (Lesson Plan)	Presented During Lesson
Anticipatory Set	Yes No	Yes No
Warm ups	Yes No	Yes No
Transition	Yes No	Yes No
Go	Yes No	Yes No
What to get	Yes No	Yes No
Where to take it	Yes No	Yes No
How to take it	Yes No	Yes No
What to do when on arrival	Yes No	Yes No
Skill 1-Model	Yes No	Yes No
Student Physical Response	Yes No	Yes No
Questions to Check	Yes No	Yes No
*	Yes No	Yes No
*	Yes No	Yes No
*	Yes No	Yes No
*	Yes No	Yes No
Transition	Yes No	Yes No
Go	Yes No	Yes No
What to get	Yes No	Yes No
Where to take it	Yes No	Yes No
How to take it	Yes No	Yes No
What to do when on arrival	Yes No	Yes No

Centrally located position	Yes	No	Yes	No
Dry Run	Yes	No	Yes	No
Pose challenge/safety	Yes	No	Yes	No
Questions to Check	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
Transition	Yes	No	Yes	No
Go	Yes	No	Yes	No
What to get	Yes	No	Yes	No
Where to take it	Yes	No	Yes	No
How to take it	Yes	No	Yes	No
What to do when on arrival	Yes	No	Yes	No
Centrally located position	Yes	No	Yes	No
Dry Run	Yes	No	Yes	No
Pose challenge/safety	Yes	No	Yes	No
Questions to Check	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
Skill 2-Model	Yes	No	Yes	No
Student Physical Response	Yes	No	Yes	No
Questions to Check				
*	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
Transition	Yes	No	Yes	No
Go	Yes	No	Yes	No
What to get	Yes	No	Yes	No
Where to take it	Yes	No	Yes	No
How to take it	Yes	No	Yes	No
What to do when on arrival	Yes	No	Yes	No
Centrally located position	Yes	No	Yes	No
Dry Run	Yes	No	Yes	No
Pose challenge/safety	Yes	No	Yes	No
Questions to Check				
*	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
Transition	Yes	No	Yes	No
Go	Yes	No	Yes	No
What to get	Yes	No	Yes	No

Where to take it	Yes	No	Yes	No
How to take it	Yes	No	Yes	No
What to do when on arrival	Yes	No	Yes	No
Centrally located position	Yes	No	Yes	No
Dry Run	Yes	No	Yes	No
Pose challenge/safety	Yes	No	Yes	No
Questions to Check	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
Final Game Activity				
Transition	Yes	No	Yes	No
Go	Yes	No	Yes	No
What to get	Yes	No	Yes	No
Where to take it	Yes	No	Yes	No
How to take it	Yes	No	Yes	No
What to do when on arrival	Yes	No	Yes	No
Centrally located position	Yes	No	Yes	No
Dry Run	Yes	No	Yes	No
Pose challenge/safety	Yes	No	Yes	No
Questions to Check	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
Closure for the day	Yes	No	Yes	No
Transition	Yes	No	Yes	No
Go	Yes	No	Yes	No
What to get	Yes	No	Yes	No
Where to take it	Yes	No	Yes	No
How to take it	Yes	No	Yes	No
What to do when on arrival	Yes	No	Yes	No
Questions to Check				
*	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
*	Yes	No	Yes	No
Dismissal	Yes	No	Yes	No

Reflection Paper

Using the information above, type a minimum one page paper in paragraph form that includes a title page and narrative responses to the following questions:

- (1) Were there complete objectives for all activities in the lesson?
 - (a) Objectives that should be added.
 - (b) Rationale for additional objectives.
- (2) Was the format in the written plan followed? Why or why not?
- (3) Were appropriate questions to check used? Would you change any of the questions? How?
- (4) Were transitions planned and executed in the appropriate segments of the lesson? Would you change any of the transitions? How?
- (5) Did the planned activities support student progress?
- (6) The part of the lesson that went the best was** Why?
- (7) The part of the lesson that needed improvement was*** Why?
- (8) If I have the opportunity to teach this lesson again, I would do the following the same way:
- (9) If I have the opportunity to teach this lesson, again, I would modify the following:
- (10) To improve this lesson, I would**.

Check your grammar and spelling. Write in complete sentences and paragraph form.

Teacher Self-Evaluation Prediction Form/Video Ref. #3Name _____
Format _____Time Period _____
Unit _____Type/# of students _____
Placement in Unit _____**A. Teacher Behavior**

Estimate the percentage of time you spent in each of the following behavior categories during the class you just taught; your total of all categories must equal 100.

- | | | |
|----------------|--|------------|
| 1 | Making general observations of the class operation (no verbalization) | _____ |
| 2 | Negative feedback | _____ |
| 3 | Reinforcement | _____ |
| 4 | Provided corrective feedback to students | _____ |
| 5 | Managing the operations of the class | _____ |
| 6 | Providing verbal instruction | _____ |
| 7 | Modeling for a student | _____ |
| 8 | Physically guiding a student through a motion | _____ |
| 9 | Non-task verbal | _____ |
| 10 | Off Task | _____ |
| 11 | Making specific observations (within six feet) of students for purpose of providing instruction (no verbalization) | _____ |
| 12 | Punishment | _____ |
| Total % | | 100 |

B. Teacher Behavior Rate

Estimate the rate per minute at which you engaged in the following

- | | | |
|----|---|-------|
| 3 | Reinforced students | _____ |
| 4 | Provided corrective feedback | _____ |
| 11 | Provided specific observation (within six feet; no verbalization) | _____ |

C. Student Behavior

Estimate the percentage of time your students engaged in the following behaviors during the class you just taught; the total must equal 100.

- | | | |
|----------------|---|------------|
| 13 | Engaged in motor appropriate activity | _____ |
| 14 | Engaged in motor inappropriate activity (too easy, too difficult) | _____ |
| 15 | Supported other students' motor appropriate activity | _____ |
| 16 | Engaged in cognitive behavior | _____ |
| 17 | Engaged in an assigned non-subject-matter task (a management task, a transition task, a warm up task) | _____ |
| 18 | Engaged in behavior irrelevant to the class | _____ |
| 19 | Break in an ongoing activity (intra-task) | _____ |
| 20 | Waited their turn to perform | _____ |
| Total % | | 100 |

HPER 4100/4750
Videotape reflection #3
Feedback

Directions: View your videotaped teaching experience for the first 30 minutes of the class. If your class' warm-up routine takes longer than 5 minutes, begin this assignment *after* the warm-up. While watching this tape, focus on your use of feedback. You will be asked to classify the FOCUS of your feedback as well as the TYPE. There are 3 FOCUS areas of feedback: Management, skill, non-task. There are two TYPES of feedback: Group and Specific. You will be counting FREQUENCIES of feedback. Place a "G" in the appropriate box each time you gave general feedback (good, way to go, good job, nice, etc.). Place the letter "S" in the appropriate box each time you gave specific feedback, which would be a cue to task (keep elbows in, good job on the follow-through, etc.). There could be several entries in each box. (See below)

	Group Management	Individual Management	Skill Group
Positive Feedback	G G G	S S G	G G S
Corrective Feedback	G,S	S	

Before you begin your tape, read your lesson plan. Specifically, review your instructional format and check for transitions. After you read your plan, start the tape.

Minutes: 1-5

	Manage Group	Manage Individual	Skill Group	Skill Individual	Non-Task
Positive Feedback					
Corrective Feedback					

Minutes: 6-10

	Manage Group	Manage Individual	Skill Group	Skill Individual	Non-Task
Positive Feedback					
Corrective Feedback					

Minutes: 11-15

	Manage Group	Manage Individual	Skill Group	Skill Individual	Non-Task
Positive Feedback					
Corrective Feedback					

Minutes: 16-20

	Manage Group	Manage Individual	Skill Group	Skill Individual	Non-Task
Positive Feedback					
Corrective Feedback					

Minutes: 21-25

	Manage Group	Manage Individual	Skill Group	Skill Individual	Non-Task
Positive Feedback					
Corrective Feedback					

Minutes: 26-30

	Manage Group	Manage Individual	Skill Group	Skill Individual	Non-Task
Positive Feedback					
Corrective Feedback					

Minutes 1-5 How many general comments? _____ Divide by 5= _____
 How many specific comments? _____ Divide by 5= _____
 What is the ratio of specific to general (S/G)? _____

Minutes 6-10 How many general comments? _____ Divide by 5= _____
 How many specific comments? _____ Divide by 5= _____
 What is the ratio of specific to general (S/G)? _____

Minutes 11-15 How many general comments? _____ Divide by 5= _____
 How many specific comments? _____ Divide by 5= _____
 What is the ratio of specific to general (S/G)? _____

Minutes 16-20 How many general comments? _____ Divide by 5= _____
 How many specific comments? _____ Divide by 5= _____
 What is the ratio of specific to general (S/G)? _____

Minutes 21-25 How many general comments? _____ Divide by 5= _____
 How many specific comments? _____ Divide by 5= _____
 What is the ratio of specific to general (S/G)? _____

Minutes 26-30 How many general comments? _____ Divide by 5= _____
 How many specific comments? _____ Divide by 5= _____
 What is the ratio of specific to general (S/G)? _____

Add the total NUMBER of GENERAL COMMENTS _____ Divide by 30= _____

Add the total NUMBER of SPECIFIC COMMENTS _____ Divide by 30= _____

Type a one to two page paper in paragraph form including answers to the following questions and discuss your use of feedback during your class. Begin by discussing the class content for the day (new skill, review, game play, IPI, stations.) Staple the data collection form to the front of this assignment.

Did the content influence the type of feedback that is used?

What were the strong points of your use of feedback?

What were the weaknesses?

What was your overall rate of feedback? When were you most active? What was going on in the lesson?

Discuss some strategies you wish to use to enhance your use of feedback to promote even more effective teaching.

Be sure to use complete sentences, type, proofread, and include your name. You will hand in the videotape for data collection with the assignment.

HPER 4100

Unit Plan Guidelines

The purpose of this assignment is for the student to demonstrate the capacity to select motor appropriate content for diverse learners, provide a rationale for the activities chosen, sequence progressively more complex learning tasks, devise and implement effective instructional plans and develop and implement assessment tools and strategies to assess student progress.

General Requirements

- Computer-generate all information including diagrams (scanning is acceptable)
 - Title page (Name, class, semester, year, unit topic and grade)
 - Table of contents (sections identified, page #s provided, LPs separated by day)
 - ALL pages numbered sequentially
 - Proof read: spelling, sentence structure, grammar, and punctuation
 - Use 3-ring binder with full-page tabs to separate each LP during development
- Reference sheet

Block Plan

- Plan must cover six days, with skills and concepts moving from least to most complex
- Block plan must include *all* skills, concepts and drills/activities
- Fitness activities must be included in the unit during warm-up and cool-down each lesson
- Daily lessons should include adequate content for instruction each day

Task Analyses- Minimum four skills

- Visual description, movement sequence, movement cues, 4 critical elements, and task complexity for: learner, skill, and environment
- Skill checklist (based on 4 critical elements)

B.A.G.S. (Berkey's Assessment of Games Scale)

Identifiable skills, developmentally appropriateness, waiting time, integrate personal and cognitive skills

Lesson Plans (LP)

- Six daily LPs, each detailing instruction
- Targeted state and national standards must be identified in each lesson with a list of all standards provided at the end of each LP
- Daily instructional objectives must be written in outcome and terminal form and include psychomotor (one for each skill taught, one for fitness/warm-up and one for application activity), cognitive and personal-social domains with behavior, condition and criteria.

At the end of today's lesson, what do I expect Ss to be able to do, know, etc.?

- Include all elements from the ITIP format appropriate to the skill/activity being presented and transitions clearly specified (ITIP 1= skill, ITIP 2= game, drill, activity)
- Behavioral contingency plan required on each LP
- Include time script for each LP component and equipment and handouts for each plan

Time script must be running time (example of major components below):

Anticipatory Set: (Min 1)
Statement of Objective: (Min 2)
Transition: (Min 3)
Warm Up: (Min 4-18)

- Include fitness warm-up and cool-down for each LP
- Content development should be sequential and developmentally appropriate
- Each task must include upward and downward extensions (harder/easier, challenge) to provide different of difficulty for each activity
- Create instructional maps for each activity/drill/game/etc. identifying T, Ss, lines, rotation, distances between partners, etc.

ITIP 1

Skill:

Teacher Model (4 critical elements/key points):

Transition (complete explanation of what/where/how/when Ss do something):

Student Response (without equipment if possible):

Questions (CFU):

Transition (only if T moves Ss for practice demo):

ITIP 2

CONCEPT(s) TARGETED IN THIS ACTIVITY/DRILL (place in bold here)

Activity/Drill:

Centrally located position (explain practice set-up):

Dry run/walk-through:

Pose Challenge:

Safety:

Questions (CFU) about drill/activity, challenge, safety:

Transition:

Practice (time, formation diagram):

Assessment Plan

- Provide a justification statement supporting your choice of domains, components, weights
- State instructional objectives as they link to your assessment plan (pull from LPs)
- Identify and weight each component included in the final grade (all should total 100%)
NOTE: 10% is maximum allowed for personal-social (dress, attendance, participation)
- Include copies of all test keys (skill & cog), protocols, quizzes, checklists, study guides, etc.
- Develop a scheme that would permit the assignment of a single grade at the unit's end
- Include a progress report which you could use to communicate both the quality and the outcome of student performance in this unit (must include note to parent/guardian)

IPI 1 (Individually Prescribed Instructional Program; Program development)

- Single-skill program that features a set of instructional objectives arranged from least to most complex
- Terminal objective (final program objective)
- Breakdown unique action, condition, criterion for each component of skill identified
- Weight each component based on degree of difficulty
- Combinations of unique components to develop upward/downward extensions associated with the skill
- Rank/Arrange upward/downward extensions in order from least to most complex
- Code sheet to explain program to students (picture: grades 2-6, word program: grades 7-12)

IPI 2 (Program implementation/data collection)

- Current level of performance for two separate classes (entry)
- Student predictions of final performance
- Actual final performance scores

IPI 3 (Program Data Summary and Interpretation of Student Progress)

- At least two typed pages
 - Include written and numerical assessment of data collected (program too hard, too easy, or appropriate)
 - Strengths and weaknesses of program
 - Your teaching assessment (how you will change your teaching to accommodate more student success or to more adequately monitor student skill progress)
-

Video Reflection #1 (20pts)

Fully completed self-evaluation prediction form

Fully completed management worksheet while viewing video tape #1

Type a one to two page paper in paragraph form including narrative responses to the following questions.

Minutes 1-5

7. Where are you in the room?
8. How does your position influence the activities of the class?
9. Did you plan transitions (and did you use them)?
10. Did the transitions work (clear directions, all details led to orderly and efficient movement etc.)?
11. Were class rules stated and did those rules facilitate the class?

Minutes 6-10

- (1) Where are you in the room?
- (2) How does your position influence the activities of the class?
- (3) Did you plan transitions (and did you use them)?
- (4) Did the transitions work (clear directions, all details led to orderly and efficient movement etc.)?
- (5) Were class rules stated and did those rules facilitate the class?

Continue for to answer for Minutes 11-15 and Minutes 16-20.

Discuss the strengths of your management, the weaknesses of your management, and finish with some strategies to improve your class management skills. Include a minimum 2 paragraph summary after completing the questions and statements above.

Video Reflection #2 (20pts)

- Fully completed self-evaluation prediction form
- Fully completed ITIP2 worksheet prior to (using lesson plan) and while viewing video 2
- Type a minimum one page paper in paragraph form that includes a title page and narrative responses to the following questions:

- (1) Were there complete objectives for all activities in the lesson?
 - (a) Objectives that should be added.
 - (b) Rationale for additional objectives.
- (2) Was the format in the written plan followed? Why or why not?
- (3) Were appropriate questions to check used? Would you change any of the questions? How?

- (4) Were transitions planned and executed in the appropriate segments of the lesson? Would you change any of the transitions? How?
- (5) Did the planned activities support student progress?
- (6) The part of the lesson that went the best was** Why?
- (7) The part of the lesson that needed improvement was*** Why?
- (8) If I have the opportunity to teach this lesson again, I would do the following the same way:
- (9) If I have the opportunity to teach this lesson, again, I would modify the following:
- (10) To improve this lesson, I would.

Video Reflection #3 (20pts)

- Fully completed self-evaluation prediction form
 - Fully completed feedback worksheet while viewing video 3
 - Type a 1-2 page paper in paragraph form including answers to the following questions and discuss your use of feedback during your class. Begin by discussing the class content for the day (new skill, review, game play, IPI, stations.) Staple the data collection form to the front of this assignment.
- 1) Did the content influence the type of feedback that is used?
 - 2) What were the strong points of your use of feedback?
 - 3) What were the weaknesses?
 - 4) What was your overall rate of feedback? When were you most active? What was going on in the lesson?
 - 5) Discuss some strategies you wish to use to enhance your use of feedback to promote even more effective teaching.
 - 6) Be sure to use complete sentences, type, proofread, and include your name. You will hand in the videotape for data collection with the assignment. Include a minimum of two paragraph summary after completing the questions and statements above.

HPER 4100/4750 Unit Scoring Guide

Introduction

- ____/2 Written in paragraph form (grammar, spelling, organization)
 ____/2 General purpose of the unit/ grade level and explanation of context
 ____/2 Justification of unit for grade level (refer to Subject Matter Model for support)
 ____/2 Classroom Rules outlined with associated behavior contingency.
 ____/2 Reference list showing **minimum:** 1 book, 1 article, 1 internet source
 ____/2 Title Page/Table of Contents22

Block Plan

- ____/2 Includes skills
 ____/2 Concepts
 ____/2 Drills
 ____/2 IPI Implementation
 ____/2 Least to Most Complex
 ____/2 Appropriate Timing

Task Analysis

/24

TA	VD	MS	MC	4 Crit	TC-L	TC-S	TC-E	Checklist
1.								
2.								
3.								
4.								

BAGS

/16

Game/Activity	Identifiable Skills	Developmentally Appropriateness	Waiting Time	Integrate P-S/Cog Skills
1				
2				
3				
4				

Lesson Plans

D 1

- ____/1 Standards
 ____/4 ITIP 1
 ____/2 Time Script/Equipment
 ____/1 Diagrams (linked to ITIP2)
 ____/4 Obj. ; warm up/fitness/skills/application activity
 ____/5 ITIP 2
 ____/1 Fitness/WP
 ____/2 All Attachments
 ____/4 Transitions
 ____/1 Task Progression +/-

COMMENTS

D 2

- ____/1 Standards
 ____/4 ITIP 1
 ____/2 Time Script/Equipment
 ____/1 Diagrams (linked to ITIP2)
 ____/4 Obj. ; warm up/fitness/skills/application activity
 ____/5 ITIP 2
 ____/1 Fitness/WP
 ____/2 All Attachments
 ____/4 Transitions
 ____/1 Task Progression +/-

COMMENTS

D 3

- ____/1 Standards
 ____/4 Obj. ; warm up/fitness/skills/application activity

____/4 ITIP 1 ____/5 ITIP 2 ____/4 Transitions
____/2 Time Script/Equipment ____/1 Fitness/WP ____/1 Task Progression +/-
____/1 Diagrams (linked to ITIP2) ____/2 All Attachments

COMMENTS _____

D 4

____/1 Standards ____/4 Obj. ; warm up/fitness/skills/application activity
____/4 ITIP 1 ____/5 ITIP 2 ____/4 Transitions
____/2 Time Script/Equipment ____/1 Fitness/WP ____/1 Task Progression +/-
____/1 Diagrams (linked to ITIP2) ____/2 All Attachments

COMMENTS _____

D 5

____/1 Standards ____/4 Obj. ; warm up/fitness/skills/application activity
____/4 ITIP 1 ____/5 ITIP 2 ____/4 Transitions
____/2 Time Script/Equipment ____/1 Fitness/WP ____/1 Task Progression +/-
____/1 Diagrams (linked to ITIP2) ____/2 All Attachments

COMMENTS _____

D 6

____/1 Standards ____/4 Obj. ; warm up/fitness/skills/application activity
____/4 ITIP 1 ____/5 ITIP 2 ____/4 Transitions
____/2 Time Script/Equipment ____/1 Fitness/WP ____/1 Task Progression +/-
____/1 Diagrams (linked to ITIP2) ____/2 All Attachments

COMMENTS _____

Assessment/Evaluation Plan

____/4 Justification/explanation (includes each component and domain)
____/3 Relevant instructional objectives stated and linked to assessment plan
____/4 Grade components listed and weighted

____/4 Tests, skill test protocols, quizzes, study guides, etc. included (keys included)
 ____/2 Grading Scale
 ____/2 Progress report to parent/guardian (letter and summary of outcomes)
 ____/2 Data Collection Forms

IPI 1 (Individualized Prescribed Instruction) _____/25

Program	1	2
Terminal Objective		
Breakdown		
Interactions		
Rank		
Code Sheet		
TOTAL		

IPI 2 (Program Implementation and Data Collection) _____/20

50 data points	Entry	Projection	Actual/Exit

IPI 3 (Program Data Summary and Interpretation of Student Progress) _____/20

- At least two typed pages
- Include written and numerical assessment of data collected (program too hard, too easy, or appropriate)
- Strengths and weaknesses
- Your teaching assessment. (how will you change your teaching to accommodate more student success or to more adequately monitor student skill progress)

Candidate Video Reflections #1-3 (20 pts/ea.) _____/60

Forms accurately completed 6
 Video Included 1
 Questions answered completely in paragraph form 5 (see attached specifications in guidelines)
 Minimum two-paragraph summary reflection 4
 Spelling, grammar, punctuation, directions correct 4

Advocacy Assignment

Purpose: Despite the importance that the provision of effective physical education programs has on the quality of life enjoyed by children and young adults, teachers in the field are frequently called upon to justify their programs. Typically, this occurs when budgets become limited and legislation is not in place to secure the inclusion of physical education in the school curriculum. A more proactive approach for physical educators would be to advocate the importance of the program to parents, classroom teachers, administrators, school board members, legislators and members of the community (voters!). This assignment is designed to facilitate the basic skills necessary for advocacy of quality physical education in a specific school district and the capacity to collaborate with peers to accomplish a professional goal.

Task Set 1: Following the lecture delivered in HPER 4100, interns will be assigned into groups of four. Effort will be made to assign interns on the basis of district constraints (i.e., those in small, rural districts will work together, etc.). Within the groups of four, ONE district will be selected as the target audience. The group will develop a PowerPoint presentation which will hypothetically be delivered to the school board of the district. (Hypothetically, because the presentation will actually take place in HPER 4100 and will be delivered to the peers of the interns). The presentation must address the following:

- (1) Definition of quality physical education;
- (2) Value of physical activity and the impact that quality physical education has on the lives of children and young adults;
- (3) Data to support the value of physical education in the education of children and young adults;
- (4) Local program features that indicate quality physical education (i.e., articulated physical education curriculum, pedometer program, progress reports, program awards) is offered in the district;
- (5) Physical education requirements in the State of Michigan.

General Guidelines:

- (1) A minimum of four websites cited from the lecture notes (drawn from the Advocacy Kit distributed by the Michigan Fitness Foundation).
- (2) A one page hand-out promoting physical education must be developed for distribution on the day of the presentation.
- (3) A minimum of four graphics (charts, tables, icons) must be incorporated into the PowerPoint.
- (4) A minimum of two statistical data sets must be incorporated into the PowerPoint.
- (5) All four members of the group must offer a portion of the presentation.
- (6) Group members must dress professionally during the presentation.
- (7) The presentation must be a minimum of fifteen (15) minutes but no more than 20 minutes.
- (8) The presentation must incorporate an anticipatory set, statement of goals for the presentation and conclusions.

Task Set 2: Following the Advocacy Lecture presented in HPER 4100, the student will identify one of the following individuals: Michigan House Representative, Michigan Senator, U.S. House Representative or U.S. Michigan Senator (Use the MDE.gov or the NASPE Advocacy site- AAHPERD.org). The individual selected should represent the student's home district. Focusing on a specific topic related to the delivery of physical education in Michigan, one letter advocating the cause must be developed and sent electronically to the legislator identified. Note: A copy of the emailed material must be submitted for credit.

Task Set 3: Following the PowerPoint presentation in class, EACH member of the group will submit a two page reflective paper including, but not limited to the following:

- (1) Concepts, skills learned completing the advocacy assignment (What did you learn?);
- (2) Positive aspects of the experience (What went well?);
- (3) Negative aspects of the experience (What did not go as planned?);
- (4) Value of the experience (When and why I would use these skills?);
- (5) Things that the group should have done differently (If I had this to do, again, I would...);
- (6) Incorporate your personal views on Advocacy for physical activity
- (7) As a physical educator what do you think your role is in the community and school?
- (8) Spelling and grammar correct.

Advocacy Project Score Sheet

Task Set 1 (Power Point Peer Presentation): (50 pts.)

Quality of presentation (20 points)

- _____/2 Dress
- _____/2 Preparation/Verbal Presentation
- _____/2 Organization (anticipatory set, goals for the presentation and conclusion)
- _____/2 Use of Media
- _____/2 Use of Time
- _____/10 One page handout provided for the entire class

Power Point Requirements/Technology (30 points)

- _____/8 Minimum of 4 graphics (charts, tables, icons, pictures) incorporated
- _____/4 Two statistical data sets in PowerPoint.
- _____/4 Minimum of four websites cited within Power Point Text
- _____/2 State of Michigan physical education requirements for public schools included.
- _____/2 Define physical education as it exists in your curriculum
- _____/4 Describe the value of physical education and the impact that quality physical education has on the lives of children and young adults.
- _____/4 Data to support the value of physical education in the education of children and young adults.
- _____/2 Defend the role of physical education in your school. (Articulated physical education curriculum, pedometer program, progress reports, program awards that are offered in the district.)

Task Set 2 (Letter to Government Official): (10 points)

Letter to one of the following: Michigan House of Representative, Michigan Senator, U.S. House of Representative or U.S. Michigan Senator.

- _____/2 Individual represents your home district
- _____/4 Topic specific to physical education in Michigan
- _____/4 Sent electronically to the legislator identified including copy of emailed material

Task Set 3 (Reflection on Advocacy Project and Advocacy for Physical Activity): (20 pts)

Minimum two page typed reflective paper including, but not limited to the Following:

- _____/4 Concepts and skills learned completing assignment
- _____/4 Identify positive/negative aspects of this experience
- _____/4 Value of the experience to you as a young physical educator/advocate
- _____/4 As a physical educator what do you think your role is in the community and school?
- _____/4 Spelling, complete paragraphs, grammar correct (you will be communicating with parents and community and your work needs to be professional.)

Professional Development Plan/ 30 points

Name: _____

Plan Logistics (5)

- ____/1 Pages numbered
- ____/1 Headings clearly identified
- ____/3 Paragraph form, neat, typed, proofread, grammar/spell check

Maintaining Professionalism (10)

- ____/2 3-year plan
- ____/2 Identify 4 potential causes of teacher burnout
- ____/2 Identify 4 symptoms of teacher burnout & list at least one strategy per symptom to combat burnout
- ____/2 Activities that will allow teacher to flourish as a professional (include activities you plan to flourish)
- ____/2 Organizations that will allow teacher to flourish as a professional (to what will/do you belong?)

Continuing Certification (5)

- ____/2.5 Steps for certification for State of MI certificate listed
- ____/2.5 Specific plan w/ timeline, over the next 3 years to meet certification expectations

Job Search Strategies (10)

- ____/2 Strategy for securing a job clearly described
- ____/2 Materials needed for securing a job are identified
- ____/2 Use of internet resources clearly described
- ____/2 Use of university resources clearly described
- ____/2 Use of public resources clearly described

Comments: _____

TOTAL _____/30

HPER 4100 Portfolio Assessment Rubric Explanation

FAN: Focused Attention Needed (needs improvement in this area)

PTE: Progressing Toward Expectations (Making progress through conscientious effort)

ME: Meets Expectations (Demonstrates competence as prescribed by the HPER Guidelines)

STANDARD ONE: Content Knowledge

Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

1.1 Demonstrates current knowledge of subject areas by creating a movement concept lesson plan, elementary unit plan, and a secondary unit plan choosing appropriate sequences and activities for the elementary physical education learner.

FAN: Does not demonstrate the capacity to articulate in writing the appropriateness of content selected for physical education learners in alignment with the NASPE/MDE outcomes.

PTE: Inconsistently demonstrates the capacity to articulate in writing the appropriateness of content selected for physical education learners in alignment with the NASPE/MDE outcomes.

ME: Can consistently articulate in writing the appropriateness of content selected for physical education learners in alignment with NASPE/MDE outcomes.

STANDARD TWO: Growth and Development

2.1 Select and assess individual performance of basic skills using SIGMA to meet the developmental needs of students in the three educational domains.

FAN: Does not select and assess individual performance of basic skills utilizing SIGMA to meet developmental needs of students in the three educational domains.

PTE: Inconsistently selects and assesses individual performance of basic skills meeting the developmental needs of students in two of the three educational domains.

ME: Can consistently select and assess individual performance of basic skills using SIGMA to meet the developmental needs of students in the three educational domains.

STANDARD THREE: Diverse Students

3.1 Accurately identifies constraints associated with placement

FAN: Does not describe the impact of government, community and instructional constraints in delivery of instruction in school placement when completing the Constraint Analysis of their placement.

PTE: Inconsistent and not always accurate describing the impact of government, community and instructional constraints when completing the Constraint Analysis of their placement.

ME: Consistently and accurately describes the impact of government, community and instructional constraints in delivery of instruction in school placement.

3.2 Creating inclusionary environments for students, respecting individual differences, related to exceptional needs, capacities, race, culture, religion and ethnicity.

FAN: Does not engage students in developmentally appropriate learning experiences that enable the learner to respect individual differences in themselves and others in their Individual Physical Education Program in their HPER 3460 project.

PTE: Inconsistently engages students in developmentally appropriate learning experiences that enable the learner to respect individual differences in themselves and others in their Individual Physical Education Program in their HPER 3460 project.

ME: Consistently engages students in developmentally appropriate learning experiences that enable the learner to respect individual differences in themselves and others successfully in their Individual Physical Education Program in their HPER 3460 project.

STANDARD FIVE: Communication

5.1 Uses appropriate language during written communication by including a personal autobiography, resume, a writing proficiency sample from the professional writing course, progress report and letter to parents.

FAN: Does not utilize appropriate grammar, punctuation and spelling when utilizing written correspondence for professional use and parental communication.

PTE: Inconsistently utilizes appropriate grammar, punctuation and spelling when utilizing written correspondence for professional use and parental communication.

ME: Consistently utilizes appropriate grammar, punctuation and spelling when utilizing written correspondence for professional use and parental communication.

STANDARD SIX: Planning and Instruction

6.2 Develops units of instruction that reflect sequential progression.

FAN: Does not prepare/develop units of instruction that reflect sequential progression of skills/activities that lack developmental appropriateness.

PTE: Inconsistently prepares/develops units of instruction that reflect sequential progression of skills/activities that are developmentally appropriate.

ME: Consistently prepares/develops units of instruction that reflect sequential progression of skills/activities that are developmentally appropriate.

STANDARD SEVEN: Student Assessment

7.4 Devise, interpret and use learning and performance data to make informed instructional decisions.

FAN: Does not provide, interpret and use learning and performance data from IEP Data Summary, Fitness Gram, and Fundamental Movement Assessment to make informed instructional decisions for curriculum development.

PTE: Inconsistently provides, interprets and utilizes learning and performance data from IEP Data Summary, Fitness Gram, and Fundamental Movement Assessment to make informed instructional decisions for curriculum development.

ME: Consistently devises, interprets and utilizes learning and performance data from IEP Data Summary, Fitness Gram, and Fundamental Movement Assessment to make informed instructional decisions for curriculum development.

STANDARD EIGHT: Reflection

8.3 Making efforts to develop and improve as a professional in recognition that teaching is a lifelong learning process.

FAN: Does not include completed weekly self evaluation or professional development plan from intern teaching.

PTE: Incomplete weekly self evaluation and professional development plan from intern teaching.

ME: Includes complete weekly self evaluation and professional development plan from intern teaching.

STANDARD NINE: Technology

9.1 and 9.3 Using technology to enhance professional development and productivity.

FAN: Does not use technology tools professionally in submitting a cover letter, the advocacy power point presentation for HPER 4100 and the Data Collection Analysis Project HPER 3150.

PTE: Inconsistently uses limited technology tools to enhance professional development and productivity in submission of cover letter, advocacy power point presentation for HPER 4100 and the Data Collection Analysis Project HPER 3150.

ME: Consistently uses a variety of technology tools to enhance professional development and productivity in submission of cover letter, advocacy power point presentation for HPER 4100 and the Data Collection Analysis Project HPER 3150.

STANDARD TEN: Collaboration

10.3 Uses community resources to identify and utilize information relevant to physical activity and the community by including a sample position paper from HPER 4500 and letters of recommendation.

FAN: Does not use community resources to identify and use information relevant to physical activity and the community in the sample position paper from HPER 4500 and did not include any letters of recommendation.

PTE: Inconsistently uses community resources to identify and use information relevant to physical activity and the community in the sample position paper from HPER 4500 and inconsistently includes letters of recommendation.

ME: Uses community resources to identify and use information relevant to physical activity and the community in the sample position paper from HPER 4500 and includes letters of recommendation.

Portfolio Rubric
(50 points)

CONTENTS: The only items that should be scanned in are photos, certificates, letters of recommendation or evaluations.

FAN: Focused Attention Needed (missing or incomplete)

PTE: Progressing Toward Expectations

ME: Meets Expectations

Standard 1: Content Knowledge

Movement Concept Lesson Plan (HPER 2430)

Elementary (4100) Unit Plan

Secondary (4480 or 4100)Unit Plan

Standard 2: Growth and Development

Sigma Lab #4 HPER (2400) (type)

Other

Standard 3: Diverse Students

**Individual Physical Education Program (IEP)
(HPER 3460)**

Constraint Analysis (4100)

Other

Standard 4: Management and Motivation

Video Reflections #1, #2, #3 (41000)

Standard 5: Communication

One Writing Proficiency Sample (HPER 4500)

Bulletin Board Photograph (4470/4100)

Progress Report (4470/4100)

Letter to Parents (4470/4100)

Other

Standard 6: Planning and Instruction

Elementary Unit Plan (4100) _____

Secondary Unit Plan (4100 or 4480) _____

Movement Concept Lesson Plan (2340 or 4100) _____

Other _____

Standard 7: Student Assessment

Fundamental Movement Assessment (2430) _____

IEP Data Summary (Group IEP) (4100) _____

Fitness gram (2150/3150) _____

Other _____

Standard 8: Reflection

Philosophy of Physical Education (1500 or create) _____

Student Teaching Final Evaluation (1) (4100) _____

One Self Evaluation Student Teaching (4100) _____

Professional Development Plan (4100) _____

Other _____

Standard 9: Technology

Advocacy Power Point Presentation (4100) _____

Data Collection Analysis Project (HPER 3150) _____

Other _____

Standard 10: Collaboration

Position Paper #3 and 4 (HPER 4500) _____

Other _____

Other: Autobiography

Professional Letters of Recommendation

Resume

Current Transcripts

Cover Letter (410)

Awards and Certificates

Grading Scale	ME 50-44
50-46	PTE 43-41
45-44	FAN 40
43-41	
40	

SCHOOL BOARD MEETING RUBRIC
(20 points)

- 1. Attend a school board meeting either at your school district or a neighboring district.**
- 2. Type a one to two page summary of what was covered at the school board meeting and if there were any implications for physical education.**
 - i. Include date, time of meeting, location**
 - ii. Topics covered**
 - iii. Physical Education affected?**
 - iv. Experience gained from attending this meeting**
 - v. Value of attending school board meetings**
- 3. Attach the meeting agenda from the school board meeting.**

HPER 4100 Interview Rubric

This assignment is designed to help you compile the necessary paperwork, complete a formal interview and analyze that interview experience somewhat objectively. Note the required components of the interview process to guide your preparation, execution and reflection. The reflection should be 1-3 pages in length, double-spaced, use 12-point font and have 1" margins. One copy of this rubric must accompany your original paperwork and one must accompany your post-interview reflection. See syllabus for due date. We will have on site principals interviewing various student interns for one seminar.

Paperwork, all materials must be computer generated (___/10):

- /5 Resume and cover letter printed on bond paper
- /5 Unofficial WMU transcript included

Cover letter of inquiry. Addressed appropriately depending upon the job application that you choose to complete. (___/20):

- /2.5 Correct address and salutation
- /2.5 Specific job for which application is submitted
- /2.5 Source of vacancy listing (web site, newspaper, friend, etc.)
- /3.5 Your qualifications to fill position
- /2.5 Contact information and best time to be reached
- /2.5 Note enclosures
- /4 One page, 12-point font, paragraph format, spelling, grammar

Resume includes (___/20):

- /2 Personal information (name, address, phone, email, cell, etc.)
- /2 Career objective
- /2 Education (include only post-secondary; do not include HS)
- /2 Teaching and professional experiences (include HPER experiences)
- /2 Certifications and specialized skills
- /2 Other work experiences
- /2 Honors and activities
- /2 Professional organizations
- /2 References (3) with complete contact information (phone, email, postal address, etc.)
- /2 One-two pages, 12-point font, consistent format, spelling, grammar

Application (___/10):

- /10 Complete a job application from one of the following and turn in completed the application with your paperwork that is due on the syllabus date.
www.kalamazoopublicschools.org

Reflection (___/10):

- /5 Clear statement of how you have profited from this interview experience
- /5 One to two pages, paragraph format, spelling, grammar

TOTAL GRADE: _____/70

PHYSICAL EDUCATION INTERN TEACHING PRACTICUM EVALUATION

Name: _____ Mentor Teacher: _____

School: _____ Grade Levels Taught: _____

Please evaluate your practicum settings in regard to the following areas of concern. The WMU HPER faculty will be the only parties to see this information.

A. School facilities & equipment:

B. Physical Education Curriculum:

C. Mentor Teacher:

1. Strengths:

2. Weaknesses:

3. Characterize your relationship with this person:

D. Western Michigan University should/should not utilize this practicum setting in future semesters?

Never 1 2 3 4 5 6 7 8 9 10 Definitely
Use Use

Explain/justify your rating.

E. Were you able to meet your objectives of HPER 410 and HPER 475 at this placement? (Implement IPI, teach unit, etc.)

HPER 4100/4750 MATERIALS FINAL CHECKOUT

All of the following materials must be included.

- _____ 1. Mentor Teacher's weekly evaluations both placements
- _____ 2. Observational data for both placements
- _____ 3. Placement I Final Evaluation (signed in black ink)
- _____ 4. Placement II Final Evaluation (signed in black ink)
- _____ 5. Resume

All of the above materials will go into your HPER permanent records file. Make sure that you have reviewed all of the materials and signed all appropriate documents.

HPER 4100/4750 INTERN TEACHING CHECKOUT

Name: _____

WIN #: _____

Permanent Mailing Address:

Permanent Telephone Number

Please complete the following:

First Placement School: _____

Mentor: _____

Final Evaluation: Included Being Sent Signed
(Circle)

Second Placement: School: _____

Mentor: _____

Final Evaluation: Included Being Sent Signed
(Circle)

OBSERVATIONAL MATERIALS:

First Placement: Three packets of observational data (Instructional System Analysis Form, Data Summary Form, Prediction Form, Graph, Lesson Plan) Graph Across Time.

Second Placement: Three packets of observational data (Instructional System Analysis Form, Data Summary Form, Prediction Form, Graph, Lesson Plan) Graph Across Time.

_____ TOTAL NUMBER OF LIVE OBSERVATIONS
NAME OF WMU SUPERVISOR (S)

I have been video taped and completed three individual video reflections which are included.
____ Yes ____ No

HPER 4100 SEMINAR: Rate each of the course sessions:

1.	Child Abuse	Low	1	2	3	4	5 High
2.	Teacher Certification	Low	1	2	3	4	5 High
3.	WMU Career Placement	Low	1	2	3	4	5 High
4.	Interview	Low	1	2	3	4	5 High
5.	Professional Development Goal Setting	Low	1	2	3	4	5 High
6.	Advocacy	Low	1	2	3	4	5 High
7.	Power Point Presentation	Low	1	2	3	4	5 High
8.	Legal Liability	Low	1	2	3	4	5 High
9.	Evaluation	Low	1	2	3	4	5 High
10.	Management	Low	1	2	3	4	5 High
12.	Conference	Low	1	2	3	4	5 High
12.	Class Management	Low	1	2	3	4	5 High
13.	Teacher Behaviors/ Graphing	Low	1	2	3	4	5 High

Comments

Major _____ Minor _____

I give Western Michigan University HPER Department my permission to send me correspondence via my email address listed in this document.

EMAIL ADDRESS _____

Signature _____ **Date** _____

I have completed all of the requirements as specified in the course syllabus.

Signature _____ **Date** _____

FINAL PROGRAM EVALUATION

Your feedback about our program is very important to us in the physical education department. We would like for you to type an evaluation of our programs at Western Michigan University Health, Physical Education and Recreation Department. Please include the following:

1. Methods Courses: HPER 2430, 3460, 4470, 4480 discuss each course and include:

Strengths:
Weaknesses:
Skills acquired specific to teaching:
Recommendations:

2. Theory Courses: HPER 2400, 3150, discuss each course and include:

Strengths:
Weaknesses:
Skills acquired specific to teaching:
Recommendations:

3. Activity Courses: HPER, discuss each course and include:

Strengths:
Weaknesses:
Skills acquired specific to teaching:
Recommendations:

4. Education Studies: ED 3050 and ES 3950, discuss each course and include:

Strengths:
Weaknesses:
Skills acquired specific to teaching:
Recommendations:

IF YOU COULD CHANGE ONE THING ABOUT THE PETE PROGRAM WHAT WOULD IT BE AND WHY?