STUDENT TEACHER HANDBOOK

Physical Education Teacher Education

Department of Health, Exercise, and Sports Sciences

The University of New Mexico

College of Education
UNM College of Education

Vision
Excellence and Diversity Through People, Ideas, and Innovation

Mission
The Study and Practice of Education Through Teaching, Research, and Service.

We address critical education issues, test new ideas and approaches to teaching and learning, and education professionals who can facilitate human growth and development in schools, homes, communities, and workplaces and who prepare students for participation in a complex and challenging society.

In carrying out our mission we value:

EXCELLENCE in all that we do,
DIVERSITY of people and perspectives,
RELATIONSHIPS of service, accountability, collaboration and advocacy. The discovery, discussion, and dissemination of IDEAS & INNOVATION in teaching, technology, and leadership.
The College of Education’s Conceptual Framework and the impact on Physical Education Teacher Education

The Physical Education Teacher Education Program is one professional preparation program of many within the College of Education. Consequently, all programs have as a philosophical foundation the College of Education Conceptual Framework. The attributes of the conceptual framework along with the goals of the program create a curriculum that provides a quality educational experience for students to acquire the understandings, practices and identities of an effective professional educator.

Understandings are acquired through the professional activity, scientific theory, and methodology courses. Students learn the content for traditional and non-traditional physical activity; students learn about growth and development and meeting individual needs; students learn about diversity and how to shape instruction for successful learning; students learn styles of teaching, teaching methods, and assessment strategies; students learn to use technology to assist their instruction; and students learn to conduct inquiry in order to construct their learning.

Students learn to value and engage in practices through peer teaching and field experiences. They learn to utilize their content and pedagogical knowledge formed through their understandings to provide developmentally appropriate learning activities. Through inquiry and reflection on prior experiences, students learn to plan and implement learning experiences that build and sequence in complexity. They gradually begin to become comfortable with teaching styles learned in methods classes in order for learners to take more control of their learning. Students learn to observe the environment and realize when transitions are beneficial for continued success and motivation among learners. Based on their understanding of technology, students begin to facilitate learning and assessment by using heart rate monitors, pedometers, digital video and photography, and computer technology.

The development of professional identities as future physical education teachers begins when students enroll in professional activity courses. In their entry level portfolio students reflect on how physical activity influences their day-to-day wellness and health. Students become members in the state professional association and are encouraged to attend local conferences.
University of New Mexico
College of Education

Conceptual Framework for Professional Education:
Professional Understandings, Practices, and Identities

Those who can, do. Those who understand, teach.
--Lee Shulman

The College of Education at the University of New Mexico believes that professional education should seek to help individuals develop professional understandings, practices, and identities. These understandings, practices and identities frame the lifelong learning of professional educators and reflect the values articulated in our Mission Statement and in state and national standards and competencies.

Understandings frame the identity and practice of educational professionals. We seek to help you better understand:

Human Growth and Development

Patterns in how individuals develop physically, emotionally, and intellectually, how to provide conditions that promote the growth and learning of individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.

Culture and Language

The nature of home, school, community, workplace, state, national, and global contexts for learning and how social groups develop and function and the dynamics of power within and among them. How language and other forms of expression reflect cultural assumptions yet can be used to evoke social change and how one’s own background and development shape understanding and interaction.

Content of the Disciplines

The substance of the disciplines you teach—the central organizing concepts and factual information—and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

Pedagogy

Theory and research on effective educational practice. How to create contexts for learning in and across the disciplines. How to assess student learning and design, plan, and implement instruction to meet the needs of learners and how to evaluate educational practice.

Technology

Effects of media and technology on knowledge, communication, and society. How to critically analyze and raise awareness of the impact of media and technology. How to use current technology.
Professional Issues

The social and political influences on education, both historically and currently. The local, state, and national policies, including requirements and standards. How to critically analyze and participate in the formation of educational policy. Strategies for leadership, collaboration, and research.

Nature of Knowledge

How knowledge is constructed within social contexts, including the academic disciplines. The differences and connections among the knowledge constructed in different social contexts. How to conduct inquiry into the nature of knowledge within and across the disciplines.

These understandings enable you, as a professional, to value and engage in practices that embody the following qualities:

Learner-Centered

Students’ past experiences, cultural backgrounds, interests, capabilities, and understandings are accommodated in learning experiences. Routines promote learner risk-taking and allow learners to take increasing control of their own learning and functioning.

Contextual

Experiences engage learners in ways of thinking, doing, talking, writing, reading, etc., that are indicative of the discipline(s) and/or authentic social contexts. Ideas and practices are presented with the richness of their contextual cues and information. Learners are provided with models and opportunities to reflect on their experiences and to relate their learning to other social contexts.

Coherent

Learning experiences are organized around the development of concepts and strategies that learners need in order to participate in other similar situations. Learners are assessed on what they had the opportunity to learn.

Culturally Responsive

Diversity is valued, and learners are helped to become aware of the impact of culture on how they and others perceive the world.

Technologically Current

Available technology facilitates learning. Learners are helped to understand the effect of media on their perceptions and communication.

Developing a professional identity is central to lifelong growth as a professional educator. The University of New Mexico College of Education will help you to develop the following attributes of a professional:

Caring

Attentive to learners, willingness to listen and withhold judgment, and ability to empathize while maintaining high expectations for learner success.
**Advocacy**

Committed to ensuring equitable treatment and nurturing environments for all learners.

**Inquisitiveness**

Habitual inquiry into the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning.

**Reflection-in-Action**

Able to analyze, assess and revise practice in light of student learning, research and theory, and collegial feedback.

**Communication**

Skilled in speaking, writing, and using other modes of expression.

**Collaboration**

Able to work cooperatively with students, parents, community members, and colleagues.

**Ethical Behavior**

Aware of and able to work within the ethical codes of the profession.
SUPERVISING STUDENT TEACHERS
IN PEP 400 AND PEP 461

Introduction

The physical education teacher education candidate’s professional preparation culminates with the Student Teaching Experience. The candidate’s final development of Understandings, Practices and Identities as an undergraduate student occurs during this culminating experience.

The cooperating teacher and the university supervisor are integral members of the supervision team and together help the student teacher solidify his or her content knowledge, best professional practices, and an identity as a highly qualified physical education teacher. Both members of the supervision team assist with the student teacher’s transition from preservice teaching to the role of the beginning teacher.

Supervision of student teachers is an important and fulfilling experience. The Cooperating Teacher (CT) has the opportunity to mentor, guide, and support the student teacher (ST). Classroom and laboratory experience cannot fully provide the opportunity for practical application of teaching methods and management. This is where the environment of student teaching and the experience of the CT engage. The ST, CT, and the University Supervisor (US) collaborate together, blending theory, practice, and discussion. The intended product is that of a growth-filled teaching experience for the ST. The facilitation and evaluation skills of the CT and US are critical for the ST’s progress and success. Guidance by both supervisors to encourage reflection on best practices will be instrumental for the ST’s learning and development.
**Purpose**

The purpose of the Student Teacher Handbook is to provide you, the CT, with guidance through your supervising experience. If you have questions or concerns throughout the experience, you are asked to discuss these with the University Supervisor or with the PETE Program Coordinator, Dr. Gloria Napper-Owen (505-277-8180 or napperow@unm.edu). Collaboration and communication among all supervisors will provide the most positive and successful student teaching experience for all involved, especially the ST!

The student teaching experience gives the physical education teacher education candidate the opportunity to put all Understandings and Practices together in the real world: manage a class, teach real students, deliver developmentally appropriate content, and assess for student learning. They get to practice the teaching skills and methods that they have developed through all of their courses in the physical education teacher education program. The environment of the student teaching experience and the mentoring of the CT will have an enduring impact on the ST. It is during this final practicum that the student teacher is able to polish their attainment of content, skills, and habits of mind to meet the New Mexico Competencies for Entry Level Physical Education Teachers (Please see the competencies at the back of this handbook.)

The role of the CT is one of mentor, facilitator, and evaluator. You, as the CT, will find yourself needing to guide and direct, correct and advise, encourage and commend, push and assist the ST. Overall, the ST needs an environment where they can, through full-time teaching, transfer over the threshold from a preservice candidate to a beginning teacher. Your guidance and support as the student’s CT is invaluable! Through this supervisory role, it is hoped that you will also learn and gain a wealth of experience, growing further into the expert, highly qualified teacher that you daily strive to be!

**Student Requirements for PEP 400 and 461**

PEP 400 Student Teaching in the Elementary School and PEP 461 Student Teaching in the Secondary School involve practical experience in the school setting.

**Course Objectives for Student Teaching:**

1. Demonstrate developmentally appropriate planning for elementary and secondary school students through block plans and daily lesson plans.
   - NM Competencies for Beginning Physical Education Teachers: Planning and Instruction
   - Assessment: Student Teacher Instructional Evaluation
2. Demonstrate organizational skills for learning activities by executing a lesson with appropriate time on task and fluid transitions from one activity to another.
• NM Competencies for Beginning Physical Education Teachers: Planning and Instruction, Management and Motivation
• Assessment: Student Teacher Instructional Evaluation

3. Demonstrate class management skills by quickly gaining students’ attention on a signal and having them respond to directions and explanations in a timely manner.
• NM Competencies for Beginning Physical Education Teachers: Management and Motivation
• Assessment: Student Teacher Instructional Evaluation

4. Demonstrate the ability to analyze skill performance by planning developmentally appropriate instructional activities, giving appropriate amounts of specific and motivational feedback, and acting upon the movement responses of students with appropriate tasks or challenges.
• NM Competencies for Beginning Physical Education Teachers: Content Knowledge, Growth and Development, Diverse Learners, Management and Motivation, Planning and Instruction, Learner Assessment
• Assessment: Student Teacher Instructional Evaluation

5. Demonstrate the ability to meet individual student needs by presenting lessons using a variety of methods and teaching styles.
• NM Competencies for Beginning Physical Education Teachers: Content Knowledge, Growth and Development, Diverse Learners, Planning and Instruction
• Assessment: Student Teacher Instructional Evaluation, Demonstration of Alternate Teaching Styles

6. Demonstrate the ability to assess and evaluate student learning by determining daily achievement of lesson objectives, unit/theme grades, or term grades as may be necessary in the school evaluation system.
• NM Competencies for Beginning Physical Education Teachers: Learner Assessment
• Assessment: Student Teacher Instructional Evaluation, Demonstration of appropriate assessment

7. Demonstrate professionalism by working cooperatively with all school personnel, especially with the cooperating teacher and with parents or guardians of students.
• NM Competencies for Beginning Physical Education Teachers: Reflection and Professional Development, Collaboration
• Assessment: Student Teacher Instructional Evaluation, Reflection Papers

**Elementary Student Teaching**

Elementary student teaching for undergraduate students is an 8-week, all day teaching experience. The student teacher is expected to plan developmentally appropriate units of physical activity including the writing of objectives, designing appropriate
learning activities, and assessing or evaluating student outcomes. These instructional activities must be translated into daily lesson plans and executed in a manner, which results in timely and proper student responses.

**Block Planning for Elementary:** A Block Plan for each different series of lessons for movement concepts or skill themes is required. Block plans should be submitted to the CT and the US **1 week prior to the start of instruction.** In order to ensure developmental appropriateness, one block plan should reflect instruction for grades 4 & 5; one block plan should reflect instruction for grades 2 & 3; one block should reflect instruction K & 1. The block plan should reflect developmental appropriateness for the respective grade levels, sequence of activities, alignment of activities with content standards, opportunities for students to achieve the skill theme/movement concept goal, and assessment of student learning. All grades should not be seen doing the same thing, the same way!

**Daily Lesson Plans:** Lesson plans should be submitted to the CT for review **2 days prior** to the date they are to be taught, e.g. Friday's lesson plan should be in the CT's hands by Wednesday. This practice allows the CT ample time to review them and make suggestions for their revision. A different lesson plan is expected for K-1, 2-3, and 4-5 for each new day’s lesson. If the ST is re-teaching a particular lesson on a different day, another lesson plan is not needed, e.g. K-1 Balance with a partner. The ST should use the 2-page lesson plan format that was used with PETE courses. If no lesson plan for a given day is available, the ST is not allowed to teach. The US will periodically check the lesson plans, so the ST should have them available. All ST lesson plans should be kept in a lesson plan book or a three ring binder.

**Secondary Student Teaching**

Secondary student teaching for undergraduate students is an 8-week, all day teaching experience. The student teacher is expected to plan developmentally appropriate units of physical activity including the writing of objectives, designing appropriate learning activities, and assessing or evaluating student outcomes. These instructional activities must be translated into daily lesson plans and executed in a manner, which results in timely and proper student responses.

**Block Planning for Secondary:** A Block Plan for each different unit of activity is required. Block plans should be submitted to the CT and the US **1 week prior to the start of instruction.** The development of the block plan is time-consuming, so the ST should inquire early about the units to be developed and planned. The block plan should reflect developmental appropriateness for the respective grade levels, sequence of activities, alignment of activities with content standards, opportunities for students to achieve the skill theme/movement concept goal, and assessment of student learning.

**Daily Lesson Plans:** Lesson plans should be submitted to the CT for review **2 days prior** to the date they are to be taught, e.g. Friday's lesson plan should be in the CT's hands by Wednesday. This practice allows the CT ample time to review them and make suggestions for their revision. If the ST is re-teaching a particular lesson on a different
day, another lesson plan is not needed, e.g. Fitness concepts to a different 9th grade class. The ST should use the 2-page lesson plan format that was used with PETE courses. If no lesson plan for a given day is available, the ST is not allowed to teach. The US will periodically check the lesson plans, so the ST should have them available. All ST lesson plans should be kept in a lesson plan book or a three ring binder.

**Common Requirements for Elementary and Secondary Placements**

**Styles of Teaching:** The ST is required to demonstrate two teaching styles other than command during the secondary experience and the elementary experience. These demonstrations need only be for a single period. The ST is encouraged to use a variety of teaching styles throughout the student teaching experience, planned appropriately for the outcomes of the lesson.

**Assessment:** The ST must demonstrate assessment procedures (written documentation, i.e. scoring rubric, authentic assessment/ scoresheet, written exam) within the course of each unit or theme taught. Authentic assessment is the preferred assessment practice. Although fitness testing assessment does not count for this particular requirement, test results may be used to assist students in completing other authentic assessments.

**Videotape and analysis:** The ST must videotape at least one full class period during the student teaching experience. The ST will need to schedule the time with the CT and US, as permission slips for the designated classes will be necessary. The videotape will capture the ST’s voice while also observing 3 different students for half of the class period and the ST and the class environment for half of the period. The three students should represent a highly skilled, a medium skilled, and a low skilled student.

Once the videotape is completed, the ST will make an appointment within three days to sit down with the US to view the tape together. Together they will analyze the video using the Instructional Evaluation Instrument. After completing the joint observation, the ST will write a reflection paper on the best practices observed in the video, changes to the lesson which could help students achieve the lesson objectives more effectively, and strategies to implement the changes.

**Instructional Evaluation Instrument:** The Instructional Evaluation Instrument provided within this handbook is the evaluation tool that both the CT and US will use to evaluate the ST. Assessment is the process of gathering and organizing information from multiple sources about a student’s level of achievement. It is advised that the CT evaluate the ST every other week. A midterm evaluation should be completed by the CT, and a final evaluation will be completed by the CT, US, and ST in a joint conference at the end of the student teaching experience.
**Professional Issues during Student Teaching**

**Attendance:** All full days and partial days missed must be made up prior to the ST leaving a placement. The ST should contact both the CT and the US prior to the start of the school day - the US must be informed prior to 7:00 a.m. by being called at home.

**Punctuality:** Each morning, the ST is to arrive at school at the time required for all professional teachers in the building or no later than 30 minutes before the first bell. The ST is not dismissed from the school day until the CT is dismissed.

**Dress:** The ST is to abide by local custom as to appropriate dress. Wearing a hat outdoors and using sunscreen to guard against sun exposure are both good and wise ideas. If the ST plans on wearing sunglasses, they must be removed when talking to students so that students may see the ST’s eyes.

**Schedule:** The ST is to observe the school’s calendar and not UNM’s relative to days off. It is expected that the ST will attend school functions that could promote interactions between the ST and parents and students. It is important for the ST to learn how to communicate with members of the school community. The ST is also required to attend faculty meetings and inservice trainings with the CT.

**Timetable:**
Week 1: The ST should become acquainted with the school site, its resources and personnel, and serve the CT in an auxiliary role, especially as it pertains to managerial tasks such as taking roll, issuing lockers, etc.

Week 2: The ST should mirror the CT such that after s/he teaches a lesson/period, the ST teaches the same content the following lesson/period-ideally the CT should be present during your mirror teaching so that s/he can give feedback.

Week 3 and beyond: Solo teach for the remaining weeks.

*The above timetable may be speeded up by mutual agreement of the CT, ST, and the US, or it may be slowed down.*
Policy Guidelines for Student Teacher Substituting

1. Determining Eligibility

The Faculty Advisor, Supervisor/Coordinator, and Cooperating Teacher determine whether the Student Teacher is eligible to apply for substitute teaching duties. Eligibility will be based on consensus regarding the Student Teacher’s ability to perform the duties required of a substitute teacher. Forma contracts outlining the procedures and conditions of substituting will be read, understood, and signed by all concerned parties (Faculty Advisor, Student Teacher, UNM Supervisor/Coordinator, Cooperating Teacher, and School Principal). Copies of the contract are provided to the parties listed above.

2. Conditions of Employment as a Substitute Teacher

a. Interest in becoming a substitute must be evaluated as the Student Teacher progresses through the practicum.

b. If a Student Teacher is not ready for substitute teaching, the Faculty Advisor, Cooperating Teacher, UNM Supervisor, and Student Teacher may request a review of eligibility after a number of weeks.

c. The Student Teacher may substitute only for the Cooperating Teacher.

d. The student teacher may be employed as a substitute teacher for no more than ten (10) days during the semester of student teaching without written authorization from the Albuquerque Public Schools Substitute Services Office or any other school district office and the UNM College of Education.

e. The agreement of eligibility may be suspended by any of the signatories if the conditions of this agreement are not met.

f. If the Student Teacher wishes to continue substituting when his/her program’s terms of student teaching are not in effect, the Student Teacher must follow the appropriate application procedure to become an Albuquerque Public School Employee. Information may be accessed through APS Substitute Services at 889-4849.

g. UNM encourages the supervision of Student Teachers while substituting more than two consecutive days.

3. The Student Teacher is responsible for meeting all UNM and School District Requirements for Substitute Teaching.
UNM College of Education
Licensure Programs
Field Experience Requirements

STEP ONE
1. Purchase AFT Liability Insurance at Hokona Hall 123.
   a. Money order or check only, $20.
   b. Keep your copy; it’s your ticket into the school.

2. Request an APS Fingerprint and Background Check packet at the Hokona Hall 123. (pink packet) Out of town placements, go to the school district’s Human Resource office to process a background check.

STEP TWO (APS)
3. Please arrive at the Albuquerque Public Schools Background and Fingerprinting Department located at the 6400 Uptown Blvd. NE, 1st Floor, Suite 105E, (East Tower), with documents filled out in order to expedite the process. You may call 889-4862 to connect with that office. Be prepared to pay a fee of $34, cashiers check or money order only.
   a. Hours of operation for you: 8:00-11:00 and 1:00 – 3:30.
   b. Turn around time is 48 hours to complete your background check.

4. Return to the office to pick up the Authorization to Student Teach form signed by APS Sub Office. Give a copy to principal and program leader.

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<tr>
<td>6400 Uptown NE</td>
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<th>Rio Rancho School District</th>
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<td>500 Laser Road NE</td>
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<td>Rio Rancho, NM</td>
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<td>87124</td>
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<tr>
<td>Phone: (505) 896-0667 ext. 110</td>
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<tr>
<td>Fax: (505) 896-0662</td>
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<td><a href="http://www.rrps.net">www.rrps.net</a></td>
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<tr>
<td>Dana Sanders, HR Director</td>
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<tr>
<td><a href="mailto:d.sanders@llschools.net">d.sanders@llschools.net</a></td>
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<tr>
<td>Cindy Simms, HR Director</td>
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<tr>
<td>520 N. Main</td>
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<tr>
<td>Belen, NM 87002</td>
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<tr>
<td><a href="mailto:marquezr@belen.k12.nm.us">marquezr@belen.k12.nm.us</a></td>
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