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 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.