

University of Utah, Department of Exercise and Sport Science, Student Teaching Manual (1st. Edition)

The Purpose of Student Teaching

Student teaching is the culminating experience of the Physical Education Teacher Education program. It is designed to provide candidates for certification with the opportunity to complete the development of their teaching skills and content knowledge and to apply their skills and knowledge in middle or high school settings. Student teaching also provides the candidate with a multitude of experiences upon which he/she can augment his/her personal knowledge base tied to the practice of teaching. The acquisition of this knowledge base is an essential step in the teacher candidate's maturation into a Reflective Practitioner. Graduates of Physical Education Teacher Education are expected to be effective teachers upon completion of the program. They also are expected to be lifelong learners who will continue to grow and improve as teachers throughout their teaching careers.

The student teaching experience takes place within the wider community of learners which includes U of U faculty and staff, and staff from public schools throughout Utah. The student teaching team most importantly includes the candidate, one or more cooperating teacher(s), and a university supervisor. The education professionals on the team are chosen because of their experience and ability to help the novice and their dedication to the concept and practice of quality education.

Goals of Student Teaching

Upon completion of the Physical Education Teacher Education Program in the College of Health at the University of Utah, initial teacher certification candidates will be able to:

1. Demonstrate the competencies characteristic of an individual who has a strong education background and comprehensive knowledge of one or more discipline.
2. Communicate this knowledge effectively to students, parents, administrators, and the community at large.
3. Plan and execute lessons that are well-paced, logically sequenced, and focused in accordance with clearly stated objectives and course goals.
4. Implement a variety of teaching strategies that reflect current and relevant educational research to meet the needs of diverse learners.
5. Integrate assessment and instruction while utilizing a variety of assessment instruments.
6. Create and maintain a productive, respectful, and positive learning environment.
7. Incorporate educational technology into classroom practice to meet instructional objectives and goals.
8. Perform duties in a professional manner and uphold the standards of confidentiality and conduct expected in the public schools.
9. Reflect on teaching performance with an eye toward continued professional growth.

Roles and Responsibilities of the Student Teaching Team

The experience of student teaching increases the ability of the candidate to perform all the duties of the professional teacher successfully. In order to ensure this success, it is essential that the responsibilities of each member of the student teaching team be clearly understood and that each member become directly involved in the process.

Student Teacher Expectations and Responsibilities

Student teachers are expected to be dependable, enthusiastic, and cooperative. They need to demonstrate initiative, flexibility, and emotional maturity. They must have a strong background in subject content, educational philosophy and theory as well as a strong commitment to meeting the needs of all learners. Student teachers must recognize the importance of establishing and maintaining lines of communication between themselves and their cooperating teachers and between themselves and the university supervisor. Successful student teachers:

- ❖ attend university and school district student teaching conferences and seminars.
- ❖ learn about the various physical facilities of the school building, the resources available in the school system and the resources of the community as they relate to the student teaching assignment.
- ❖ prepare developmentally appropriate lesson plans linked to the National Standards and submit them to the cooperating teacher for approval well in advance of actual classroom teaching and to the university supervisor as required.
- ❖ are prompt in reporting to class and are regular in attendance. **[All absences should be cleared by the cooperating teacher and/or university supervisor, especially in the case of extended absence.]**
- ❖ become familiar with school policies and procedures, especially as they relate to behavior of students.
- ❖ communicate honestly, openly, and regularly with the cooperating teacher and with the university supervisor.
- ❖ maintain a high level of professionalism in areas of dress, speech, and behavior.
- ❖ participate in professional activities such as staff meetings, committee meetings, and parent conferences.
- ❖ discuss possible participation in extra-curricular activities with both the cooperating teacher and the university supervisor well in advance of formal commitment.
- ❖ understand the role of other professionals in the building or district such as the guidance counselor, dean of students, special education teacher, reading specialist, principal, and assistant principal.

In summary, the exemplary student teacher arrives at school well in advance of the students and leaves with the rest of the faculty at the end of the day. They listen carefully to the suggestions of their cooperating teacher and university supervisor.

They prepare their lessons thoroughly and try to provide variety in their instructional approach. They collaborate, when appropriate, with colleagues, administrators, and parents to meet the needs of their students. And perhaps most important, they are reflective practitioners who are not afraid to admit shortcomings and to adjust plans and behavior accordingly.

Cooperating Teacher's Responsibilities

The cooperating teacher's willingness to encourage, to advise, to support, and to share ideas helps form the student teacher's view of the profession. It is the cooperating teacher's responsibility to work with the student teaching team in designing an experience which best prepares the candidate to be a professional teacher while maintaining instructional quality. Therefore, the cooperating teacher is expected to:

- ❖ ensure adequate continuity, class contact and supervision of the student teacher.
- ❖ explain clearly the nature and scope of the student teacher's duties and responsibilities. In particular, the cooperating teacher should clarify his/her expectations regarding the writing of formal lesson plans, the securing and organizing of instructional materials, and the evaluating of student work.
- ❖ ensure that the student teacher's induction into actual teaching is at a rate that seems appropriate for that student teacher.
- ❖ conduct regularly scheduled conferences to keep the student teacher informed of his/her progress and to offer suggestions and constructive criticism.
- ❖ alert the student teacher to the importance of keeping student information and records confidential.
- ❖ participate in regular, honest, and open communication with the university supervisor regarding the progress of the student teacher.
- ❖ assist the student teacher in setting goals for continued growth and development during beginning, middle and final stages of student teaching.
- ❖ encourage the student teacher to develop the teaching style best suited to the individual.
- ❖ arrange a time for the university supervisor to talk to the student teacher before or after each observation, and a time to talk to you, the cooperating teacher.
- ❖ complete the mid-term and final evaluations and inform the student teacher of its contents.
- ❖ facilitate video-recording of the student teacher when required.

During the early weeks of student teaching, cooperating teachers should observe frequently and give plenty of feedback. Once student teachers have taken on a full load, however, they need to be left alone with their classes on a routine basis. If the cooperating teacher feels unwilling to leave the classroom, undoubtedly the student teacher has not made sufficient progress and the university supervisor needs to be contacted immediately.

University Supervisor's Responsibilities

The university supervisor is the third member of the student teaching team. The supervisor and the cooperating teacher will need to confer regularly throughout the semester to establish common goals and to monitor the progress of their student teachers. The university supervisor is expected to:

- ❖ assist the student teacher and cooperating teacher in the planning and administration of the student teaching assignment which will generally include the videotaping of at least three to four lessons.
- ❖ hold periodic meetings with the student teacher and cooperating teacher so that issues of mutual concern may be addressed.
- ❖ observe the student teacher once every two-three weeks and confer with him/her as soon as possible after the observation. Observation reports, which should evaluate the teaching observed and make suggestions for improvement, should be made available to both the student teacher and the cooperating teacher.
- ❖ act as a liaison between the student teacher and the university by keeping him/her informed of university meetings, conferences, and policies that may directly affect the student teacher's certification or future employment.

- ❖ complete a mid-term and final evaluation form and discuss its contents with the student teacher.
- ❖ designate the grade at the completion of the student teaching experience.

Visits by the university supervisor are arranged in advance. Student teachers should take responsibility for making mutually satisfactory arrangements for these visits. Visits will generally take place at two-three week intervals. For these visits, the student teacher should supply the university supervisor with detailed lesson plans, tests, quizzes, and other materials needed for the lesson.

Guidelines for the Student Teaching Team

Because there are many individual differences in student teachers and many variations in the settings to which they are assigned, an exact timetable of experiences appropriate for all student teachers cannot be specified. The following guidelines are, therefore, not to be construed as an inflexible agenda to be observed for every student teacher, but they do reflect a desirable model based on past experience.

Each student teacher is expected to adhere to the “cooperating teacher’s school day” for his/her school. In general, this means being at school at least 20 minutes before the first period and staying at least 30 minutes after school dismissal for the day. Student teachers must act and dress in a professional manner at all school functions.

Development of a Phase-In and Phase-Out Strategy

Transition to Student Teaching:

Beginning of the phase-in process. As the candidate becomes familiar with the school, department, and students in his/her student teaching assignment, he/she should begin to participate in classroom activities. During the first several weeks of student teaching, the student teacher’s primary responsibility should be to observe the cooperating teacher and to learn class procedures and the students’ names and personalities. The student teacher should take notes about specific students with special needs to discuss later with the cooperating teacher. The cooperating teacher and student teacher should discuss the objectives and methods for each lesson and how the lesson fits into the long-term plan.

Toward the last half of the first several weeks, the student teacher should become actively involved by assisting during small-group activities or by tutoring individual students who are experiencing difficulty.

Phase-In Period:

Student teachers should begin the process of “phasing-in” to teaching the first preparation as soon as possible. It is also helpful for the student teacher to do some mini-teaching or team teaching with the cooperating teacher before taking over the entire class. The student teacher and

cooperating teacher should also construct a tentative schedule to follow as the student teacher progresses from teaching one class to a full load. The university supervisor should be informed of this schedule as quickly as possible to facilitate the arrangement of class visitations.

When the student teacher takes over the primary responsibility for a class, he or she may choose to distribute a written statement of his/her academic and behavioral expectations to the students. Student teachers should discuss these statements carefully with their cooperating teachers in order to prevent abrupt changes in teaching styles, procedures and policies that may detract from learning. This procedure should be repeated for each preparation assumed.

As student teachers grow more confident, they should take on another class until reaching a full load, which is defined as five classes (Middle School) or three blocks (High School) with three distinct preparations. In addition, student teachers may also be expected to assume one additional duty period, such as study hall, bus duty, or lunch duty.

Full Load:

Student teachers are expected to set objectives, develop lesson plans, correct homework, develop quizzes and tests, and evaluate student performance. If “departmental tests” are used in a school, then a student teacher might develop a review quiz for practice. The cooperating teacher should remain in the classroom for each period until the day that he/she feels comfortable leaving. You might begin by leaving the classroom during the last minutes of the period, then progressing to leaving the room for the entire hour while remaining nearby. Try to remain out of the students’ sight consistently for at least one week to give the student teacher the opportunity to learn to handle both in-class and between-class matters without your assistance, which is very important in helping develop a sense of responsibility on the student teacher’s part. During this time, encourage your student teacher to ask questions about everything, and give advice and feedback, both written and oral, freely.

STUDENT TEACHERS PLEASE NOTE: The classes being taught are the responsibility of the cooperating teacher. The cooperating teacher has been generous to share the teaching of classes with the student teacher, but the end result is that the cooperating teacher is held responsible for the material the classes will be taught and for the final evaluation of the students.

Phase-Out Period:

Toward the final weeks of student teaching, the student teacher should begin to shift teaching responsibilities back to the cooperating teacher. These shifts should occur at obvious breaking points in the content (i.e. switch to a new unit). This period should also provide additional opportunities for the student teacher to see other teaching and learning situations at their school. Student teachers should take advantage of the phase-out period to observe other classrooms both in and outside their fields of expertise. Classes taught by a school’s exemplary teachers are appropriate for observation, provided that the teachers consent.

EVALUATION

1. Informal evaluation (Feedback and Constructive Criticism)

Student teachers need to have feedback, both complimentary and critical, from those who observe them. Feedback and constructive criticism should be given on a regular basis. The cooperating teacher should make his/her expectations clear to the student teacher at the beginning of student teaching, and should continue to do so throughout the student teaching experience. It is important that the lines of communication be kept open at all times to avoid misunderstandings. If any difficulties arise between the cooperating teacher and the student

teacher, the university supervisor should be notified immediately so that he/she can work with the appropriate student teaching team members to help resolve the problem(s).

2. Formal evaluation

Evaluation should occur continuously throughout the student teaching experience. The primary purpose of all evaluations during the experience should be to identify the student teacher's areas of strength and to analyze where continued growth is needed. Evaluation should be related not only to performance but to planning, attitudes, and personal characteristics of the student teacher. Student teachers are evaluated on both a formative and summative basis.

Formative evaluations:

Formative evaluations include the Visitation Reports that are completed at each of the University Supervisor's visits. This report evaluates the observed teaching and makes appropriate suggestions for improvement. In addition, it is required that both the university supervisor and the cooperating teacher complete one or more interim evaluations.

The student teacher should be encouraged to continually evaluate his or her own growth as a teacher. Opportunities to discuss this growth and areas of strength and weakness should be provided throughout the semester with both the cooperating teacher and the university supervisor.

Summative evaluation:

One of the most important (and often difficult) responsibilities of the cooperating teacher and of the university supervisor is making a final evaluation of the student teacher's performance as a teacher. The Final Evaluation is completed by both the cooperating teacher and the university supervisor. Taken in combination, these evaluations reflect the combined judgment of those who have been responsible for the student teacher's professional growth throughout the semester.

The Final Evaluation should be the most positive evaluation possible for the student teacher. Any weaknesses mentioned in it should be classified as to whether they are due to lack of experience or are symptomatic of a general weakness that would continue to affect the teacher's performance in the future. Both the cooperating teacher's and the university supervisor's final evaluations will become a permanent part of the student teacher's credential/placement file.

Visitation Requirements

General Visitation Guidelines:

University Supervisor:

- First Visit: Meet cooperating teacher.
- Discuss semester long goals and objectives with the student teacher.
- Collect global baseline data
- Collect anecdotal information (i.e. important events, episodes observed).
- Begin a journal documenting what occurred during the visit.

Second Visit: General discussion on student's progress with cooperating teacher.
Begin pre-teaching conference with the student teacher.

- Review goals and how monitoring will take place
- Determine the teacher's intent for the lesson
- Collect lesson plan and request verbal description from the ST

Collect systematic data on instructional processes based on goals.
Arrange for videotaping of the lesson (VHS or Digital)
Begin post-teaching conference with the student teacher.

- Provide immediate and relevant performance feedback
- Diagnose problems and offers solutions

Document what was discussed in the pre-and post-teaching conferences in journal.

Third Visit: General discussion on student's progress with cooperating teacher.
Pre-teaching conference with the student teacher.

- Review goals and how monitoring will take place
- Determine the teacher's intent for the lesson
- Collect lesson plan and request verbal description from the ST

Collect systematic data on instructional processes based on goals.
Arrange for videotaping of the lesson (VHS or Digital)
Post-teaching conference with the student teacher.

- Provide immediate and relevant performance feedback
- Diagnose problems and offers solutions

Document what was discussed in the pre-and post-teaching conferences in journal.

Fourth Visit: General discussion on student's progress with cooperating teacher.
Pre-teaching conference with the student teacher.

- Review goals and how monitoring will take place
- Determine the teacher's intent for the lesson
- Collect lesson plan and request verbal description from the ST

Collect systematic data on instructional processes based on goals.
Arrange for videotaping of the lesson (VHS or Digital)
Post-teaching conference with the student teacher.

- Provide immediate and relevant performance feedback
- Diagnose problems and offers solutions

Document what was discussed in the pre-and post-teaching conferences in journal.

Fifth Visit: Discuss phase-out process with the cooperating teacher.
Final pre-teaching conference with the student teacher.

- Review goals and how monitoring will take place
- Determine the teacher's intent for the lesson
- Collect lesson plan and request verbal description from the ST

Collect systematic data on instructional processes based on goals.
Final post-teaching conference with the student teacher.

- Provide immediate and relevant performance feedback
- Diagnose problems and offers solutions

Document what was discussed in the pre-and post-teaching conferences in journal.

Student Teacher:

First Visit:

Introduce cooperating teacher and university supervisor.

If you have not yet already, provide university supervisor with a detailed schedule of the semester, school holidays, breaks, time you may be away, and a bell schedule with your teaching times.

Discuss semester long goals and objectives with your cooperating teacher and university supervisor.

Begin a journal documenting what occurred during the visit including your personal reflections of the visit and how helpful it was to you or not.

Second Visit: Begin pre-teaching conference with the university supervisor.

- Review your personal teaching goals for the lesson
- Discuss your intent for the lesson, focus, outcomes, assessment
- Provide a lesson plan and prepare to have available lesson plans and unit plans for every class taught throughout the semester

Be prepared to be videotaped during the lesson (VHS or Digital)

Begin post-teaching conference with the university supervisor.

- Discuss strengths and weaknesses of the lesson
- What excited you, what concerned you
- Diagnose your own problems and offer possible solutions

Document what was discussed in the pre-and post-teaching conferences in your journal and reflect on the visit.

You must view the tape of your own teaching, complete at least one type of coding instrument based on your personal goals, self-evaluate, and write a detailed reflection addressing strengths and weaknesses. What might you do differently next time?

Third Visit: Pre-teaching conference with the university supervisor.

- Review your personal teaching goals for the lesson
- Discuss your intent for the lesson, focus, outcomes, assessment
- Provide a lesson plan and prepare to have available lesson plans and unit plans for every class taught throughout the semester

Be prepared to be videotaped during the lesson (VHS or Digital)

Post-teaching conference with the university supervisor.

- Discuss strengths and weaknesses of the lesson
- What excited you, what concerned you
- Diagnose your own problems and offer possible solutions

Document what was discussed in the pre-and post-teaching conferences in your journal and reflect on the visit.

You must view the tape of your own teaching, complete at least one type of coding instrument based on your personal goals, self-evaluate, and write a detailed reflection addressing strengths and weaknesses. What might you do differently next time?

Fourth Visit: Pre-teaching conference with the university supervisor.

- Review your personal teaching goals for the lesson
- Discuss your intent for the lesson, focus, outcomes, assessment
- Provide a lesson plan and prepare to have available lesson plans and unit plans for every class taught throughout the semester

Be prepared to be videotaped during the lesson (VHS or Digital)

Post-teaching conference with the university supervisor.

- Discuss strengths and weaknesses of the lesson

- What excited you, what concerned you
- Diagnose your own problems and offer possible solutions

Document what was discussed in the pre-and post-teaching conferences in your journal and reflect on the visit.

You must view the tape of your own teaching, complete at least one type of coding instrument based on your personal goals, self-evaluate, and write a detailed reflection addressing strengths and weaknesses. What might you do differently next time?

Fifth Visit:

Final pre-teaching conference with the university supervisor.

- Review your personal teaching goals for the lesson
- Discuss your intent for the lesson, focus, outcomes, assessment
- Provide a lesson plan and prepare to have available lesson plans and unit plans for every class taught throughout the semester
- Discuss the phase-out plan

Final post-teaching conference with the university supervisor.

- Discuss strengths and weaknesses of the lesson
- What excited you, what concerned you
- Diagnose your own problems and offer possible solutions

Document what was discussed in the pre-and post-teaching conferences in your journal and reflect on the visit.

You must view the tape of your own teaching, complete at least one type of coding instrument based on your personal goals, self-evaluate, and write a detailed reflection addressing strengths and weaknesses. What might you do differently next time?

Appendix A
Evaluation Instruments

ALLOCATED ACTIVITY TIME

Individual Activity Time Observer:

Allocated Activity Time Observer:

Name of Teacher:

The purpose of this observation is to record the **allocated activity time** in the lesson. The **allocated activity time** is the time that the teacher gives for practice. **Allocated activity time** should be measured from the time the teacher gives the start activity signal, until the stop activity signal is given.

DIRECTIONS:

1. You will need a stopwatch or regular watch or clock.
2. Record the starting time of the lesson.
3. Record the length of **allocated activity** in minutes and seconds for each bout of activity.
4. Record the ending time of the lesson.
5. At the end of the lesson, total the **allocated activity time**

6. Compare the **allocated practice time** with the time for the entire lesson.

BOUT	MINUTES	SECONDS	BOUT	MINUTES	SECONDS
1			11		
2			12		
3			13		
<!			14		
5			15		
6			16		
7			17		
8			18		
9			19		
10			20		

Total Lesson Time: _____ Total Allocated
Activity Time:

DEMONSTRATIONS

Teacher:
Date:

Observer:
Class/Grade:

The purpose of this observation is to view and analyze demonstrations with in the physical education lesson.

Beside each number describe the content of the demonstration. Next, under each heading mark yes/no according to whether the criteria for good demonstrations has been met.

CRITERIA FOR GOOD DEMONSTRATIONS

1. Does the teacher go through the full action of the movement?
2. Is the whole action performed at the correct speed?
3. Is the demonstration used in the proper organizational format for practicing tasks?
4. Does the teacher guide student observations?

Content	Full Action	Correct Angle	More Than One Angle	Proper Organ. Format	Important Information Emphasized
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

On the back, indicate whether there was any time when a demonstration would have been useful bet was not presented.

INDIVIDUAL ACTIVITY TIME

Individual Activity Time Observer: Allocated Activity

Time Observer: Name of Teacher:

The purpose of this observation is to record the **Individual Activity Rate (IAR)** of a student in a physical education lesson. **Individual Activity Rate** is the actual practice time for a target student during a lesson. IAR should be recorded only when the target student is active, as opposed to allocated activity time.

DIRECTIONS:

1. Choose a target student.
2. Record the starting time of the lesson.
3. Record the length of individual activity time in minutes and seconds for each bout of activity.
4. Record the ending time of the lesson.
5. At the end of the lesson, total the IAR.
6. Compare the total lesson time with the IAR.

Bout	MINUTES	SECONDS	BOUT	MINUTES	SECONDS
1			11		
2			12		
3			13		^ . .
4			14		
5			15		
6			16		
7			17		
8			18		
9			19		
10			20		

Total Lesson Time: _____ Total

Individual Activity Time:

COMPARISON OF INDIVIDUAL ACTIVITY TIME TO ALLOCATED ACTIVITY

Teacher: _____

Observer: _____

Date: _____ Class/Grade: _____

1. Two observers are needed to complete this observation. One observer is to observe Allocated Activity Time (AAT). The other observer is to observe Individual Activity Time (IAT).
2. Observers must observe the same lesson. The observers should sit together so the lesson beginning and ending times are identical.
3. When the observations are completed the two observers should collaborate findings to answer the following questions:

What was the Total Lesson Time?
What was the total Allocated Activity Time?
What was the total Individual Activity Time?

Discuss the ATT in relation to the Total Lesson Time.

Discuss the IAT in relation to the AAT.

Discuss why the IAT was not equal to the AAT.

Discuss ways to increase the AAT and the IAT.

MANAGEMENT OF STUDENT CONDUCT

Teacher: _____

Observer: _____

Date: _____

Class/Grade: _____

Managing student conduct consists of at least three types of performance: a) teacher performance that reduces the probability of student disruptions, b) ways of stopping disruptive behavior once it starts, and c) ways of dealing with serious misconduct rooted in personality aberrations. This observation deals with the first type of performance, keeping students on-task. The behaviors listed below are just a few of a larger group of behaviors that have been shown to be related to classes with decreased non-instructional time and fewer incidents of deviant behavior. The first section briefly describes these behaviors and the second section provides an event recording instrument to observe and tally these behaviors as you *see* them occur.

Definitions

Stops off-task behavior: Teacher identifies off-task student and moves quickly to bring him/her back on task.

Displays verbal enthusiasm: Voice usage which indicates an interest in the activity and in each student's participation.

Praises on-task behavior: Praise of appropriate student conduct with the goal of providing an example to other students.

Alerts non-performers: Cautions non-performers to participate in class activities.

FREQUENCY		FREQUENCY	
Stops off-task behavior			Permits off-task behavior to continue
Displays verbal enthusiasm			Monotone vocal delivery
Praises on-task behavior			
Alerts non-performance			Ignores non-performance

PERIMETER & EQUIPMENT CODING FORM

Teacher:

Observer:

Date:

Class/Grade:

PERIMETER OBSERVATIONS

For each 2 min. interval code whether the teacher observes from the perimeter (no students behind teacher, teacher can see all students if they glance to the side).

MINUTES	YES	NO	MINUTES	YES	NO	MINUTES	YES	NO
2			12			22		
4			14			24		
6			16			26		
8			18			28		
10			20			30		

EQUIPMENT SPREAD OUT

Code each instance that equipment is in at least two places, getting out and putting away.

BRIEFLY DESCRIBE INSTANCE

YES

NO

STUDENT PRACTICE TRIES CODING FORM

Teacher:

Observer:

Date:

Class/Grade:

OPPORTUNITIES TO PRACTICE:

Choose 1 or 2 students to observe. Tally the number of opportunities to practice each student has and indicate success or non-success in the appropriate column.

	SUCCESSFUL	NON-SUCCESSFUL
		Total Successful
		Total Non-successful
		Total Trials:
Student 1		Rate/Minute:
		Total
		Successful
		Non-successful

		Total Successful
		Total Non-successful
		Total Trials:
Student 2		Rate/Minute:
		Total
		Successful
		Non-successful

Qualitative Measures of Teaching Performance Scale Instrument

(QMTPS)

Teacher _____

Coder _____

Focus of lesson _____

Lesson number _____

Task		Presentation of task					Student response appropriate to focus	Specific congruent feedback	Type of task I – Informing R – Refining (quality) E – Extend (variety) Re – Repeat (repeat same task) A – Apply self-testing
Number	Type of task	Clarity	Demonstration	Number of cues	Accuracy of cues	Qualitative cues			
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
Total		1- 2-	1- 2- 3-	1- 2- 3-	1- 2- 3-	1- 2-	1- 2- 3-	1- 2- 3-	Specific congruent feedback 1 – Yes 2 – Partial 3 – No
Percent for each category		1- 2-	1- 2- 3-	1- 2- 3-	1- 2- 3-	1- 2-	1- 2- 3-	1- 2- 3-	
Percent most desirable									Total QMTPS:

Note. From Analyzing Physical Education and Sport Instruction (p. 274) by J.E. Rink and P.H. Werner, 1989, Champaign, IL, Human Kinetics.

Student Response

Teacher:

Observer:

Date:

Class/Grade:

Directions:

List the task the teacher gave. Select one student and count the number of practice trials that student gets to practice the task before the teacher ends practice time. Determine whether the student practice was at an appropriate level of difficulty for the child... to easy or too difficult.

TASK	# OF TRIALS	DIFFICULTY
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

TEACHER MOVEMENT

Teacher:

Observer:

Date:

Class/Grade:

CODING DIRECTIONS

After every minute interval, the observer indicates by consecutive number where the teacher is in the practice area and to whom the teacher is directing behavior.

Following are the target categories:

Class/Small Group/Individual

PETE Teaching Grade Form

Teacher Name: _____ Grader: _____

Content: _____ Grade: _____ Date: _____

Teaching Behaviors	Rating	Expectations
Set Induction (2 point)		<ul style="list-style-type: none"> ✓ Gets attention of learners before starting (does not speak over students) ✓ Gives learners information on what they will be doing and why it is important (Forecasting) ✓ Builds on students previous experiences (scaffolding) ✓ Involves learners
Appropriate use of time (start, I, M, A) (6 points)		<ul style="list-style-type: none"> ✓ Students start activity quickly (under 3 minutes) ✓ Pacing of lesson is smooth and consistent with student needs ✓ Uses the full length (time) of the lesson ✓ Transitions of students in and out of activity allow for maximum practice (management lesson) ✓ Instruction is clear, concise, and quick (not more than 40% of lesson) ✓ Student activity time is more than 60%
Use of start/stop signals (1 point)		<ul style="list-style-type: none"> ✓ Give clear signals during set induction ✓ Consistently uses signals in and out of activity ✓ Consistently uses signals given during set induction
Directing of people, space, equipment, and time (6 points)		<ul style="list-style-type: none"> ✓ Gets students in groups quickly ✓ Directions for getting and putting away equipment are clearly given. Directs students to get equipment ✓ Pacing of lesson is smooth and consistent with student needs ✓ Transitions students in and out of activity smoothly ✓ Equipment & environment is set up prior to start of class (as appropriate) ✓ Spreads equipment out for easy access. Students can access equipment from multiple locations
Appropriate development of content (2 points)		<ul style="list-style-type: none"> ✓ Tasks matches objective(s) ✓ Lesson progression has a logical sequence ✓ Appropriate use of Extension, Refinement, and Application tasks ✓ Teacher makes adjustments on their feet based on student performance ✓ Task matches skill and maturity level of students
Clarity of task presentation (8 points)		<ul style="list-style-type: none"> ✓ Has attention of learners (does not talk over students) ✓ Logical sequence of presentation (keeps content and organization separate) ✓ Learning cues critical to skill, accurate, used consistently, appropriate for age level of student number (no more than 3 presented at a time) ✓ Examples and non-examples given ✓ Repeats things difficult to understand ✓ Checks for understanding ✓ Presents material dynamically. Personalizes the presentation ✓ Uses demonstrations (teacher & student). Demonstrations are accurate and complete
Checking for understanding (2 points)		<ul style="list-style-type: none"> ✓ Questions relate to learning cues and organization of task ✓ Questions for motor, cognitive, and affective learning ✓ Questioning is consistent with lesson focus ✓ Higher order questions are attempted (why, how, when, etc.)
Feedback (3 points)		<ul style="list-style-type: none"> ✓ Provides appropriate amounts of skill & behavior feedback ✓ Redirects student(s) off task behaviors ✓ Reinforces appropriate skill behaviors with specific and corrective feedback ✓ Provides class, group, individual and cross group feedback ✓ Balances refining tasks with specific feedback about skill performance ✓ Stays with student after giving feedback
Teacher Movement and Scanning (1 point)		<ul style="list-style-type: none"> ✓ Monitors from the perimeter and keeps back to the walk ✓ Moves around class ✓ Scans students (groups of students) for correct performance of task
Closure (1 point)		<ul style="list-style-type: none"> ✓ Has attention of learners (does not talk over students) ✓ Involves learners in summarizing lesson ✓ Forecasts for future lessons

