

**Health and Physical Education**

**TEACHER  
CERTIFICATION**

**Field Experience  
HPE 405**

# Field Student's Responsibilities & Course Policies

During Field Experience, all HPE405 Field Students will be required to:

1. **be punctual** in both attendance and in meeting assigned tasks for the cooperating teacher as well as the university supervisor – attend each field session Tuesday/Thursday from 8:00-11:45 a.m. by his/her own means of transportation
2. **fulfill all course evaluation criteria** satisfactorily as designated in this handbook and by the university supervisor
3. **work effectively and professionally** with students
  - establish a positive learning environment
  - demonstrate appropriate classroom management skills and guidance techniques
  - work effectively and professionally with cooperating teachers and university supervisors
  - complete all program activities satisfactorily which were assigned by the cooperating teacher
  - demonstrate knowledge of content and subject matter for lesson planning, teaching, and assessment
  - maintain a positive, inquisitive attitude and demonstrate initiative
4. **have available at all times** a well maintained and up-to-date three-ringed notebook containing lesson plans, cooperating teacher evaluations and comments, supervisor's observations, daily journals, educational philosophy, master teacher observations, and other pertinent information as specified, and/or required by the University Supervisor.
5. **be professionally dressed:** *have both types of professional attire (PE and Health) with you on the first day of field experience*
  - **physical education classes:**
    - i. professional-looking wind suit (*not the professional uniform used in HPE activity classes*)
    - ii. appropriate collared shirt to coordinate with the wind suit
    - iii. clean and attractive socks and sneakers
    - iv. lanyard with a whistle
  - **health classes:**
    - v. men – dress shirt, tie, dress pants (or suit) approved by the cooperating teacher and the University supervisor
    - vi. women – skirt or dress pants, coordinating blouse/sweater/jacket or suit/pantsuit approved by the cooperating teacher and the University supervisor
6. use effective oral and written communication skills

# Course Evaluation Criteria

## 1. Cooperating Teacher's Evaluation

**30% of Total Grade**

- a. one evaluation form completed for each full lesson taught during each field experience session
- b. one mid-term evaluation and one final evaluation form completed for each field experience session

## 2. Edinboro University Supervisor's Evaluation

**30% of Total Grade**

- a. one evaluation form completed for each visit during first session
- b. one evaluation form completed for each visit during second session

## 3. Field Experience Notebook

**40% of Total Grade**

- Daily Journal / Log
- HPE Personal Philosophy
- Observations of Master Teachers
- Lesson Plans
- Lesson Evaluations / Reflection
- Bulletin Board
- EUP "Effective Facilitators"
  - 1. Candidate knowledge, skills, and dispositions
  - 2. Assessment system and unit evaluation
  - 3. Field experience and clinical practice
  - 4. Diversity
  - 5. Faculty qualifications, performance, and development
  - 6. Unit governance
- Overall notebook presentation

**TOTAL 100%**

## Final Evaluation Grading Scale

90 - 100%	A
85 - 89%	B+
80 - 84%	B
75 - 79%	C+
70 - 74%	C
65 - 69%	D+
60 - 64%	D
Below 60%	F

## Reasons for Field Student's Removal

Any of the following may lead to a joint decision being made by the cooperating teacher and the field supervisor to remove a student from the field experience:

1. failure to meet all of the assigned field days
2. excessive tardiness
3. regularly being unprepared for teaching
  - a. lack of an acceptable written lesson plan
  - b. not being dressed for the activity of the day
4. insubordination (failure to follow the directives of the cooperating teacher or the field supervisor)
5. conduct unbecoming a professional in the field
  - a. being impaired by alcohol or other drugs while at the field setting
  - b. inappropriate relationships with teachers, staff, or students
  - c. sexual harassment
  - d. violent behavior
6. failure to abide by policies of the school district where assigned

## Intervention Strategies

If a field student is having difficulty meeting and attaining pre-service competencies stated in the course objectives and requirements, the following strategies are options for university supervisors to exercise:

1. Conference with the student to identify problem areas and to set goals for improvement or conduct a group conference that includes the cooperating teacher, the field student, and the university supervisor to discuss areas that need to be improved and to offer suggestions.
2. Observe additional lessons and/or require videotaping of lessons for student self-evaluation and/or view a videotaped lesson with the student discussing concerns and providing recommendations.
3. Require students to list weekly goals, to identify if the goals are attained, and to outline further steps for refining the goals.
4. Discuss the following options with the student if problems persist: assign a final grade stating reservations; extend the time of the present placement if possible; and suggest an additional field experience.
5. Meet with the Department Chairperson and Dean to discuss problems/issues and, if necessary, remove the field student from the placement.

## Evaluation Forms

- a. The cooperating teacher will complete a **“Cooperating Teacher Lesson Observation Form”** and **“Cooperating Teacher Lesson Evaluation Form”** for each lesson taught and will give constructive feedback to the field student concerning their observations and evaluations after each lesson. A **copy** of each evaluation should be provided to the field student.
- b. Each cooperating teacher will complete one **“Midterm evaluation”** and one **“Final Evaluation”** form and send it to the Edinboro University Supervisor. The cooperating teacher will discuss and provide a copy of each evaluation form to the field student.
- c. The Edinboro University Supervisor will determine which evaluation form he or she will use during each visit and will provide feedback concerning each lesson and a copy of each evaluation.

**HPE405 Health and Physical Education Field Experience**

**Cooperating Teacher Lesson Evaluation Form**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

\_\_\_\_\_  
**Cooperating Teacher (PRINT)**

\_\_\_\_\_  
**Cooperating Teacher's Signature**

	<b>Competence</b>	<b>Striving to Reach Competence</b>	<b>No evidence of Competence</b>
Preparation	_____	_____	_____
Knowledge of Learner	_____	_____	_____
Knowledge of Content/ Subject Matter	_____	_____	_____
Communication Skills	_____	_____	_____
Classroom Management	_____	_____	_____

**Comments:**

**HPE405 Health and Physical Education Field Experience**

**Cooperating Teacher Observation Form**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

\_\_\_\_\_  
**Cooperating Teacher (PRINT)**

\_\_\_\_\_  
**Cooperating Teacher's Signature**

**Please rank student's competence in each category. (Circle number)**

**Scale: 1 is the lowest --- 5 is the highest**

		Lowest-----Highest				
<b>1.</b>	<b>Personal/Professional Qualities</b>					
	a. A poised and relaxed manner while teaching is maintained	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	b. Enthusiasm for the lesson is evident	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	c. Displays professional appearance and ethical behavior	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2.</b>	<b>Knowledge of the Learner</b>					
	a. Word choice is appropriate for the level of the learner	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	b. Instruction is individualized and based on student ability level	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3.</b>	<b>Knowledge of Content and Subject Matter</b>					
	a. There is an introduction	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	b. Student involvement is encouraged in the presentation	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	c. Explanations are presented concisely	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	d. Interest level is maintained	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4.</b>	<b>Communication Skills</b>					
	a. Assignment directions are presented concisely	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	b. Voice is appropriate	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5.</b>	<b>Classroom Management</b>					
	a. Appropriate discipline techniques are employed	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	b. Student embarrassment is avoided	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	c. Student correction is tactful	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	d. All students are treated fairly	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	e. All students views are equally respected	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Comments:**

## MID-TERM EVALUATION

### HPE 405 Health & Physical Education Field Experience

Field Experience Student: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

School District: \_\_\_\_\_

School: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Address: \_\_\_\_\_  
Street State Zip

Telephone: ( ) \_\_\_\_\_

Cooperating Teacher E-Mail: \_\_\_\_\_

Please indicate your mid-semester/final evaluation of Edinboro University's Field Experience student by checking the appropriate box on the form and commenting in the space provided. Please consider that this evaluation reflects your assessment of his/her abilities. If an evaluation is not applicable in your situation, please check N/A.

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#### Initiative and Creativity

Target	Acceptable	Developing	Unsatisfactory	N/A

Comments:

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#### Dependability and Responsibility

Target	Acceptable	Developing	Unsatisfactory	N/A

Comments:

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### Leadership Ability

Target	Acceptable	Developing	Unsatisfactory	N/A

Comments:

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### Time Management Skills

Target	Acceptable	Developing	Unsatisfactory	N/A

Comments:

---

### Ability to Organize and Carry out Tasks

Target	Acceptable	Developing	Unsatisfactory	N/A

Comments:

---

### Ability to Work with School Personnel

Target	Acceptable	Developing	Unsatisfactory	N/A

Comments:

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### Ability to Utilize Constructive Criticism

Target	Acceptable	Developing	Unsatisfactory	N/A

Comments:

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**Enthusiasm and Self-confidence**

Target	Acceptable	Developing	Unsatisfactory	N/A

Comments:

---

**Ability to Communicate**

Target	Acceptable	Developing	Unsatisfactory	N/A

Comments:

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**Professional Appearance and Behavior**

Target	Acceptable	Developing	Unsatisfactory	N/A

Comments:

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**Promise of Success in the Profession**

Target	Acceptable	Developing	Unsatisfactory	N/A

Comments:

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**Overall, I would evaluate the HPE Field Experience Student as**

Target	Acceptable	Developing	Unsatisfactory	N/A

Comments:

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## **HPE Field Experience Program Evaluation**

1. In what areas do you think the HPE field experience student might have been better prepared?
2. In what ways do you feel the student gained from his / her experience at your school?

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Position Held:** \_\_\_\_\_

**School District:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Final Evaluation**  
**HPE 405 Health & Physical Education Field Experience**  
**Supervision Evaluation Form**

**Please Type**

Field Experience Student: \_\_\_\_\_ Date: \_\_\_\_\_

Organization/Institution: \_\_\_\_\_ Grade Level: \_\_\_\_\_

On Site Supervisor: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

*Edinboro University Supervisor:* \_\_\_\_\_

Please indicate your final evaluation of Edinboro University's Field Experience student by checking the appropriate box on the form and commenting in the space provided. Please consider that this evaluation reflects your assessment of his/her abilities. If an evaluation is not applicable in your situation, please check N/A.

## **Personal Qualities**

	<b>Target</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>N/A</b>
<b>Was punctual in attendance</b>					
<b>Appearance was professional</b>					
<b>Demonstrated ethical behavior</b>					
<b>Displayed initiative by volunteering / anticipating to do things that needed to be done</b>					
<b>Demonstrated self motivation and enthusiasm toward task / job assignments</b>					

**Comments:**

## **Professional Qualities**

	<b>Target</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>N/A</b>
<b>Completed all assignments in a timely manner</b>					
<b>Displayed respect for individual, cultural, ethnic, and gender differences</b>					
<b>Established an atmosphere of cooperation with staff and colleagues</b>					
<b>Demonstrated exemplary conduct and adherence to organizational policies and procedures</b>					
<b>Worked effectively with others</b>					
<b>Accepted and utilized constructive suggestions to improve performance</b>					

**Comments:**

## **Student's Abilities**

	<b>Target</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Unsatisfactory</b>	<b>N/A</b>
<b>Demonstrated adequate knowledge of academic content</b>					
<b>Demonstrated ability to work in small group settings</b>					
<b>Attempted to incorporate technology within job tasks and/or assignments</b>					
<b>Demonstrated organizational skills</b>					
<b>Handled disruptions effectively</b>					
<b>Communicated effectively with administrators, staff, colleagues, and students</b>					
<b>Utilized acceptable written English</b>					
<b>Displayed ability to learn new tasks</b>					
<b>Exhibited reliability and responsibility</b>					
<b>Demonstrated leadership ability</b>					
<b>Displayed loyalty and faithfulness to the agency, school and/or university, and all personnel</b>					
<b>Demonstrated a growing awareness of organizational and administrative structure, techniques, and procedures</b>					

Comments:

## **Problem Checklist**

	<b>Serious</b>	<b>Moderate</b>	<b>Minimal</b>	<b>Not a Problem</b>	<b>N/A</b>
<b>Inability to accept criticism</b>					
<b>Inappropriate appearance</b>					
<b>Inadequate technical skills</b>					
<b>Personality conflicts</b>					
<b>Late arrivals and/or attendance problems</b>					
<b>Inadequate communication skills</b>					
<b>Inability to exhibit effective written communication</b>					
<b>Ineffective organizational and time management skills</b>					

**Comments:**

## Program Evaluation

**1. In what areas do you think the field experience student might have been better prepared?**

**2. In what ways do you feel the student gained from his / her experience at your institution?**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Position Held:** \_\_\_\_\_

## **Program Activities**

HPE405 field experience will provide health and physical education majors with a variety of specific types of classroom activities. Such activities may include, but are not limited to:

- Teaching formal lessons (between 2-4 full period lessons each session)
- Teaching mini-lessons
- Team teaching
- Tutoring individual learners
- Small group instruction
- Organization of equipment and other materials for demonstrations
- Presenting demonstrations
- Demonstrating classroom management skills
- Gathering resource materials for instruction
- Searching for and previewing audiovisual materials
- Bulletin board construction
- Construction of quizzes and tests
- Correcting quizzes and tests
- Interpreting test and quiz results
- Administering skill tests
- Interpreting skill test results
- Observing master teachers
- Observing students of school age in organized classes
- Assisting cooperating teachers with clerical duties
- Officiating
- Supervision of locker rooms and other areas
- Promoting safe educational environments

# Guidelines for Writing a Lesson Plan

All lesson plans are required to be approved by the cooperating teacher in advance of teaching the lesson. At least twenty-four hours in advance is recommended. Lesson plans should be typed and constructed using the following format:

- HPE Field Student's Name
- School(s) *Where the lesson will be taught?*
- Grade(s) *Grade level(s) of the students in the class?*
- Date(s) *What date(s) will this lesson be taught?*
- Subject *Health? Physical Education? Wellness? Fitness? Life-skills? First Aid/Safety?*
- Class Time(s) *What time(s) will this lesson be taught?*
- Location(s): *Where will this lesson be taught? Gym? Athletic Field? Classroom #?*

**I. Lesson Topic** (*What is the general topic of this lesson?*)

**II. Lesson Goal** (*What is the main goal of the lesson?*)

**III. Standards** (*Which AAHE, NASPE and PA Standards does this lesson meet?*)

- AAHE
- NASPE
- PA

**IV. Objectives**

- Knowledge: *What will students **know** as a result of this lesson?*
- Skills: *What will students be able to **do/perform** as a result of this lesson?*
- Dispositions: *How will students **feel** having taken part in this lesson?  
How will students' attitude/motivation be affected?*

**V. Equipment/Materials** (*What equipment/materials will be needed for this lesson?*)

**VI. Procedures / Content**

**A. Introduction / Anticipatory Set**

*How will students' attention be gained?*

*What is the purpose of this lesson?*

**B. Lesson Development**

*How will you develop this lesson? How will you proceed (step-by-step) to accomplish objectives?*

*Class Arrangement: Where will students be for each step of the lesson?*

*Approximate Time: What is the approximate time planned for each step of the lesson?*

**C. Summary / Conclusion / Closure**

*What key points of this lesson will be reviewed / addressed?*

*What can students expect for the next class meeting?*

**VII. Safety Emphasis** (*What safety considerations will be addressed throughout the lesson?*)

**VIII. Vocabulary** (*What are key words (new or familiar) that will be emphasized for students' understanding?*)

**IX. Adaptations** *(What adaptations / modifications will be made to accommodate needs of exceptional students?)*

**X. Assessment** *(How will students learning be assessed?)*  
*(What evidence will you have that students met lesson objectives?)*

**XI. Reflection** *(What are the strengths of this lesson?)*  
*(What are the needs of this lesson?)*  
*(What are the goals for improvement?)*  
*(How will this lesson be changed for improvement?)*

## HEALTH EDUCATION / PHYSICAL EDUCATION LESSON PLAN

FIELD STUDENT TEACHER:

SCHOOL:  
SUBJECT:

GRADE(S):  
CLASS TIME(S):

DATE(S):  
LOCATION:

I. LESSON TOPIC:

II. LESSON GOAL:

III. STANDARDS:

- AAHE
- NASPE
- PA

IV. OBJECTIVES:

- KNOWLEDGE
- SKILLS
- DISPOSITIONS

V. EQUIPMENT/ MATERIALS

VI. PROCEDURES / CONTENT

- A. Introduction / Anticipatory Set
- B. Lesson Development
- C. Summary / Conclusion / Closure

CLASS ARRANGEMENT

APPROXIMATE TIME

VII. SAFETY EMPHASIS

VIII. VOCABULARY

X. ADAPTATIONS

X. STUDENT ASSESSMENT

XI. REFLECTION

# Writing Behavioral Objectives

- **What are Behavioral Objectives?**

Teachers and students both need explicit statements of the expected outcomes of a particular learning unit. Such statements are called **behavioral objectives** and can be defined as a form of written communication that tells the reader exactly what the writer intends to accomplish. This expected outcome must be an observable and measurable behavior.

To be adequate, a **behavioral objective** must meet three requirements:

1. It must specify a form of **observable behavior** or something that anyone can see.
2. It must specify **measurable behavior**, so that one can tell whether the objective has been met or whether more effort is needed.
3. It must be **student-centered**.

Each behavioral objective must meet the four criteria designated by the letters "A", "B", "C", and "D".

**A = Audience**

**B = Behavior**

**C = Condition**

**D = Degree**

## **"A" - The Audience Component**

A behavioral objective must specify who is expected to perform the desired behavior. The audience should be specifically defined. Consider this statement: "The students will be able to diagram the blood flow through the heart." Who? The students...but which students? In this example, the audience is described too generally. A more appropriate statement might be: "The tenth grade health student will be able to diagram the blood flow through the heart."

## **"B" - The Behavior Component**

The "B" component, probably the most familiar to you at this time, is given by the verb in the sentence. It is perhaps the most critical element in a well-stated behavioral objective. The behavior must be: 1) observable, 2) measurable, and 3) student-centered; the verb must denote visible activity.

### **"C" - The Condition Component**

The description of the conditions removes any ambiguity in what is expected of the students. Conditions are related to the evaluation process. They serve as a guide to the teacher in planning instruction and in formulating tests. For example,

"The fifth grade students will be able to recite the basic four food groups aloud after the teacher calls on them."

### **"D" - the Degree Component**

The last component of a well-stated behavioral objective is the degree component. Degree refers to the minimum level of criterion of acceptable performance for the particular learning task. It is the criterion for a decision whether the student has mastered the material sufficiently to go on to the next unit or task.

Example: Given a list of symptoms, the eighth grade student will be able to point out at least one-half of the symptoms listed for syphilis.

## **Journal and Portfolio Guidelines**

Journal and portfolio requirements will be determined by each Edinboro Supervisor.

## Cooperating Teacher's Responsibilities

- While the **HPE field student** is in the classroom, the cooperating teacher will provide the opportunity for the student to become involved with many, if not all, of the Program Activities. Careful supervision should be provided by the cooperating teacher and followed by an evaluation of the student's performance.
- It is essential that the **HPE field students** have an opportunity to teach 2-4 full lessons during each field experience session. Additional full lesson teaching opportunities can be schedule since they would benefit the student. Students are required to obtain the cooperating teacher's approval of all typed lesson plans in advance of teaching the lesson. HPE Field Students are required to give the HPE University Supervisor advance notice of teaching assignments. *(one week advance notice is advisable)*
- The HPE Department requires field students to observe four Master Teachers in other disciplines preferably during the first two weeks of the field placement. Field students will have forms for these observations. The assistance of the cooperating teacher to schedule these observations will be greatly appreciated.
- Periodic conferences should be held to assign or reassign duties and keep the field student abreast of his/her progress. The cooperating teacher should feel free to involve the HPE field student in as many program activities as possible. The cooperating teacher is required to complete an evaluation of each lesson taught, a Mid-term Evaluation, and a Final Evaluation. The Mid-term and Final Evaluations should be returned to the EUP Supervisor by the specified date.
- It is essential that HPE field students be supervised at all times when teaching. At no time should a field student be left alone or be used as a substitute teacher.

# **HPE University Supervisor's Responsibilities**

The HPE University Supervisor will act as liaison between the HPE Department of Edinboro University and the public schools. Responsibilities will include but are not limited to:

- A. Assisting the cooperating teachers to:
  - 1. understand and coordinate the HPE Field Experience Teaching Program
  - 2. identify solution(s) for encountered problems
  - 3. evaluate the HPE Field Experience Teaching Program
- B. Providing specific guidance to each field student by means of:
  - 1. two (2) personal visitation evaluations of his/her full lesson teaching experiences
  - 2. individual teaching feedback to provide analysis and insight into lesson preparation, strategies, and classroom management
  - 3. conferences with cooperating teachers
  - 4. group conferences, as necessary, with the cooperating teacher and student or other school personnel