

**COOPERATING TEACHER GUIDELINES**  
**Physical Education Teacher Education**

1. The new assessment process is meant to be an on-going process. It is strongly suggested that you create a weekly meeting schedule, where you spend time discussing what happened during the week. Some cooperating teachers prefer to have a short meeting every day. Focus on student teacher actions as related to specific standards. These do not need to be formalized meetings and no paperwork needs to be completed during these meetings.
  
2. *Benchmark meetings* are more formalized meetings that result in completing rubrics for specific standards. There will be two benchmark meetings completed with the student teacher and cooperating teacher, and there will be an additional benchmark meeting completed with the triad (student teacher, cooperating teacher, university supervisor). The student teacher self assesses and completes the rubrics for the designated standards **BEFORE** coming to these meetings. The student teacher shares artifacts that support his/her growth on the identified standards, with the cooperating teacher providing specific, prescriptive feedback. Together, the two of you discuss the items on the rubric, with the cooperating teacher assigning a competency level. Each benchmark meeting should result in an understanding of where the student teacher is at that current time and, more importantly, where the student teacher needs to move toward – this includes a short-term action plan.
  
3. *3-Way Conference* includes:
  - a. One standard at a time, the student teacher shares artifacts that support his/her current level, shares their self assessment and competency level on the ***Professional Final Evaluation form***. (**This should be completed before the supervisor arrives.**) Identify areas for improvement and create an action plan.
  - b. All ten standards need to be addressed. Student teachers will not pass if they receive any “U’s” (Unmet).
  - c. The student teacher should be the person leading the discussion. The cooperating teacher and supervisor are there to evaluate and make comments on the student teacher’s current progress.
  
4. At some point near the end of the placement, the student teacher should ask you to look at their e-Portfolio. You do not need to assess it in any manner, but we are asking that you provide feedback and guidance. Let them lead this short discussion and sharing session.

**SUGGESTED TIMEABLE – UW-LA CROSSE COOPERATING TEACHER - PE**

Student Teacher Contact	Suggested Timeline	Content to Cover
Initial meeting	1 <sup>st</sup> week of student teaching	-Get to know each other -Create schedule for your student teacher -Clearly communicate all expectations -Review <b>UW-L Standards in Practice rubric</b> and discuss how the student teacher can begin working on specific standards (4, 5, & 6 are recommended for the beginning of the semester)

Weekly Meetings	*Weekly	<ul style="list-style-type: none"> <li>-Discuss observations made during the week</li> <li>-The goal is to direct feedback at the standards that the student teacher was focusing on for that week</li> <li>-Set very specific short-term goals for the following week</li> </ul>
Benchmark #1	<p>*Before 1<sup>st</sup> Supervisor Visit (about week 3)</p> <p>Do a written observation. This is required for the student teacher's file. You may use the same form that the supervisor uses.</p>	<ul style="list-style-type: none"> <li>-Complete Midterm Conference form. (Student teacher fills out self assessment portion and narrative.)</li> <li>-Help set specific goals for the student teacher; identify and discuss strengths and weaknesses. Use this form throughout the quarter to review progress and set goals with the student teacher.</li> </ul>
Benchmark #2 3-Way Conference with University Supervisor	<p><b>Please complete the Professional Final Evaluation form (this form is done at the end of each quarter) with the student teacher before the 3-way conference is scheduled (week 8 or 9). Use the rubric to determine the current proficiency level and remind the student teacher that s/he must have artifacts to show for each standard completed. Artifacts may be used for more than one standard. The student teacher may not have all ten standards completed after the first nine weeks. If they are not met, s/he will not pass student teaching.</b></p> <p><i>All paperwork must be copied and sent to Field Experience Office. The supervisor may take all originals and send them in. Make sure all three signatures are on each form!</i></p>	<ul style="list-style-type: none"> <li>-Benchmark conference with student teacher and supervisor--typically done with the supervisor's visit #2.</li> </ul>