

**Recommended Timeline for  
Majors in  
School Health Education, Physical Education and/or Adapted Physical Education  
(9 Week Placement)**

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The timeline provided below is recommended for all school health education/physical education majors. Please allow the student teacher to work their way into your schedule. It is important for the student teacher to observe a master teacher during each placement.

\*Student teachers should have a planning/prep period for each license area.

\*Schools using block scheduling system should not have the student teaching all the classes *until they feel comfortable to do so*. This will vary by student teacher, so please work with them. Some may be ready and request to do this beginning in week 1-2, others may not until a week or so later.

\*Lesson plans must be turned in to the cooperating teacher 2 days in advance of the lesson so that any changes may be made if necessary; discuss any areas of concern.

\*Student teachers will expect feedback and communication on a regular basis; please schedule a time each day to review/discuss progress and areas of weakness. This may be an end-of-week meeting by the end of the placement.

\*Student teachers will need “extra” feedback and assistance during their first few weeks. Please initiate the conversation and provide guidance where needed, especially if the student teacher is not meeting your expectations.

\*Student teachers should not be left alone in the class for extended periods of time.

\*Student teachers should not be expected to do errands for the cooperating teacher unless the task is directly related to what they are involved with; for example: running copies, typing tests/study guides, recording grades for classes above and beyond what they are scheduled for. While the student teacher is expected to assist with class-related material; they should not be expected to be “an assistant”.

	School Health Education (SHE)	Physical Education (PE)	Adapted Physical Education (APE)
Week 1	<ul style="list-style-type: none"> <li>Observe cooperating teacher; become familiar with all expectations, rules, procedures</li> <li>Assist cooperating teacher in all classroom instruction as directed</li> <li>Tour of school and facilities; meet with staff members—principals, secretaries, janitors, technology/IMC staff, PT, OT, Speech, case managers, aids, etc.</li> <li>Ask to see/read the faculty handbook; become familiar with procedures</li> <li>Assist cooperating teacher with daily duties/routines</li> <li>Help individual students during class</li> <li>Learn students' names</li> <li>Co-teach (or shadow one or more classes then teach) by the end of the week</li> <li>Discuss teaching schedule and first unit; submit schedule to supervisor</li> </ul>	<ul style="list-style-type: none"> <li>Observe cooperating teacher; become familiar with all expectations, rules, procedures</li> <li>Assist cooperating teacher in all classroom procedures as directed</li> <li>Meet and observe other physical education teacher(s)</li> <li>Tour of school and facilities; meet with staff members—principals, secretaries, janitors, technology/IMC staff, PT, OT, Speech, case managers, aids, etc.</li> <li>Ask to see/read the faculty handbook; become familiar with procedures</li> <li>Assist cooperating teacher with daily duties/routines</li> <li>Help individual students during class</li> <li>Learn students' names</li> <li>Co-teach (or shadow one or more classes then teach) by the end of the week</li> <li>Discuss teaching schedule and first unit; submit schedule to supervisor</li> </ul>	<ul style="list-style-type: none"> <li>Establish and send teaching schedule to UWL supervisor</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Teach 1-2 classes per day (same grade/unit if possible)</li> <li>Observe &amp; assist cooperating teacher in all other classes as directed (on-going) and additional duties (study hall, bus duty, cafeteria duty, recess, etc. <b>unless you are PE or APE</b>). Extra duties may not be possible due to travel and/or prep time.</li> </ul>	<ul style="list-style-type: none"> <li>Teach 1-2 classes per day (same grade/unit if possible)</li> <li>Observe &amp; assist cooperating teacher in all other classes as directed (on-going) and additional duties (study hall, bus duty, cafeteria duty, recess, etc. <b>unless you are SHE or APE</b>). Extra duties may not be possible due to travel and/or prep time.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss time to review 2 students IEPs.</li> <li>Discuss future IEPs to be attended.</li> </ul>
Week 3, 4	<ul style="list-style-type: none"> <li>Teach an additional class in another unit</li> <li>Observe another teacher in the school if possible (PE or another subject)</li> <li>Complete mid-term evaluation and narrative; cooperating teacher completes his/her portion</li> </ul>	<ul style="list-style-type: none"> <li>Teach an additional class in another unit</li> <li>Observe another teacher in the school if possible (PE or another subject)</li> <li>Complete mid-term evaluation and narrative; cooperating teacher completes his/her portion</li> </ul>	<ul style="list-style-type: none"> <li>Write, implement and evaluate/reflect on 1 APE lesson</li> <li>Collaborate with regular and/or adapted PE cooperating teacher regarding students with disabilities</li> <li>Create APE skill rubric</li> </ul>

<p>Week 3, 4 (continued)</p>	<ul style="list-style-type: none"> <li>• Meet with cooperating teacher to discuss the mid-term report; write a plan/outline to meet any items marked with “unmet”</li> <li>• Complete SIPS Midterm Form; develop remediation plan if needed.</li> <li>• Attend a school function—this can be on-going if time permits.</li> <li>• Video tape at least one lesson and using guidelines provided write a reflection paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with cooperating teacher to discuss the mid-term report; write a plan/outline to meet any items marked with “unmet”</li> <li>• Complete SIPS Midterm Form: develop remediation plan if needed.</li> <li>• Attend a school function—this can be on-going if time permits.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend an IEP meeting</li> </ul>
<p>Week 5, 6, 7</p>	<ul style="list-style-type: none"> <li>• Teach an additional class in another unit</li> <li>• Identify at least three learners who need modifications made to learning experiences and assessments. Then, work with appropriate school staff to make necessary modifications.</li> <li>• Arrange to sit in on an IEP meeting if possible</li> <li>• Complete a bulletin board, newsletter, web page submission for the school, or another type of advocacy activity</li> <li>• Cooperating teacher completes formal UW-L observation; discuss and sign.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach an additional class in another unit</li> <li>• Arrange to sit in on an IEP meeting if possible</li> <li>• Cooperating teacher completes formal UW-L observation; discuss and sign.</li> </ul>	<ul style="list-style-type: none"> <li>• Write 2 more APE lessons</li> <li>• Collaborate with related service personal</li> <li>• Collaborate with special education classroom teacher</li> <li>• Second collaboration with regular and/or APE cooperating teacher</li> <li>• Assess and write goals/objectives based on skills rubric</li> <li>• Attend another IEP meeting</li> </ul>
<p>Week 8</p>	<ul style="list-style-type: none"> <li>• Teach all classes and all responsibilities of cooperating teacher’s schedule.</li> <li>• Volunteer to work at a school event and/or attend an event (field trip, dance, etc.)</li> <li>• Complete the final professional evaluation form with cooperating teacher.</li> <li>• Complete SIPS Final Form; develop remediation plan if needed.</li> <li>• Contact at least one parent to discuss a child’s progress; start positive and end positive if this is a call for a negative situation. Have concrete evidence and suggestions ready for the parent. You may be able to call a parent of a student that has been wonderful to work with and share that as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer to work at a school event and/or attend an event (field trips, sporting events, etc.)</li> <li>• Contact at least one parent to discuss a child’s progress; start positive and end positive if this is a call for a negative situation. Have concrete evidence and suggestions ready for the parent. You may be able to call a parent of a student that has been wonderful to work with and share that as well.</li> <li>• Complete the final professional evaluation form with cooperating teacher.</li> <li>• Complete SIPS Final Form: develop remediation plan if needed.</li> </ul>	

<p>Week 9</p>	<ul style="list-style-type: none"> <li>• Continue teaching all classes and all responsibilities of cooperating teacher's schedule.</li> <li>• Request that an administrator observe you if possible, and meet to discuss</li> <li>• Make sure all paperwork is completed before the supervisor does final observation and three-way conference.</li> <li>• Sign all documents and submit to the supervisor to be turned in to the Office of Field Experience</li> <li>• Complete all end-of-quarter expectations: grades for your classes; take down bulletin boards.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching all classes and all responsibilities of cooperating teacher's schedule.</li> <li>• Request that an administrator observe you if possible, and meet to discuss</li> <li>• Make sure all paperwork is completed before the supervisor does final observation and three-way conference.</li> <li>• Sign all documents and submit to the supervisor to be turned in to the Office of Field Experience</li> <li>• Complete all end-of-quarter expectations: grades for your classes; follow-up on locks, inventory, clean equipment, and take down bulletin boards.</li> </ul>	<ul style="list-style-type: none"> <li>• Present IEP goals and objectives to parents or at an IEP meeting</li> <li>• View computerized IEP system</li> <li>• Discuss and review behavior intervention program being used with a student (needed at one placement)</li> </ul>
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