

STUDENT TEACHER GUIDELINES
Physical Education Teacher Education

1. As soon as you know your schedule, send it to your university supervisor. Make sure to share any special school schedules at this time as well. For example, many elementary schools do not operate on a normal weekly schedule, and some schools have early release on certain days of the month. Your supervisor needs to be able to plan for and schedule observations well in advance.
2. Create a plan with your cooperating teacher as to how you will communicate. Every site is unique and, therefore, you will each have different experiences with your cooperating teachers. Remember that you are a guest in their school, but you still need to advocate for yourself.
3. The new assessment process is meant to be an on-going process. The success of this new tool relies on continued communication and dialogue with your cooperating teacher and university supervisor.
4. 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 relating to the ten standards. Each subsequent benchmark meeting will review these new standards and revisit the old.
5. *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 do not need to be addressed for each placement.
 - 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.
6. *e-Portfolio Process*: During the semester student teachers will replace old artifacts with new ones created during the student teaching process. It is strongly suggested that you immediately replace and update your e-Portfolio when one of the ten standards has been met (one artifact may be used for more than one standard as you are completing your ten standards). One reflective document will be written to discuss all ten standards in your practice **Professional Development Plan (PDP)**. Do not wait until the end to do this process! Your university supervisor and Lori Petersen will be responsible for completing the final check of the e-Portfolios. Below is the list of items that must be included in your portfolio.
 - a. Cover page/Welcome page – contact information
 - b. Navigation information – table of contents
 - c. Personal philosophy statement(s) – this should be updated (short and concise) to reflect your most current philosophy

- d. Ten Beginning Standards for **each** placement (20 total for 2 sites)
- e. At least one artifact (but many will include multiple artifacts) for each standard (Remember that it is okay to use the same artifact for more than one standard.)
- f. Professional Development Plan (This serves as your reflective statement for **all ten standards.**)
- g. Personal documents such as resume, letters of support, related experiences, adapted experiences/licensure ...anything that makes the e-Portfolio a true reflection of your personal accomplishments

**It is the student teacher's responsibility to review both the cooperating teacher's guideline table and the university supervisor's guideline table. The more you understand about this process, the more beneficial it will be for you.

SUGGESTED GUIDELINE TABLE – UW-LA CROSSE STUDENT TEACHER

Student Teacher Contact	Suggested Timeline	Content to Cover
Initial meeting	1 st week of student teaching	<ul style="list-style-type: none"> -Get to know each other -Observe classes -Create schedule with your cooperating teacher -Understand expectations and communication process with all involved -Review UW-L Standards in Practice rubric and discuss how you 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"> -Discuss observations made during the week w/cooperating teacher -Set specific short-term goals for the following week
Benchmark #1	*Before 1 st Supervisor Visit (About week #3)	<ul style="list-style-type: none"> -Complete Midterm Conference form and discuss with cooperating teacher. (Cooperating teacher fills out his/her portion.) -Set specific goals; identify & discuss strengths and weaknesses. Use this form throughout the quarter to review progress and set goals with cooperating teacher.
Benchmark #2 3-Way Visit with University Supervisor (Week #8 or 9) <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>	Please complete the Professional Final Evaluation form (this form is done at the end of each quarter) with the cooperating teacher <u>before</u> the 3-way conference is scheduled (week 8 or 9). Student teacher 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. S/he typically has 5-6 completed after the first placement.	<ul style="list-style-type: none"> -Benchmark conference with CT and supervisor--typically done with the supervisor's visit #2