

**Physical Education**

**Student Teacher Handbook**

**Addendum**



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## **INTRODUCTION**

This document was developed as a supplement to the University of Maine Student Teacher Handbook to better serve our Physical Education Student Teachers. The material has been compiled so that the student teaching experience can be of the greatest value to all directly concerned, the student teacher, the mentor teacher, and the University supervisor.

The student teaching experience is an imperative experience for the preparation of professional teachers. It serves as a bridge between academic training and the first full year as a teacher. The experience provides the teacher candidate with opportunities to observe teaching techniques and methods, apply and test teaching abilities, theories, and knowledge, and recognize competencies associated with effective teaching.

We express our sincere appreciation to the Mentor Teachers and University Supervisors who aid our teacher candidates throughout their student teaching experience.

We recommend that physical education student teachers thoroughly review the guidelines and checklists provided in this handbook supplement. We also suggest that the student teachers and mentor teachers discuss both the requirements and expectations for successful completion of student teaching.

We are grateful to the following individuals and universities for contributing materials used in this handbook:

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Johanne Smith, Bridgewater State College  
Daryl Siedentop, Ohio State University  
Michael Metzler, Virginia Tech  
Debra Ballinger and Richard Polidoro, University of Rhode Island

Should you need to contact the individuals primarily responsible for the student teaching program, please use the information listed below:

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We wish our student teachers the best of luck through this semester's exciting and challenging experience and in the future as a professional Physical Education teacher!

UNIVERSITY OF MAINE  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
**Kinesiology and Physical Education**

Student Teaching Guideline

Student teaching consists of a semester long public school placement in the State of Maine. This experience will be comprised of one fifteen-week experience at one site, or two shorter experiences lasting eight weeks and seven weeks at different sites. The student teaching activities will include: visitations, observations, planning, aiding mentor teachers, and actual supervised teaching.

Student teaching is viewed as the culminating experience for pre-service physical education teachers. The student teacher is expected to apply the sum total of his/her knowledge and experiences, including observational, practical, and theoretical abilities. The role of the student teacher is that of a learner. Student teaching is viewed as a time to gradually apply the knowledge of learner characteristics, plans for instruction, implementation of content, learner evaluation, as well as assessment of the entire experience with various grade levels, abilities, and educational environments. Student teaching is also a time to develop ideas and skills for continued improvement of physical education programs.

**I. GOALS OF STUDENT TEACHING**

- A. To develop an understanding of the socialization and physical demands of teaching by being part of school faculty.
- B. To develop an increased knowledge of learners' characteristics (e.g., emotional, physical, mental, cultural and ethnic), abilities, needs, and interests by teaching in a public school setting.
- C. To develop an increased ability to engage in reflection and self-evaluation through audio and/or video clips.
- D. To provide reexamination of the student's own goals in view of the multiple complex demands of teaching through student teacher socialization.
- E. To further develop knowledge of the relationship of physical education to general education, and to realize the contribution of physical education to the total development of the learner by being an integral part of the school setting.
- F. To provide an opportunity to observe experienced teachers in the field of physical education.

- G. To provide an opportunity for actual teaching experiences which will enhance the development and improvement of all aspects and facets of the teaching-learning experiences.
- H. To produce a teacher who is able to carry out the functions of a professional educator, including competencies in curriculum and lesson planning, daily routine, evaluation of students, class control and management, rapport with staff and students, use of audio-visual materials, producing professional documents, organizing special events, and ordering equipment.
- I. To demonstrate the knowledge, behaviors, and previous experiences of the teacher education program by completing the student teaching responsibility checklist.

**II. POLICIES OF STUDENT TEACHING**

- A. The student teacher is expected to observe the regulations and policies required of regular school employees throughout the entire student teaching experience, even though she/he is not a member of the school staff.
- B. Student teacher involvement should parallel that of the mentor teacher.
  - 1. Attendance is mandatory. In the event of personal illness or extreme emergency, the mentor teacher and University supervisor must be notified by the student teacher prior to the beginning of the school day. (The principal must be notified if the mentor teacher cannot be reached.)

School \_\_\_\_\_ Phone Number \_\_\_\_\_

Principal \_\_\_\_\_ Phone Number \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Phone Number \_\_\_\_\_

University Supervisor \_\_\_\_\_ Phone Number \_\_\_\_\_

Arrangements must be made with your University supervisor within one week of absence in regards to make-up lessons and/or days.

- 2. The student teacher must be punctual in attendance and reliable in carrying out assigned and assumed responsibilities.
- 3. The schedule of the mentor teacher should be followed by the student teacher in reporting to and leaving school. Attendance

at faculty meetings, PTA meetings, teacher-parent conferences, and other after school and evening activities is expected.

4. Attendance at all designated seminars held at the University is required. (The seminars take priority over all coaching schedules.)
  5. In the event of conflict between the schedule of the University and the assigned school, the school's schedule will be followed. The mentor teacher and the University supervisor are to be informed of conflicts.
- C. Student teachers can substitute for mentor teacher for up to three (3) days without pay while under the direct supervision of the school principal.
  - D. Wide ranges of resources are available on campus. Student teachers are urged to take advantage of the human resources materials that are readily available.
  - E. Outside employment during student teaching is not recommended. However, should a student teacher need to be employed, work hours are to be scheduled so as to not interfere with time responsibilities to the school.

### **III. RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

- A. To communicate with the mentor teacher and student teacher regarding the student teacher's progress in regards to the student teacher's requirements, problems, and evaluation.
- B. To provide student teacher with information regarding plans for instruction (unit and lesson), teaching behavior (teacher-pupil interaction), and ability of student teacher to assess learner achievement through evaluation.
- C. To assist mentor teacher in understanding the policies and procedures of the University program.
- D. To lend assistance, as a helping agent, to the student teacher in every way possible.
- E. To visit the student teacher a minimum of six (6) times during the student teaching experience for the purpose of collecting observational data.

- F. To provide student teacher with data based analysis of his/her teaching in addition to verbal evaluations.
- G. To assess student teacher's performance in conjunction with mentor teacher, and submit recommendation of final assessment to the Field Experiences Office, College of Education and Human Development.

#### **IV. RESPONSIBILITIES OF THE MENTOR TEACHER**

- A. To provide the student teacher with the following information:
  - 1. All school policies contained in a faculty handbook.
  - 2. Physical Education curricular guide and information on units he/she is expected to teach.
  - 3. General background of students and community surrounding the school.
  - 4. Teaching stations and available equipment.
- B. To construct and sign a teaching contract with the student teacher.
- C. To familiarize the student teacher with the policies, practices, and traditions of the school and physical education department.
- D. To provide the student teacher with several periods of observation before she/he assumes teaching duties.
- E. To provide the student teacher with specific descriptive feedback regarding planning for instruction, teaching behavior, classroom management, evaluation tools and procedures, as well as other teacher-pupil aspects of the teaching experience.
- F. To direct and assist the student teacher in curriculum planning (i.e., unit and lesson plans).
- G. To remain with the student teacher while he/she is teaching until assistance is no longer needed.
- H. To transmit on a daily basis knowledge and experience to the student teacher through suggestions and constructive feedback.

- I. To aid the student teacher in audio taping for improvement of teaching ability through self-assessment and evaluation (if applicable).
- J. To evaluate the student and submit to the Field Experiences Office during the final week of the student's placement, an assessment of the student teacher's performance, using the provided evaluation form from the University's Field Experiences Office.

## **V. RESPONSIBILITIES OF PHYSICAL EDUCATION STUDENT TEACHERS**

On the following pages, you will find an overview of the requirements pertaining to the student teaching program that you are entering. The student teaching experience provides you, the student teacher, with the final opportunity to practice various teaching skills you have been exposed to within the formal training program, and a first chance to function, as a teacher, within the real setting for an extended period of time. The student teaching experience also allows the training program to formally evaluate prospective teachers on their professional development. In order for the program to monitor the student teacher's progress during this culminating experience, the focus of evaluation will be directed to general expectations and the Teacher Candidate Proficiencies.

### PROFESSIONAL CONDUCT

As in the case of most other professions, there are certain inherent, assumed general professional expectations, which for example, deal with attire, on-time behavior, presence, etc. The physical education profession is no different. You are a representative of the University of Maine, your home community, and your family. You are expected to conduct yourself as a *professional*, as you are in a unique position, as both a learner and a pre-professional in the school environment.

#### General Expectations:

1. Student teachers behave in an ethically and professional manner toward all members of the school, university, and community.
2. Student teachers model appropriate attire (clean and professional) within the school and community they student teach (e.g., sneakers, warm-up uniforms or knit sport shirts/blouses *always* tucked in, shorts/trousers, no jewelry, sunglasses for sunny days outside (take off inside); clean and professional hat (old comfy baseball caps are not appropriate!) for outside only; sunscreen for classes outdoors).
3. Student teachers are present in the school building on or before the agreed upon time, each day of student teaching.

4. Student teachers follow the school's calendar that is in effect in the building where they student teach.
5. Student teachers present completed lesson plans and units to their supervising teacher, mentor teacher, and principal upon request.
6. Student teachers maintain open communication through regular communication with the mentor teacher, University supervisor, and seminar professor. They understand that feedback provided to them by the mentor teacher and University supervisor is meant to enhance their student teaching performance. Acceptance and implementation of feedback by the student teacher is expected with desire for self-improvement.
7. Student teachers maintain confidentiality by discussing information about students and colleagues only within a professional setting.
8. Student teachers take a professional initiative in becoming involved with duties and responsibilities toward achievement of the full role of the teacher, fulfilling all assigned and assumed duties and responsibilities as their mentor teachers may suggest or assign. They familiarize themselves with and adhere to all school and department policies and procedures. They **prepare and submit in advance written unit and daily lesson plans** for approval by their mentor teachers. Student teachers also take part in as many non-teaching duties.
9. Student teachers realize that each child is unique with an individual growth and developmental pattern, and planning for appropriate and safe teaching progressions to meet these unique individual needs.
10. As professional people, student teachers' interactions with pupils, parents, faculty, staff, and administration reflect a high degree of professionalism. Student teachers are expected to think critically about teaching and learn to differentiate between facts and opinions.
11. Student teachers remember that the professional growth and enjoyment that comes from student teaching depends on *individual effort* throughout the experience.
12. Student teachers know and meet the Maine Beginning Teacher Standards, the UMaine Teacher Candidate Proficiencies, and the NASPE Beginning Teacher Standards.
13. Student teachers maintain professional memberships in state (MAPHERD) and national association (AAHPERD).

14. Student teachers reflect regularly on their teaching, the school environment, and ways to enhance their professionalism.

### IN CLASS TEACHING PERFORMANCE

During this experience you should aim for completion of objectives in the following four areas:

- A. Establishment of class control.
- B. Development of a positive class climate and class control.
- C. Appropriate use of class time.
- D. Implementing of instruction.

Each of these four (4) areas are explained briefly in general terms, which are followed by a series of indicators that will be used to monitor the progress towards reaching the objectives.

#### A. Establishment of Class Control

It is important for you to remember that you are entering a situation where you are a *guest*. The people whom you will be working with (i.e., the students and mentor teacher) are reasonably set in what to expect from each other. This does not mean that you cannot make changes in certain areas. It is crucial that you, entering into the setting, take charge and develop some degree of control over what happens in the setting when you are teaching. The initial days are important, because that is when a teacher has the opportunity to set the parameters for what is and what is not appropriate during his or her classes. The student teacher is to aim at having a greater amount of activity time, and fewer managerial/behavioral problems in subsequent weeks of instruction.

General Expectations:

1. A signal for attention is taught, and for the first week (5 teaching days) each class has at least four (4) opportunities to respond to the signal, at which time you will react accordingly (i.e., praise the whole class or selected students when appropriate).
2. Class rules/expectations for student behavior are explained to the students in each class during the first four (4) meetings. The rules/expectations are posted in two (2) locations in the gymnasium and the appropriate consequences are explained with the established class rules/expectations during the first meeting of each class.
3. Start/stop times for each class are posted on the wall or on the teacher's clipboard.

4. Previously stated class rules/expectations and consequences are implemented.

**B. Development of Positive Class Climate**

If there is one message in what we now know about teaching physical education, it is that our reactions to student behavior are mostly corrective. Your task, in interacting with your students, is to create an atmosphere that is positive and conducive to develop on-task behavior.

General Expectations:

1. By the end of the fifth week of student teaching, student teachers should use a first name of students at a rate of at least two per minute.
2. Student teachers will provide feedback at the following minimal levels:
  - a. 2.5 feedbacks per minute.
  - b. 60% positive feedback.
  - c. 60% specific feedback.

**C. Appropriate Use of Class Time**

In order to provide a maximum amount of activity/practice time it requires clear and concise instructional episodes, minimal management time and transition time. This will require thorough lesson planning each day in order to efficiently use the available time.

General Expectations:

1. By and after the third week of teaching, time devoted to managerial tasks will constitute no more than 10% of the official class time.  
Managerial tasks include:
  - a. Taking attendance (e.g., secondary level classes only);
  - b. Getting dressed (e.g., secondary level classes only);
  - c. Setting up/taking down equipment;
  - d. Entering/leaving the gym, pool, or outdoor facility; and
  - e. Making announcements about field trips, home games, presenting awards; etc.
2. Transition time should be less than 10% of class time and waiting time should be less than 15% of class time.

3. You will have all the necessary equipment set up before each class period.
4. Activity time must constitute at least 50% of class time.

D. Implementing Instruction

This section represents the area where the focus is on the act of teaching itself. The major aim of this set of expectations is for you to increase the amount of student learning time. In the absence of valid student achievement measures in our profession, maximizing the amount of learning time and engagement within that time will be used to estimate your relative effectiveness as a teacher. It is here that you should consider the following aspects:

- a. How to present the task(s) of a lesson;
- b. The active supervision of students during practice time;
- c. The provision of skill feedback; and
- d. How to monitor the students' progress.

General Expectations:

1. During each class period, student teachers communicate the specific lesson's intent to the students.
2. When introducing a skill or activity, student teachers provide a demonstration of the skill using the whole-part-whole method, or activity at least one time including the students.
3. Student teachers explain the importance of learning each skill, which they introduce to students.
4. Student teachers demonstrate each new drill in which the students engage.
5. Student teachers explain to their students any rules of safety, and/or hazards that pertain to the activity at hand, at all times.
6. Student teachers provide a closure at the end of each lesson.

## E. Monitoring

### General Expectations:

1. During activity episodes, student teachers use the with-it-ness technique (position themselves in such a way that the majority of students are in their view).
2. Student teachers provide appropriate assessments and monitor the students' progress throughout each unit/lesson.

### USE OF SYSTEMATIC OBSERVATION STRATEGIES

You will be asked to complete systematic observations of your teaching. In doing these observations, you are to make use of a combination of checklists, event recording, and interval coding.

### General Expectations:

1. Student teachers complete at least one audiotape per week, starting the third week (e.g., at least ten tapes for single placement or five tapes for each separate placement). Each tape will be coded for task presentation, feedback statements and time analysis. (Individual goals will be established for each student teacher.) (Form J)
2. Student teachers achieve the stated objectives on their student teaching contracts. (Form B)

### MISCELLANEOUS GENERAL EXPECTATIONS

1. Student teachers attend all seminars.
2. Student teachers complete online assessment form.
3. Student teachers complete self-evaluation of strengths and weaknesses.
4. Student teachers send a letter to Principal and Mentor Teacher.
5. Student teachers obtain mentor teacher inputs.
6. Student teachers review online assessment ratings with University supervisors and mentor teacher.

7. Student teacher communicates openly and regularly with the University supervisor about any problems related to the student teaching experience.
8. Student teachers develop a student teaching portfolio. Materials to be included in the Student Teaching portfolio at the conclusion of the student teaching experience include: all daily lesson plans, all unit plans, assessments, weekly reflections, pictures, systematic coding data, material from mentor teacher, etc. A detailed handout will be given during the STT 498 seminar.

## **VI. SCHEDULE FOR STUDENT TEACHING**

### PRE-TEACHING RESPONSIBILITIES (date and initial when complete)

After receiving confirmation of the student teaching assignment you are to:

- \_\_\_\_\_ Obtain assignments and handbook from University supervisor.
- \_\_\_\_\_ Read the Physical Education Student Teacher Handbook Addendum. Review requirements; make copies of all assessment and evaluation forms for yourself and your mentor teacher.
- \_\_\_\_\_ Introduce self to the school(s) principal(s).
- \_\_\_\_\_ Observe students in school setting: date \_\_\_\_\_ time \_\_\_\_\_
- \_\_\_\_\_ Meet the mentor teacher to discuss: date \_\_\_\_\_ time \_\_\_\_\_
  - a. Student teacher responsibilities and school policies.
  - b. Times you are expected to arrive and leave each day of student teaching.
  - c. Facilities and equipment.
  - d. Pupil entry behaviors.
  - e. Units/lessons to be taught.
- \_\_\_\_\_ Observe the mentor teacher teach (at least one class).
- \_\_\_\_\_ Review all assessment and evaluation forms so you have complete understanding of the expectations for student teachers.
- \_\_\_\_\_ Obtain, read, and utilize the disciplinary and conduct policies of the school.
- \_\_\_\_\_ Purchase or borrow an audio recorder.
- \_\_\_\_\_ Fill in Student Directory. (FORM A)

## WEEK 1 STUDENT TEACHING RESPONSIBILITIES

- \_\_\_\_\_ Develop a contract with your mentor teacher for your student teaching experience. (FORM B, use as a model)
  
- \_\_\_\_\_ Provide a weekly teaching schedule (include rooms, class meeting times, and special assignments) and your Student Teaching contract to your University supervisor. (FORM C)
  
- \_\_\_\_\_ Complete a minimum of four (4) structured observations of different teachers (both physical education teachers and *classroom* teachers, veteran and new) in the building.
  
- \_\_\_\_\_ Discuss with mentor teacher:
  - a. Procedure for the arrival and departure of the students from the physical education area;
  - b. Class rules, procedures, consequences;
  - c. How attendance is taken;
  - d. Students with special needs (for all classes);
  - e. Ability levels of students;
  - f. Teaching strategies employed; and
  - g. Stop signal used.
  
- \_\_\_\_\_ Observe students in settings other than physical education, e.g., classroom, recess, lunch.
  
- \_\_\_\_\_ Assume an assistant role with the mentor teacher. (e.g., Begin helping your mentor teacher with his/her lessons by working individually with students, taking attendance, helping with locker duties, teaching introductory activities, etc.)
  
- \_\_\_\_\_ Draft the first couple of lessons you will be teaching. Review them with your mentor teacher.
  
- \_\_\_\_\_ Complete the "Information on School's Policy Form". (FORM D)
  
- \_\_\_\_\_ Complete the "Checklist for Establishing the Learning Environment". (FORM E)
  
- \_\_\_\_\_ Obtain from mentor teacher the content, which is to be taught during the student teaching experience and begin developing unit plans. **Each unit plan must be ready prior to the teaching of the unit.** Failure to do so will constitute removal from teaching responsibilities until unit is complete. Missed days will be made up. (FORMS F, G, H, & I)

- \_\_\_\_\_ Obtain and read the curriculum guide for the school and school district.
- \_\_\_\_\_ Post class rules/expectations and start/stop times for all classes (if applicable).
- \_\_\_\_\_ Develop an organization system for your student teaching professional portfolio and purchase at least two (2) extra large three-ring binders (one for each placement). Also purchase plastic sleeves and dividers.
- \_\_\_\_\_ Have your mentor teacher introduce you to other faculty, the custodial staff, the administration and administrative assistants, and other key personnel in the school.
- \_\_\_\_\_ Secure permission whether or not you need to send out parental consent forms. Discuss with mentor teacher the need for a contingency reward for getting permission slips returned quickly.
- \_\_\_\_\_ Begin to learn student names. (This takes work and concentration – it's worth the effort!)

## **SECOND WEEK STUDENT TEACHING RESPONSIBILITIES**

- \_\_\_\_\_ Begin teaching with mentor teacher in two or more classes. **Begin teaching at least one class per day alone.** Notify University supervisor of class(es) being taught.
- \_\_\_\_\_ Initiate daily meetings with mentor teacher. Receive descriptive feedback.
- \_\_\_\_\_ Identify, with the help of the mentor teacher, strengths and weaknesses perceived. Identify three or four areas that both agree you should work on immediately and criteria, which will be used to measure success.
- \_\_\_\_\_ Submit unit plan(s), if not previously done, to mentor teacher for initial evaluation.
- \_\_\_\_\_ Complete the unit plan, objectives, daily progressions, handouts, etc.
- \_\_\_\_\_ Formulate cognitive, psychomotor and affective assessments for the unit plan, including peer and self-assessments for students. (You should challenge yourself and provide a letter grade or percentage to your mentor teacher, for practice in evaluation only).

- \_\_\_\_\_ Utilizing feedback to date, establish with the help of mentor teacher, new goals and/or continue working on previously established ones, which have not been achieved.
- \_\_\_\_\_ Become familiar with technology, supplies and materials, procedures and policies.
- \_\_\_\_\_ Learn emergency procedures, including how to complete forms for accident reports, reporting safety concerns, and fire drills.
- \_\_\_\_\_ Continue to learn the names of at least 5 students per class per day. Challenge students to help you remember.
- \_\_\_\_\_ Prepare at least two alternative lessons for each grade level just in case the gym is being used for the many unexpected situations that may arise.
- \_\_\_\_\_ Finalize your own lesson plans to be taught next week (FORMS F & H).
- \_\_\_\_\_ Assist your mentor teacher with record keeping (attendance, recording of grades, etc.).
- \_\_\_\_\_ Review any IEPs or programs developed for students with special needs in the physical education classes.
- \_\_\_\_\_ Ask your mentor teacher to conduct an assessment of your teaching (even if you are teaching small portions of a lesson) and discuss during break or at the end of the day.
- \_\_\_\_\_ On Friday complete the weekly evaluation form based on your teaching at this point. Discuss the evaluation to find areas of strength and areas in need of improvement.
- \_\_\_\_\_ Begin serving hall, lunch, bus, or other assigned duties with your mentor teacher.
- \_\_\_\_\_ Put together your bulletin board materials for your unit or theme, and put it up at the end of the week.
- \_\_\_\_\_ Continue to organize your student teaching portfolio.

### WEEK 3 STUDENT TEACHING RESPONSIBILITIES

- \_\_\_\_\_ Assume total responsibility for not more than three (3) high school/middle school classes or five (5) elementary school classes per day. Notify University supervisor of class(es) being taught.
- \_\_\_\_\_ Ask your mentor teacher to perform a minimum of one daily formal assessment of your teaching. Keep all assessments in your portfolio.
- \_\_\_\_\_ Code at least one audio taped lesson. (Student teachers must provide their own recording devices.) **Audio clips MUST be coded by Monday of the next week.** (FORM J)
- \_\_\_\_\_ Continue daily meetings with mentor teacher focusing on previously agreed upon areas.
- \_\_\_\_\_ Make copies of your handouts or assessments, if needed.
- \_\_\_\_\_ Continue to organize your student teaching portfolio. Take photos of your bulletin board. Begin taking pictures of your activities (buy a disposable camera, if you don't have one of your own).
- \_\_\_\_\_ Complete detailed lesson plans for the following two weeks and have them approved by your mentor teacher at least one week in advance.

### WEEK 4 STUDENT TEACHING RESPONSIBILITIES

- \_\_\_\_\_ Assume total responsibility for not more than three (3) high school/middle school classes or five (5) elementary school classes per day. Notify University supervisor of class(es) being taught.
- \_\_\_\_\_ Continue coding at least one audio tape lesson per week. Audio clips MUST be coded by Monday of the next week.
- \_\_\_\_\_ Ask your mentor teacher to perform daily formal assessments. Continue to meet and discuss your experience daily.
- \_\_\_\_\_ Have students complete at least one self- or a peer-assessment on a skill and an assessment in the affective domain.
- \_\_\_\_\_ Schedule a mid-term evaluation conference with mentor teacher and University supervisor.

## **WEEK 5 STUDENT TEACHING RESPONSIBILITIES**

- \_\_\_\_\_ Assume full teaching responsibilities including attendance, lunchroom duty, etc.
- \_\_\_\_\_ Continue with audio and visual taping and coding.
- \_\_\_\_\_ Continue daily meeting with mentor teacher. Identify strengths/weaknesses perceived. Identify three or four areas both agree should be worked on immediately and criteria, which will be used to measure success.
- \_\_\_\_\_ Utilizing feedback and time management data establish new goals and/or continue working on previously established ones, which have not been achieved.
- \_\_\_\_\_ Announce to students remaining time left (especially for elementary students).
- \_\_\_\_\_ Ask an administrator and/or another instructor to observe a class in which you are teaching. Ask them for feedback and be willing and open to listen.
- \_\_\_\_\_ Have the students complete a cognitive assessment.
- \_\_\_\_\_ Continue to organize your student teaching portfolio.
- \_\_\_\_\_ Contact your second placement mentor teacher and schedule a meeting.
- \_\_\_\_\_ Schedule a “mock” interview with an administrator from the school, if possible.

## **FINAL WEEKS STUDENT TEACHING RESPONSIBILITIES**

- \_\_\_\_\_ Complete online assessment after the 6<sup>th</sup> week of student teaching.
- \_\_\_\_\_ Compile all three sets of ratings (yours, the mentor’s, and the supervisor’s) in preparation of mid-term evaluation conference and then place in portfolio.
- \_\_\_\_\_ Hold a mid-term evaluation conference with student teacher, mentor teacher, and University supervisor.

- \_\_\_\_\_ Continue audio taping and coding (ten for single placement, five for each dual placement).
- \_\_\_\_\_ Continue daily meeting with mentor teacher.
- \_\_\_\_\_ Complete a minimum of one formal skill assessment on students.
- \_\_\_\_\_ List areas of strengths and areas for improvement.
- \_\_\_\_\_ Remind your mentor teacher to complete and turn in copies of all evaluation forms including the written narrative with your grade to the Field Experiences Office.
- \_\_\_\_\_ Return all keys and materials.
- \_\_\_\_\_ Hand in all unit plans to seminar professor.
- \_\_\_\_\_ Write thank you notes to your mentor teacher and school administrators.
- \_\_\_\_\_ Bring your portfolio up-to-date, including unit plans, lesson plans, weekly reflections, coding sheets, etc.
- \_\_\_\_\_ Find a way to say good-bye to students and staff.
- \_\_\_\_\_ Ask your mentor teacher if he/she needs any materials to continue working with when you leave.
- \_\_\_\_\_ Finalize your portfolio to be turned in at the completion of your final placement to your University supervisor for the purpose of grading.

## **VII. CANDIDATE PROFICIENCIES**

Physical education student teaching candidate proficiencies are based on the College of Education and Human Development's vision and mission, which also encompass Maine's Ten Standards for Initial Teacher Certification, UMaine Teacher Candidate Proficiencies, and NASPE's Initial Physical Education Standards.

## PROFICIENCIES

1. Candidates demonstrate the knowledge of the central concepts, tools of inquiry and structures of the disciplines they teach.
2. [Does not apply to teacher candidates.]
3. Candidates can create learning experiences that make subject matter meaningful to students.
4. Candidates integrate the concepts, tools of inquiry, and structures among the disciplines.
5. Candidates plan instruction based upon knowledge of subject matter, students and curriculum goals.
6. Candidates understand and use a variety of instructional strategies.
7. Candidates understand and use appropriate technology.
8. Candidates demonstrate knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support the intellectual, physical, emotional, and social development.
9. Candidates create positive environments that support and encourage student learning.
10. Candidates demonstrate the ability to support students' learning and well-being by engaging students, home, school, colleagues, and community.
11. Candidates demonstrate an awareness of and commitment to ethical and legal responsibilities of an educator.
12. Candidates demonstrate a strong professional ethic and a desire to contribute to the education profession.
13. Candidates recognize the individual and group differences in their students and families, build positive relationships and supportive interactions, and adjust their practice accordingly so that all students can learn.
14. Candidates demonstrate a commitment to reflecting on and seeking to improve their practice.

15. Candidates recognize the need to draw from educational research and scholarship to improve their practice.
16. Candidates understand and use a variety of formal and informal assessment strategies to evaluate and support the development of the learner.
17. Candidates can demonstrate the impact of their teaching on student learning.
18. [Does not apply to teacher candidates.]

## **VIII. APPENDIX**

FORM A

**DIRECTORY FOR STUDENT TEACHING**

**Student Teacher** \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

Email \_\_\_\_\_

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

Address \_\_\_\_\_

Principal \_\_\_\_\_

Vice-Principal \_\_\_\_\_

Administrative Assistant \_\_\_\_\_

School Phone (Main #) \_\_\_\_\_

**Mentor Teacher** \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

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

Address \_\_\_\_\_

Principal \_\_\_\_\_

Vice-Principal \_\_\_\_\_

Administrative Assistant \_\_\_\_\_

School Phone (Main #) \_\_\_\_\_

**Mentor Teacher** \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

**Other Key Faculty & Staff** (i.e., department chair and other Phys. Ed/Health/APE faculty)

Name	Position	Phone
------	----------	-------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**University Supervisor** \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

**Seminar Instructor** \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

**Field Experiences & Certification Program Director, University of Maine, 129 Shibles Hall, Orono, ME 04469-5766, (207) 581-2412**

FORM B

**STUDENT TEACHING CONTRACT**

The following objectives were discussed and agreed on by all parties involved. This contract specifies responsibilities that each party will perform.

THE STUDENT TEACHER WILL ACHIEVE THE FOLLOWING OBJECTIVES:

1. \_\_\_\_\_  
\_\_\_\_\_

Completion Date: \_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Completion Date: \_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

Completion Date: \_\_\_\_\_

THE MENTOR TEACHER WILL HELP THE STUDENT TEACHER ACCOMPLISH THE AFOREMENTIONED OBJECTIVE(S) BY:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Student Teacher

\_\_\_\_\_ Date: \_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_ Date: \_\_\_\_\_  
University Supervisor

FORM C

**CLASS SCHEDULE**

**INITIAL PLAN OF INVOLVEMENT**

Student's Name \_\_\_\_\_ Phone No. \_\_\_\_\_

Address \_\_\_\_\_

School \_\_\_\_\_ Phone No. \_\_\_\_\_

Address \_\_\_\_\_

Mentor Teacher \_\_\_\_\_ Phone No. \_\_\_\_\_

Grades \_\_\_\_\_ Principal/Asst. Principal's Name \_\_\_\_\_

**SCHEDULE (Classes, Special Assignments, and Locations)**

**(List any changes in schedule for assemblies, field trips, testing, etc. on back of this form. Also, provide an attached explanation describing your schedule if you teach on a rotating schedule.)**

Periods (Times)	Monday	Tuesday	Wednesday	Thursday	Friday

Projected Dates for Beginning/Concluding Student Teaching \_\_\_\_\_

School starts at (time) \_\_\_\_\_ School ends at (time) \_\_\_\_\_

Lunch hour (time) \_\_\_\_\_ Prep hour (time) \_\_\_\_\_

Holiday/School In-service (dates) \_\_\_\_\_

Dates and titles of beginning and ending unit plans \_\_\_\_\_

\_\_\_\_\_

FORM D

**GATHERING INFORMATION ON SCHOOL POLICIES**

**ORIENTATION**

- A. What is the school policy concerning teacher attendance?
1. What is the school policy about "professional days"? (A professional day is one taken to attend a professional meeting or participate in some other activity that increases your professional competence.)
  2. What is the sick leave policy for regular teachers?
  3. To whom do you report if you are going to be absent or late?  
  
Person \_\_\_\_\_ Phone Number \_\_\_\_\_  
University Supervisor \_\_\_\_\_ Phone Number \_\_\_\_\_
  4. How will you be informed if there is to be a school closing due to weather, etc.? Does the office have your number?
  5. Record here the office and/or home phone numbers of your supervisory team.  
  
Mentor Teacher \_\_\_\_\_  
University Supervisor \_\_\_\_\_
- B. What is the policy about student attendance?
1. Are you informed ahead of time if a student will be absent?
  2. Does a tardy student report to you or to the school office?
  3. Do you accept student excuses (written notes) or are they turned into the school office?
  4. What do you do if a student is absent from your class?
  5. What do you do if a student is absent from your class but you have seen the student in school that day?
  6. Does the physical education department have any attendance rules that go beyond the school policies?

7. Is the average absence rate for physical education substantially higher than for the school as a whole?
  8. What happens if a student is unprepared for physical education (improper dress, medical excuse, sore foot, doesn't feel well)?
  9. Is the decision about student participation left to you or are you to refer all such requests to the mentor teacher?
- C. What is the school policy concerning student dress?
1. Did students have a voice in determining this policy? If so, describe how.
  2. Does the physical education department have a dress requirement?
  3. Does failure to have the proper dress prevent students from participating?
  4. If they do not participate, what are you supposed to have them do?
- D. What is the school policy concerning teacher dress?
1. Do physical educators conform to this policy or can they arrive at school dressed in a teaching uniform?
  2. Does the physical education department require a teaching uniform?
  3. Does the school reimburse the physical education teachers for any part of or all of the teaching uniform?
- E. What is the school policy concerning student smoking?
- F. What is the school policy concerning drugs?
- G. What is the school policy concerning teacher smoking?
- H. What is the school policy concerning parking for teachers?

I. Does the physical education department have a set of policies concerning safety in the gymnasium and on the playing fields? If so, is it posted for students to see?

1. What are you supposed to do if a student is injured in your class?

2. Is there a school nurse? If so, record his/her name and office number and a phone number here.

Name \_\_\_\_\_

Office Number \_\_\_\_\_ Office Phone \_\_\_\_\_

3. Does the department have a first aid emergency kit? If so, where is it located?

J. Do students need hallway passes? If so, list the regulations concerning hallway passes here.

K. Does the school have a special guidance office? If so, list the office number here.

Office Number \_\_\_\_\_

1. If the school employs a guidance counselor, what services does he/she provide for the individual teacher?

2. Is any information from participation in physical education kept in the student record file? If so, what is the nature of that information?

L. What are the school policies regarding a fire drill, a bomb threat? Are there any other drills you should be notified about?

What specifically will you do if you hear the signal for a fire? Or a bomb threat?

M. Where is the principal's office? \_\_\_\_\_

What is the phone number? \_\_\_\_\_

What is the principal's name? \_\_\_\_\_

What is the name of the school administrative assistant? \_\_\_\_\_

N. Does the school have a specific policy about reproducing materials and using audiovisual aids?

1. List the reproduction services available from the school.

2. What audio-visual equipment and technology is available?
3. Where is it kept?
4. How do you go about scheduling its use?
5. Is someone in charge of the scheduling? If so, list that person's name and phone number here.

Name \_\_\_\_\_ Phone Number \_\_\_\_\_

O. Does the school have a student discipline code?

1. If so, does the code list specific rules to follow?
2. Does the code specify the penalties to be imposed?
3. Is there any recourse for a student to question the procedure or penalty for a code violation? (An important issue gaining strength in many legal circles is the right of minors to due process under the Constitution.)
4. Does the department have a student discipline code for physical education?
5. If so, list the rules here.
6. Do the rules in the discipline code help you develop the classroom management skill of using rules?

P. Does the department have a policy concerning student grades in physical education? If so, list the main features of that policy here.

Is there any evidence that grades are used as potential punishments in order to control student behavior?

Q. Does the school have a discipline policy?

In many schools the physical educators are viewed as good "disciplinarians." Does that appear to be the situation in this school?

R. What are the school policies regarding teacher time?

1. List time periods for classes.

2. What is the official length of the school day?  
For the Student: \_\_\_\_\_ to \_\_\_\_\_  
For the Teacher: \_\_\_\_\_ to \_\_\_\_\_
  3. Do students stay after school for extracurricular activities?
  4. Are teachers who stay for supervision of these activities paid extra compensation?
- S. What are the school policies regarding professional matters?
1. Who hires teachers?
  2. Obtain a sample application and try to fill it out.
  3. Who conducts interviews with prospective teachers?
  4. What is the starting pay for a beginning teacher with a B.A. degree?
- T. Visit and identify all physical education areas of the school.
- U. Discuss with your mentor teacher all duties for which you will be held accountable (e.g., bus duty, lunch duty, locker room duty, etc.).
- V. Discuss with your mentor teacher the total physical education curriculum. Include the school curriculum guide, if available.
- W. Note any other pertinent information regarding schools policies:

FORM E

**ESTABLISHING AN ENVIRONMENT FOR LEARNING**

<u>ITEM</u>	<u>CHECK WHEN DONE</u>	<u>NOTES</u>
1. Are your teaching areas and equipment ready?		
2. Have you decided your class rules, procedures, and consequences?		
3. Are you familiar with the parts of the school that you may use (halls, cafeteria, playgrounds, multipurpose room) and any procedures associated with their use?		
4. Do you have complete class rosters for each class you teach?		
5. Do you have file information on your students, including any comments from previous teachers and information on health problems?		
6. Do you know if any of your students have special needs?		
7. Do you have an adequate amount of equipment for all students?		
8. Have you established the procedure for the arrival and departure of the students from the physical education area?		
9. Have you established how you are going to learn your student names?		
10. Do you have your first day's plan of activities ready?		
11. Do you have rainy day activities planned?		
12. Are rules/expectations and procedures posted so all can see and read them?		
13. Do you know how to obtain assistance from school staff members (e.g., school nurse, office personnel, resource teachers, and the custodians)?		

FORM F

**CURRICULUM AND INSTRUCTION OUTLINE  
SECONDARY PHYSICAL EDUCATION**

1. Table of Contents (include correct page numbers)
2. Unit Overview (sell unit, explain skills to be taught, special events, how unit will be assessed)
3. Level of Unit (beginning, moderate, advanced)
4. Knowledge Concepts and Skill Cues
5. Maine Learning Results Grid
  - Standards (use all of three)
  - Performance Indicators (apply to unit)
  - Objectives/Outcomes
  - Facilitating Activities (minimum 10)
  - Assessment Procedure (at least one)
6. Detailed Activities (instant activities, facilitating drills, games, dances, assignments, etc.) (name, description, equipment, diagram)
7. Detailed Assessment Procedure (written in correct form with description)
8. Assessment Rubrics
9. Unit Block Plan
10. Information Handouts
11. References

## FORM G

### **EXAMPLE OF SECONDARY PHYSICAL EDUCATION LESSON PLAN**

Activity: \_\_\_\_\_ Lesson # in sequence: \_\_\_\_\_ Name: \_\_\_\_\_  
 Lesson length: \_\_\_\_\_ Number of students: \_\_\_\_\_  
 Grade level: \_\_\_\_\_ Equipment needed: \_\_\_\_\_  
 Teaching style(s): \_\_\_\_\_ Number of task sheet(s) included: \_\_\_\_\_

**Student objectives, the “learnable pieces”:**

For each learning domain below, describe what you want your students to learn as a result of *this lesson*. Also describe how you will know if they **are able to do it** (in other words, how will you assess their learning for this lesson? Be specific, but as brief as possible, when you develop your objectives.

**\*Psychomotor domain:** Describe the skill(s), or parts of a skill, the students will learn in *this lesson*? Describe what they will be able to do if they are successful.

**\*Affective domain:** Describe how *this lesson* will contribute to learning in areas of the affective domain (for example, cooperation, social skills, self-image, self-efficacy, or behaviors related to attitude, such as trying one’s best and working to achieve goals). Describe what students will be able to do if they are successful.

**\*Cognitive domain:** Describe the concepts or problem-solving skills students will learn from *this lesson*. Describe what they will be able to do if they are successful.

<b>Time</b>	<b>Learning activities</b>	<b>Variations</b>	<b>Challenges</b>	<b>Class organization</b>	<b>Cues</b>	<b>Reflection</b>
Show here how many minutes are planned per activity.	In this column, describe each learning activity in detail so that it is clear to someone else what you are doing. Make a separate row for each new learning activity. Your lesson activities should reflect all your lesson objectives.	In this column, describe variations you have planned to make sure all students can experience success and feel challenged. Provide at least one easier and one harder variation per learning activity or task.	In this column, describe challenges you can use to make skill practice more enjoyable and motivating. Use at least one per activity.	In this column, draw Xs and Os to show how you will position yourself and your students for each learning activity.	In this column, write the cues for each skill you are teaching.	Use this space for immediate reflection after teaching <i>this lesson</i> .

FORM H

**LESSON PLAN OUTLINE  
ELEMENTARY PHYSICAL EDUCATION**

1. Introduction Information
2. Lesson Objective
3. Teacher Objective
4. Learning Results
5. Equipment
6. Class Expectations and Procedures
7. Instant Activity
8. Set-Induction
9. Learning Cues
10. Extensions
11. Refinements
12. Applications
13. Facilitating Activity
14. Closure
15. Management Arrangements
16. Cue Sheet

FORM I

**EXAMPLE OF ELEMENTARY PHYSICAL EDUCATION LESSON PLAN**

Name: \_\_\_\_\_ Generic Skill Level: Pre-Control  
Date: \_\_\_\_\_ Skill Theme: Striking with Racquets and Paddles  
Class: \_\_\_\_\_ Movement Concepts: (1) Self-space/General space  
(2) Levels  
(3) Force – Soft/Hard

1. OBJECTIVES

A. CHILDREN'S OBJECTIVE

Children will learn to strike a balloon with a foam "lollipop" paddle at different levels in their self-space and while traveling in their general space.

B. TEACHER'S OBJECTIVE

Teacher will provide students with 60% activity time.

C. LEARNING RESULTS – PERFORMANCE INDICATORS

A1 – Move with an awareness of others.

B2 – Demonstrate improving form when using a paddle.

B7 – Apply movement concepts of levels/force.

C3 – Use equipment appropriately and responsibly.

2. EQUIPMENT

24 Foam "lollipop" paddles

Balloons (enough for each child to have one each and extras in case of popping).

3. CLASS RULES AND PROCEDURES

1. The signal to stop is two claps and the word "stop".
2. Hold paddle and catch balloon when teacher says stop.
3. Handle lollipop paddles gently; strike only the balloons; set the paddles down – never throw them – will be emphasized.

4. INSTANT ACTIVITY – MR. TAPE  
(Included on back)

5. SET INDUCTION

Today we're going to learn how to strike with a foam paddle. Here's what the paddle looks like. What sports use a paddle as a piece of equipment? Here are some important clues to remember when striking the paddle.

1. Flat Paddle (Keep your paddle flat as a pancake)
2. Stiff Wrist (Keep your wrist tight; don't let it flop around)
3. Watch the Balloon (Keep your eyes on the balloon all the time)

Demonstrate and Review Safety

## 6. DEVELOPMENTAL ANALYSIS

EXTENSIONS	REFINEMENTS	APPLICATIONS
1) Let's see if you can balance the balloon on your paddle while moving slowly in general space.	Keep your eyes on the balloon.	Can you balance your balloon on your paddle for one minute while moving in general space?
2) Now show me how you can strike the balloon in the air while keeping it in your self-space.	Use some force to keep the balloon high.	How many times in a row can you strike the balloon before it touches the floor while staying in your self-space.
3) This time practice levels. See if you can keep the balloon in the air at a high level.	Use some force to keep the balloon high.	Can you strike your balloon 10 times in a row at a high level?
4) Try to use less force and keep your balloon in the air at a middle level.	Remember to keep your paddle flat.	How many times in one minute can you strike your balloon at a middle level.
5) Let's see if you can keep the balloon at a low level.	Tap the balloon softly to keep it low.	Can you beat your middle level score, but keeping the balloon at a low level?
6) Still striking your balloon at a low level, can you travel in your general space?	Remember to watch for other students.	See if you hit the balloon without it falling on the floor while you travel the length of the gym.
7) This time, follow the path around your general space striking the balloon.	Remember to control the balloon and not let it lead you.	Try to create your own path and follow it three times without dropping your balloon.
8) Now find a partner and hit one balloon back and forth to each other.	Move closer if your balloon does not reach your partner.	Count the times you and your partner hit the balloon to each other without it falling.

7. CLOSURE

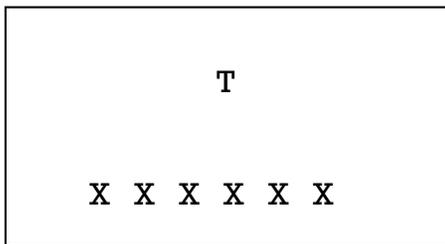
What is the difference in force used when striking the balloon at a high and low level?

How do you hold the paddle?

What are some important things to watch for when you're traveling with the balloon?

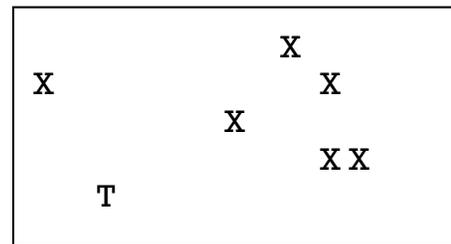
8. MANAGEMENT ARRANGEMENTS AND FORMATIONS

FOR INSTRUCTION



Students

ORGANIZATION FOR TASKS



Scattered Formation

FORM J

**SYSTEMATIC DATA COLLECTION SHEET**

(Used by mentor or supervisor)

NAME \_\_\_\_\_ ACTIVITY \_\_\_\_\_

DATE CODED \_\_\_\_\_ FEEDBACK/REVIEW SESSION ATTENDED \_\_\_\_\_

TASK PRESENTATION

Instruction/Demonstration

- \_\_\_\_\_ Task defined
- \_\_\_\_\_ Importance of skill
- \_\_\_\_\_ Demonstrated skill
- \_\_\_\_\_ Instructional pts. specified
- \_\_\_\_\_ Instructional pts. demonstrated
- \_\_\_\_\_ Demonstration clear
- \_\_\_\_\_ Whole-Part-Whole
- \_\_\_\_\_ Directed at students
- \_\_\_\_\_ Safety points emphasized
- \_\_\_\_\_ Opportunity for clarification
- \_\_\_\_\_ Student understanding checked
- \_\_\_\_\_ Appropriate questions
- \_\_\_\_\_ Appropriate enthusiasm
- \_\_\_\_\_ Lesson objective stated

Organization

- \_\_\_\_\_ Where is student to go
- \_\_\_\_\_ What is student to do
- \_\_\_\_\_ What to do when done
- \_\_\_\_\_ Demonstration of organization
- \_\_\_\_\_ Safety aspects
- \_\_\_\_\_ Equipment ready
- \_\_\_\_\_ Optimal student activity time
- \_\_\_\_\_ Time between transition
- \_\_\_\_\_ Lesson closure

Feedback Analysis

Skill Feedback Statement				Behavior feedback (pos.)
P		C		
G	S	G	S	

Feedback Analysis: (8)

Skill rate p.m.: \_\_\_\_/\_\_\_\_ (3p.m.)

Positive fb: \_\_\_\_/\_\_\_\_ (60-70%)

Specific fb: \_\_\_\_/\_\_\_\_ (60%)

Behavioral rate p.m.: \_\_\_\_/\_\_\_\_ 1\_\_

IOA:

Pos. - Gen.:

Pos. - Spec.:

Corr. - Spec.:

\_\_\_\_\_ = TOTAL



<b>CATEGORY</b>	<b>DEFINITION</b>	<b>EXAMPLES</b>
Instruction (I)	Time when students have an opportunity to learn. They may be receiving verbal or non-verbal information.	Listening to instructions, watching a demonstration, questioning, or discussing.
Management (M)	Time when students are involved in class business unrelated to instructional activity.	Listening for roll call, getting out equipment, numbering off for an activity.
Activity (A)	Time when students are engaged in motor activity, consistent with the specific goals of the particular lesson.	Assisting a partner, practicing a skill in a drill formation, performing exercises, practicing in a game.
Waiting (W)	Time when students have completed a task or are in a period of no activity and no movement.	Waiting a turn while in line, waiting for directions from the teacher.
Transition (T)	Time when students are involved in organizational activities related to transition.	Changing activities, moving into a new organizational formation.
Off-Task (O)	Time when students are involved in an inappropriate behavior or activity.	Getting a drink of water during practice, shooting baskets during dance class.
General Positive	Feedback given to an individual student which in a general way lets the student know the skill was done well.	“Good, that’s the way to do it.” “Nice.”
Specific Positive	Feedback given to an individual student which attempts to identify what the student is doing right.	“That’s the way to keep your wrist firm.” “Now you are keeping your eye on it.”
General Corrective	Feedback given to an individual student which attempts to let the student know he/she is performing a skill incorrectly in a general way.	“No, that’s not how we do it.” “That’s not right.”
Specific Corrective	Feedback given to an individual student which attempts to identify what the student is doing wrong.	“You didn’t keep your wrist firm.” “Keep your eye on the ball.”
General Negative	Negative teacher reactions to student behaviors or skill attempts which communicate a general teacher response to the behavior or attempt, but do not identify the exact part of the behavior or movement pattern to which the teacher reacted with the explicit addition of a personal put down.	“Jane, how are you ever going to hit a bump pass with your elbows bent?”
Specific Negative	Negative teacher reactions to student skill attempts which identifies the exact part of the movement pattern to which the teacher reacted with the explicit addition of a personal put down.	“Ted, you’re a rotten tennis player.”