

**The Pennsylvania State University
Health and Physical Education Program
Checklist for Cooperating Teachers**

The following is a brief description of your responsibilities for the coming semester as a Cooperating Teacher. Please refer to the HPE student teaching handbook and the course syllabi for detailed information. Your student teacher can provide these materials for you or they can be accessed on CANVAS.

- ___ 1. Assist student teacher to become comfortable in the school setting (e.g. keys, faculty bathroom, lunch, parking, personnel introductions, etc.).
- ___ 2. Review student teacher's lesson plan 1-2 days prior to their teaching; provide feedback.
- ___ 3. Weekly collaborative formative assessment: conference with your student teacher.
- ___ 4. Duration recording (time analysis) and reflection. Cooperating Teacher completes one per week (five total) for each placement.
- ___ 5. Feedback analysis and reflection. Cooperating Teacher one per week (five total) for each placement.
- ___ 6. Showcase Video for Physical Education or Health Education using AIM Assessment Tool. Help student teacher obtain permissions and equipment to videotape according to school policy.
- ___ 7. AIM Assessment Tool for Physical Education and Health Education.
 - a. Use and discuss AIM informally with student teacher each week during your Weekly Collaborative Formative Assessment.
 - b. Complete AIM twice per placement formally, as a means to provide feedback during the middle of the placement (formative) and for a grade (summative) at the end of the placement.
 - c. Cooperating and student teacher must sign and date the form for the formal observations.
- ___ 8. Classroom Observations: help identify excellent classroom teachers for your student teacher to observe
- ___ 9. Shadowing a student in the secondary placement: help identify a student and gain permission to shadow.
- ___ 10. Unpaid service activity log and survey- (after-school activities, yearbook, theatre, coaching, etc.) - help identify interesting opportunities.
- ___ 11. Communication/Media Assignment: help identify the best mode of communication.
- ___ 12. Summative AIM observation: Last week of placement: Meet with your student teacher and complete an AIM assessment tool together as a means to provide end of placement feedback and grade. (May want to complete with University Supervisor)
- ___ 13. Weekly Time Sheet: Sign and date the weekly time
- ___ 14. Complete Evaluation of University Supervisor (will be emailed to directly to you)
- ___ 15. Complete Evaluation of Student Teacher (will be emailed to directly to you)

**The Pennsylvania State University
HPE Student Teaching University Supervisor Checklist**

The following is a *brief description* of your responsibilities for the upcoming semester as a University Supervisor. Please refer to the HPE Student Teaching Handbook and the course syllabus for detailed information. These materials may be accessed via the CANVAS course management system.

1. Inform Student Teaching Coordinator via e-mail if student teacher does not make contact with you prior to the student teaching experience.
2. Be the primary contact person for the Mentor Teacher.
3. Read the course syllabus, *HPE student handbook*, and review all forms and assessments online via the CANVAS course management system at Penn State.
4. Make initial contact to meet with student teacher and mentor teacher during the first or second week of the practicum experience
5. Observe and conference collaboratively with the mentor teacher and student teacher a minimum of four times (twice per placement). Plan to observe two or more class periods each visit. Conferences with the student teacher should not take place during the student teacher's scheduled teaching time.
6. Use the *AIM Assessment Tools for Health and PE* to provide formative assessment data (feedback) to the student teacher during each visit. Use it for a grade at the end of each placement.
7. Encourage and initiate three-way conferencing (University Supervisor, student teacher, mentor teacher)
8. Help the student teacher set goals for improvement and/or continuing success
9. Check the *Assignment Notebook* during each visit for completion of weekly assignments. Use *Supervisor Checklist for Notebook Assignments* form on CANVAS. You will assess all assignments with the exception of the seminar assignments. Use the *Notebook Rubric* (on CANVAS) to determine a final grade at the end of the semester.
10. Grade notebook & video showcase at the end of the semester (See *Notebook Rubric* on CANVAS).
11. Grade ALL TaskStream Assignments except the E-port Assignment.
12. Complete *Final Grade Sheet* (with exception of seminar grade) and email to Student Teaching Coordinator: **DUE by Wed of the following week at the conclusion of student teaching.**
13. Read and follow *PDE 430 Instructions*
14. Complete final PDE 430 summative evaluation at the end of the practicum;
The student teacher MUST SIGN the form. Fill out the PDE form CORRECTLY-***DO NOT PUT SS# ON THE PDE FORM-PLEASE LEAVE THIS LINE BLANK***(errors delay certification for the student) attach a copy of the *Student Evidence Collection Chart* to supplement your comments.
Mail/Drop off to Student Teaching Coordinator during Finals Week.

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15. Complete an evaluation of the Mentor Teacher and email/mail to **Student Teaching Coordinator**
16. Complete *Travel Expense* forms and return to the Department of Kinesiology , 276 Recreation Building, University Park, PA 16802 or assigned commonwealth campus.
17. Remind the mentor teacher to return the honorarium form to: Alison Weimer, Student Teaching Coordinator, Department of Kinesiology , 268-A Recreation Building, University Park, PA, 16802.