

# **PHYSICAL EDUCATION TEACHER EDUCATION** **STUDENT TEACHING PORTFOLIO** **REQUIREMENTS**

**Deadlines:** Application and folio materials are due October 1<sup>st</sup> for Spring semester student teaching and February 1<sup>st</sup> for Fall semester student teaching. Please submit folio and application to Kinesiology office by 4:00pm on the due date.

This portfolio is the second review of your progress toward meeting the Rhode Island Beginning Teacher Standards (RIBTS) and the National Association for Sport and Physical Education (NASPE) Beginning Teacher Standards and demonstrating your successful progress in the Physical Education Teacher Education program at the University of Rhode Island. It is expected that all materials submitted with the student teaching folio are current and reflect your achievement and comprehension of the RI and NASPE Standards for Beginning Teachers and the URI School of Education Core Beliefs. Materials used in the initial application to the Teacher Education program should be electronically archived. The third review of your readiness to teach will be completed during your student teaching experience and will be reviewed by the Student Teaching Seminar instructor and your University Supervisor, during and at the completion of each student teaching placement experience.

The following are required for application: 2.5 overall QPA, 2.7 major QPA, all PETE coursework completed (you do not need all the Health or Adapted PE coursework completed). Physical Education Teacher Education program faculty will review the application and folio, **and if complete**, the applicant will be assessed as a student teaching candidate. There is no guarantee that you will be allowed to student teach. Should you not be admitted to student teach for failure to achieve any of the standards or prerequisites, you must meet with your PETE program advisor to determine how to address deficiencies and prepare for the Student Teaching application process for the following semester.

**Please note:** A current TB test with negative results will be needed and the official results provided to the Student Teaching Coordinator before you will be allowed to begin student teaching.

**PORTFOLIO FORMAT:** The following criteria are required minimum competencies for application and review for student teaching:

- Each section should be identified according to the RIBTS and NASPE BTS it addresses.
- Each section should begin with a reflective overview statement that demonstrates growth and achievement with respect to URI's PETE program and your readiness to work with children (K-12 learners).
- All pieces of evidence should contain captions describing the artifacts and their relationship to the RIBTS and NASPE BTS achievement and should also include a brief statement describing the purpose of the class assignment.

## **PORTFOLIO SECTION REQUIREMENTS:**

### **SECTION I – APPLICATION & SUPPORTING MATERIALS** (RIBTS 1 & 2, NASPE 1& 2 )

*Please provide the following information and keep this information separate from the other sections.*

- A.
- 1) Application (2 copies) Note that this form requires your advisor's signature.
  - 2) APR (prepared on e-campus)
  - 3) Completed major QPA form just for KIN courses (Minimum of overall 2.5 and 2.7 in major)
  - 4) Official ETS reports of passing PPST, PLT, and PE Content test scores (You will not be able to apply to student teach unless you have passed the PLT test with a score of 167 or higher and passed the PE Content test with a score of 154 or higher). **The PPST, PLT, and P.E. Content scores will all be due at the time of application.**
  - 6) Unofficial transcript detailing semester by semester progress (2 copies).

**B.** Write a general overview statement of your personal and professional growth and development derived from participation in the PETE program. Evidence of comprehension and demonstration of the RIBTS and NASPE BTS are required in your statement.

## **SECTION II. STUDENT TEACHING FOLIO CONTENTS**

### **A. How Children Learn & Develop (NASPE 2, RIBTS 3)**

- 1. Overview statement**
- 2. Required artifacts (Choose 1 of 3)**
  - KIN 310: Final motor development project
  - EDC 312: Final paper/project
  - KIN 410: Assessment Report

### **B. Diversity of Learners (NASPE 3, RIBTS 4)**

- 1. Overview statement describing experience with diverse populations in the physical activity and teaching settings and why it is important to be aware of and to understand diversity.**
- 2. Required artifacts (Choose 2 of 3)**
  - KIN 270: Diversity paper
  - KIN 278: Personal statement
  - KIN 410: Diversity experience reflection paper

### **C. Appropriate Standards of Student Behavior (NASPE 4, RIBTS 6)**

- 1. Overview statement**
- 2. Required artifacts (Choose 1 of 2)**
  - KIN 305: Philosophy of teaching paper
  - KIN 315: Philosophy of teaching paper

### **D. Communication & Instructional Opportunities That Develop Critical Thinking (NASPE 5, RIBTS 8)**

- 1. Overview statement**
- 2. Required artifacts (Choose 1 of 2)**
  - KIN 304: Micro teaching evaluation with instructor feedback
  - KIN 314: Micro teaching evaluation with instructor feedback

### **E. Planning and Instruction (NASPE 6, RIBTS 3,5)**

- 1. Overview statement**
- 2. Required artifacts (Choose 1 of 2)**
  - KIN 304: Individual lesson plan & unit plan with instructor feedback
  - KIN 314: Individual lesson plan & unit plan with instructor feedback

### **F. Learner Assessment (NASPE 7, RIBTS 9)**

- 1. Overview statement**
- 2. Required artifacts (All)**
  - KIN 304 OR KIN 314: One assessment that was developed and used in a unit plan from one of these courses (1 only).
  - KIN 410: Assessment Report

**G. Reflection on Teaching & Ethics; Professional Standards Guided By Legal & Ethical Principles**  
(NASPE 8, RIBTS 7, 10, 11)

1. **Overview statement**
2. **Required artifacts (All)**
  - KIN 305 OR KIN 315: Evaluation forms from elementary and secondary pre-student placements
  - KIN 410 or 430: Individualized Education Plan (IEP)

**H. Collaborative Relationships: Colleagues & Families (NASPE 9, RIBTS 7, 11)**

1. **Overview statement on the importance of involvement in professional development and collaboration in teaching.**
2. **Required artifacts (Choose 1 of 3)**
  - KIN 308: Health unit plan
  - KIN 314: Creativity assignment
  - KIN 410: Individualized Education Plan (IEP)
3. **Optional:**
  - PE Major's Club activity
  - Experience with children or service to school or community.
  - Conference attendance or RIAHPERD/AAHPERD activity

**I. Technology (NASPE 10, RIBTS )**

1. **Overview statement**
2. **Required artifacts (All)**
  - Copy of a presentation or spreadsheet used in class or at conferences
  - An artifact that demonstrates your proficiency in using technology (e.g., personal Fitnessgram print out, Excel spreadsheet from individual or group KIN 369 project, lesson plans using technology, etc.). in health or P.E.

**J. Dispositions (NASPE 4, RIBTS 6)**

- **All PETE faculty members will write disposition sheets as part of the review process; therefore, students do not need to provide faculty with disposition sheets nor do they need to submit disposition sheets in their portfolio/**