

UNIVERSITY OF RHODE ISLAND
COLLEGE OF HUMAN SCIENCES AND SERVICES
PHYSICAL EDUCATION TEACHER EDUCATION PROGRAM

Application to the Physical Education Teacher Education Program

Thank you for your interest in the undergraduate physical education teacher education program at the University of Rhode Island. Please read the following information carefully; it is provided to ensure that your application is complete and receives full consideration. An incomplete application will not be reviewed.

I. Overview of the Program:

The Physical Education Teacher Education (PETE) Program is one of several emphasis areas for the student majoring in the Kinesiology Department. The PETE Program prepares teachers in the skills and content knowledge to effectively teach physical education to students in grades K-12, and to achieve all of the Rhode Island Beginning Teacher Standards (RIBTS). Upon successful completion of the program and state required exams, graduates are qualified to become certified physical education teachers (K-12) in Rhode Island, as well as in many other states throughout the U.S.

The educational program for pre-service teachers includes: a general education component in the liberal arts and sciences; a sound background in human movement sciences; and a strong basis in the science of teaching (pedagogy). More specifically, the physical education teaching emphasis includes content and skill knowledge related to:

- effective teacher-student communication; knowledge of multiple learning and teaching styles to meet the needs of diverse learners and a global population;
- an ability to evaluate students using authentic and varied assessment instrumentation;
- recognition of the benefits of collaborative interactions with public school teachers in practicum experiences throughout the program of studies;
- an understanding of the organizational systems of elementary, middle and secondary schools; and,
- the ability to efficiently manage students and the learning environment to meet the diverse needs of students.

The Physical Education Teacher Education Program at URI is guided by a conceptual framework formed from three documents: School of Education Core Beliefs, the Rhode Island Beginning Teacher Standards, and the National Association for Sport and Physical Education (NASPE) Beginning Teacher Standards. Students in PETE are strongly encouraged to become familiar with these documents to better understand what students and faculty do, and why they do it.

The “Core Beliefs” espoused by the School of Education at URI, and subscribed by all beginning teacher education programs at the University. In part, these Core Beliefs state:

Preparation of beginning teachers includes:

- *a broad education in the liberal arts and sciences; deepening competence in the skills of communication and numeracy;*
- *a rich understanding of the content and modes of thinking in the disciplines they will teach (understanding the how and why of a discipline, as well as the what);*
- *a growing understanding of learners and how they develop along multiple dimensions;*
- *development of skills of teaching that will allow the teacher to draw upon multiple approaches to learning appropriate for particular learners and subject matter;*

More information about the Core Beliefs at URI is available on the School of Education
Website: www.soe.uri.edu/applicants/statements.asp

The second document that guides our conceptual framework is the Rhode Island Beginning Teacher Standards*:

Standard 1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.

Standard 2. Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.

Standard 3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Standard 4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

Standard 5. Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 6. Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

Standard 7. Teachers foster collaborative relationships with colleagues and families to support students' learning.

Standard 8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

Standard 9. Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

Standard 10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

Standard 11. Teachers maintain professional standards guided by legal and ethical principles.

**Students are responsible for obtaining the more detailed version of the Beginning Teacher Standards, available at Portfolio Training Sessions held each semester, and from the Office of Teacher Education, 100 Quinn Hall.*

The third document guiding the conceptual framework of the PETE program at URI contains content and discipline specific guidelines, and comes from the National Standards for Beginning Physical Education Teachers articulated by the National Association for Sport and Physical Education (NASPE):

(www.aahperd.org/naspe/template.cfm)

The objectives of the URI PETE program, in association with the NASPE Standards are to prepare teachers who:

- Understand physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person,
- Understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development,
- Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences,
- Use an understanding of individual and group motivation and behavior to create a safe and learning environment that encourages positive social interaction, active management in learning, and self-motivation,
- Uses knowledge of effective verbal, nonverbal, and media communication technique to foster inquiry, collaboration, and engagement in physical activity settings,
- Plans and implements a variety of developmentally appropriate instructional strategies to develop educated individuals,
- Understand and use formal and informal assessment strategies to foster physical, cognitive, social and emotional development of the learner in physical activity,
- Are reflective practitioners who evaluate the effects of their actions on others, and seek opportunities to grow professionally,
- Foster relationships with colleagues, parents/guardians, and community agencies to support learner's growth and well-being. (**NASPE Standards, 1998**)

II. Steps to Application and Admission* to the P.E.T.E. Program

Students interested in becoming Physical Education teachers must declare their major as Kinesiology, and apply for admission to the Teacher Education Program. To avoid delays in program completion and graduation, this process should be initiated the first semester of the sophomore year, or after completion of 30 credit hours with a minimum QPA of 2.5. Applications are only accepted October 1st or February 1st of each year, with admission formalized at the beginning of the next semester.

A completed application includes:

1. Signed and dated copy of the application form included in this packet.
2. Completion and achievement of a grade of “C” (2.0) or better in: PEX 270: Introduction to Teaching Physical Education, WRT course, COM 100, and BIO 121. Additionally, applicants must have completed a minimum of one semester of academic work at URI, with all coursework reflecting an overall QPA of 2.5 or better.
3. An official report of the PPST (Praxis I) scores for all three sections (you must pass all three sections to be able to apply to the program).
4. A copy of your unofficial transcript.
5. Applicant essay (approximately 300 words) describing why you would like to be a Physical Education teacher. It is recommended that you reference the RIBTS and NASPE beginning teacher standards.
6. Three letters of recommendation from people who can attest to your professionalism and your ability and desire to work with children and youth. (Please use the forms included in this packet. If applicable, recommendations can be written on a separate sheet of paper but should be attached to a form included in this packet.)
7. Academic Progress Report prepared at the HSS Dean’s Office.
8. Completed worksheet for QPA in major and minor if applicable (the QPA sheet is in the portfolio material packet found on the KIN webpage).
9. Submission of ONE copy of the application to the Office of Teacher Education, 100 Quinn Hall. Submission of TWO copies of the application (along with a completed folio –please see portfolio requirements form for details) to the Kinesiology Office, 126 Tootell, before 4:00 on October 1st for Spring admission and February 1st for Fall admission.

Please note: A program application, a portfolio, AND an interview are also required as part of the application process.

Portfolio Preparation:

Specific information regarding portfolio requirements is available on the Kinesiology webpage http://www.uri.edu/hss/physical_education/.

Student Interview:

Students will be scheduled for an interview with a screening committee from the P.E. Teacher Education faculty, provided the application is complete, minimum admission standards have been met, and after faculty have reviewed the folio.

***Important:**

- *Students may not enroll in P.E.T.E. major courses marked with an asterisk on the program of studies without first being formally accepted into the PETE program.*
- *If the application does not have all of the above materials, the application will be deemed incomplete; consequently, the applicant will not be considered for admission and will be asked to reapply the following semester.*
- *Admission to the P.E. Teacher Education program does not guarantee continuance in the program nor admission to the student teaching semester. Admission is competitive, and limited in number to about 30 students per year. This limit may vary, based upon the ability of the faculty to effectively mentor P.E.T.E. pre-service teachers.*
- *Students are required to meet each semester, prior to registration, with their advisor, to ensure the Q.P.A. and folio requirements are being upheld.*
- *Failure to maintain an overall QPA of 2.5 and a 2.7 QPA in the major will disqualify students from student teaching.*
- *Students must apply for student teaching on a separate form during the semester of their final course work, update their folios demonstrating competency in RIBTS and NASPEBTS, and will be interviewed prior to acceptance for continuance through student teaching. At that time, students must also provide documentation of membership in either RIAHPERD or AAHPERD, and will be assessed using documentation regarding professional teacher dispositions.*
- *Students must pass the PLT test before they can student teach. Also, students must take the P.E. Content test prior to student teaching.*

**University of Rhode Island
Application Form
School of Education - Teacher Education Program**

Please complete the following:

Date: _____

1. Name _____ **URI I.D. #** _____

2. Applying for (check one) ___ Undergraduate program Class of 200__ or ___ Post Bac./Graduate program

3. Permanent address _____
_____ Phone _____

4. Campus address _____
_____ Phone _____

E-mail address: _____

5. *Undergraduates only:* How many credits will you have completed at the end of this semester? _____

Current Overall QPA: _____

QPA in Major/Specialization: _____

For PE Majors only:

Overall QPA of 2.5 or higher necessary to apply.

6. *Graduate Candidates only:* What was your undergraduate GPA? _____

7. Area of expected certification:

(___) Early Childhood Education (___) Elementary Education (___) Secondary Education

(___) Music Education (___) K-12 Physical Education (___) A & S major

8. *Secondary applicants only:*

(___) English (___) Biology (___) Chemistry

(___) Mathematics (___) Physics (___) History and Social Studies

(___) General Science (___) Foreign language
Which one? _____

9. *Elementary and Secondary applicants only:* I am interested in the Middle School Endorsement Program which expands my certification to allow me to teach in RI Middle Schools. Yes (___) No (___)

10. Please check the semester and enter the year you anticipate student teaching: Spring _____ Fall _____
I understand that I must take all required education course work prior to student teaching.

The information on this application is complete and accurate to the best of my knowledge.

Signed: _____

Date: _____

The information here is requested but NOT required. This self-identification will be used to describe our student body and for program evaluation purposes.

Date of birth _____
Mo. Day Yr.

Gender: Female _____ Male _____

_____ Black/African American

_____ Hispanic

_____ White/Caucasian

_____ Native American/Native Alaskan

_____ Person with a Disability

_____ Asian or Pacific Islander

_____ Vietnam Era Veteran

- List your grades in the required communication courses.

COM 100 grade _____

PEX 270 grade _____

WRT course grade _____

BIO 121 grade _____

If grades are not available, please explain. _____

***Competitive admissions means that a limited number of positions are available in teacher education programs and that some qualified applicants may be denied admission. Applications to Teacher Education Programs are reviewed by program faculty.**

****PLEASE ATTACH YOUR PRAXIS 1: PRE-PROFESSIONAL SKILL TEST (PPSTS) SCORES TO THIS APPLICATION AND PUT A COPY OF YOUR SCORES IN YOUR PORTFOLIO. YOUR APPLICATION WILL BE DEEMED INCOMPLETE IF A COPY OF YOUR PPST SCORE REPORT IS NOT SUBMITTED WITH YOUR APPLICATION.**

UNIVERSITY OF RHODE ISLAND
Application to a Teacher Education Program
Applicant's Essay

Name _____

URI ID# _____

Directions:

Part of the application package for the P.E.T.E. program is an essay prepared by the student applicant. Your essay, of approximately 300 words, should present your statement of interest in becoming a teacher. **You may want to trace the history of your interest, tell why you want to become a teacher, relate experiences you have had working with children, and/or share what you look forward to accomplishing as a teacher.** Essays must be typed. References to the Core Beliefs and the NASPEBTS and RIBTS are desirable. You may use this sheet or a separate sheet stapled to this one.

Essays will be reviewed by the selection committee with the following considerations: 1) interest in and commitment to the field of education; 2) evidence of or potential for creativity or special contributions to the field of teaching; and 3) quality of writing.

Signed _____

Date _____

To: Those Writing Letters of Reference for Teacher Education Candidates

From: Office of Teacher Education

One of the most important tasks undertaken at the University of Rhode Island is the selection of candidates for admission to a program of study in teacher education. Would you kindly assist the selection committee by completing the rating scale and/or comment section on the back of this page. Use the rating scale to summarize your knowledge of the student's communication skills, initiative, self concept, and potential as a teacher. Use the comment section to indicate how well and in what capacities you know the applicant and your estimate of the applicant's motivation and potential for teaching. Please include a description of any attributes that would be of help in making a fair judgment about the applicant. ***You may wish to summarize an interview with the student or write a recommendation based on your prior knowledge of and interactions with the student.***

Please return the recommendation to the student.

You are encouraged to discuss the contents of your letter with the applicant. Third party confidentiality is guaranteed under the Family Education Rights and Privacy Act; matriculated students have the right to view the letter and procure a copy.

STUDENT: Please indicate your name and address below so your referee can return this form to you as you will be responsible for inserting your recommendation letters into your application & portfolio.

Student name _____

Student address _____

UNIVERSITY OF RHODE ISLAND
Application to a Teacher Education Program
Reference Form

(Applicant's name) _____ SS# _____

I. Ratings of applicant

Please circle one value for each question.

		below		above	
	<u>Don't know</u>	<u>poor</u>	<u>average</u>	<u>average</u>	<u>excellent</u>
	DK	1	2	3	4 5
1. <u>Communication.</u> Communicates effectively; articulates reasons for choosing a teaching career.	DK	1	2	3	4 5
2. <u>Initiative, motivation, leadership.</u> Self starter; shows reliability, responsibility, & willingness to approach/solve problems or novel situations.	DK	1	2	3	4 5
3. <u>Self-Perception.</u> Aware of capabilities and limitations; self disciplined; works well with others and is flexible to changing environment.	DK	1	2	3	4 5
4. <u>Overall impression.</u> Global impression of applicant: clean, neat, displays enthusiasm & maintains composure; demonstrates respect for learning environment, other students, and teachers.	DK	1	2	3	4 5

II. Comments about applicant *(Use additional pages if necessary.)*

Reference writer's signature _____ Date _____

Reference writer's name _____ Title _____
 (please print or type)

Please return completed form to the student (student address on reverse side of this page).