

**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 Physical Education Teacher Education (PETE) Program**

The Physical Education Teacher Education (PETE) Program is one of several emphasis areas for students 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) and National Association for Sport and Physical Education Standards (NASPE). 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
- 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 that the 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;*

**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.

**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):**

**National Standards for Beginning Physical Education Teachers**

- 1. Content Knowledge.** Understand physical education content and disciplinary concepts related to the development of a physically educated person.
- 2. Growth and Development.** Understand how individuals learn and develop, and provide opportunities that support physical, cognitive, social and emotional development.
- 3. Student Learners.** Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.
- 4. Management and Motivation.** Use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 5. Communication.** Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings.
- 6. Planning and Instruction.** Understand the importance of planning developmentally appropriate instructional units to foster the development of a physically educated person.
- 7. Student Assessment.** Understand and use the varied types of assessment and their contribution to overall program and the development of the physical, cognitive, social, and emotional domains.
- 8. Reflection.** Understand the importance of being a reflective practitioner and its contribution to overall professional development and actively seek opportunities to sustain professional growth.
- 9. Technology.** Use information technology to enhance learning and personal and professional productivity.
- 10. Collaboration.** Understand the necessity of fostering collaborative relationships with colleagues, parents/guardians, and community agencies to support the development of a physically educated person.

**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 practioners 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, 2003)**

## **Steps to Application and Admission into the PETE Program**

Students interested in becoming physical education teachers must declare their major as Kinesiology and apply for admission into the PETE Program. The application and portfolio 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. A departmental screening committee reviews each application looking for evidence of strong, consistent academic performance. Admission is gained by students who display professional behavior and strong academic performance. Each application is reviewed individually. Factors such as work experience, extra curricular activities, career goals, community service, and letters of recommendation are also considered. The PETE program accepts applications twice each year: October 1<sup>st</sup> for the following spring semester admission and February 1<sup>st</sup> for the following fall semester admission.

### **Application Checklist**

Minimum requirements for consideration for admission into the PETE program are as follows (**please refer to the Department of Kinesiology website to download a copy of the PETE application requirements**):

- Completion of 30 hours of course work
- Successful completion of the following prerequisite courses with a “C” or better:  
1) KIN 270 Introduction to Teaching Physical Education, 2) COM 100 Communication Fundamentals, 3) WRT 104 Writing to Inform and Explain or WRT 105 Forms of College Writing or WRT 106 Writing form Field, Print, and Electronic Sources, and BIO 121 Human Anatomy.
- Overall GPA of 2.5 or higher
- Submission of three letters of recommendation from individuals who have knowledge of your experience or interest in working in education or coaching children and/or adolescents. (Please use the forms included in the admission packet. If applicable, recommendations can be written on a separate sheet of paper.
- Academic Progress Report (2 copies) downloaded from the E-campus site (found on the [www.uri.edu](http://www.uri.edu) website).
- Submission of a personal essay expressing career goals, experience working with children, and expectations as a teacher.
- A copy of an unofficial transcript.
- Passing scores on the Praxis I: Pre-Professional Skills Test (PPST) or a score of 1100 on the SAT. The passing scores for each section of the PPST are as follows: Reading 172, Writing 171, and Math 171. Candidates must pass all three sections of the PPST to be able to apply to the PETE program. Study guides for the PPST are available in the Reserve section of the University Library.
- Submission of one copy of the application to the Office of Teacher Education located in 701 Chafee Hall.
- Submission of two copies of the application in your portfolio (please see below for portfolio information) in the Department of Kinesiology Office before 4:00.

## **PETE Program Portfolio**

The PETE portfolio is the first in a series of four required folios that will be used to demonstrate your growth and development as a future physical education teacher and to showcase your work throughout your teacher preparation. You will complete a second folio prior to student teaching and a third and fourth upon completion of student teaching. There are five sections of the portfolio: 1) Application and Supporting Materials, 2) Interpersonal Communication, 3) Diversity and Professional Dispositions, 4) Academic Awareness and Content Knowledge, and, 5) Participation in Physical Activity and In the Profession. The portfolio is a professional representation of you and all of the academic and personal achievements and reflections that you've experienced. In fact, your portfolio may be the first time we "meet" you, so be professional, neat, organized, and thorough. **(Please refer to the Department of Kinesiology website to download a copy of the PETE portfolio requirements).**

## **PETE Program Candidate Student Interview**

Students who apply to the PETE program will be scheduled for an interview by members of the PETE faculty shortly after they review the application and portfolio, provided the application is complete, minimum admission standards have been met, and a completed portfolio has been submitted.

## **Helpful Information for PETE candidates:**

- ☑ Two informational meetings are held each semester to assist students with the application and portfolio process.
- ☑ PETE faculty are happy to meet with potential PETE program candidates to discuss the application and portfolio process as well as to review completed portfolios from candidates who want someone to give "one last look" before submission.
- ☑ Students may not enroll in PETE major courses without first being formally accepted into the PETE program.
- ☑ If the application does not have all of the above materials at the time of submission, the application will be deemed incomplete; consequently, the applicant will not be considered for admission and will be asked to reapply the following semester.

**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 \_\_\_\_\_

KIN 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 OR A COPY OF YOUR SAT TEST TO THIS APPLICATION AND PUT A COPY OF YOUR SCORES IN YOUR PORTFOLIO. APPLICATIONS WILL BE DEEMED INCOMPLETE IF A COPY OF YOUR PPST SCORE REPORT or SAT SCORE 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**

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**Student address**

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**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).