

The University of Rhode Island

Student Teacher Handbook

Health and Physical Education
School of Education

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Mission and Vision

URI School of Education

School of Education Vision Statement

The University of Rhode Island's School of Education envisions a world where all children and youth are prepared to meet the challenges of a diverse, ever-evolving, global society embedded in a technological era. To this end, the School and its Faculty are committed to quality research, teaching, and community service partnerships and outreach activities that enhance the knowledge base of all disciplines housed within the school, and are supportive of initiatives designed to exemplify teaching and learning across learners of all ages.

Mission Statement

The mission of the University of Rhode Island's School of Education is to prepare future professionals to be exemplary practitioners and scholars. To achieve this mission, faculty seek to generate, use, and disseminate knowledge about teaching, learning, and human development and strive to establish and maintain partnerships for the purpose of addressing and resolving critical educational problems that impede and impact the learning of children and youth.

Introduction

The Health and Physical Education (HPE) faculty members have prepared this handbook as a guide and resource for student teachers in Physical Education as well as for the cooperating teachers and university supervisors working with them. The student teaching experience is a critical part of the preparation of professional teachers. It serves as a bridge between academic preparation and the first full year as a teacher. This handbook provides you not only with an orientation and overview of the student teaching program, but a ready reference to questions and issues that may occur during the experiences.

A. Program, Department, School, and College

The HPE Program prepares teachers in the skills and content knowledge to effectively teach physical education to students in grades K-12. 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 Student Teaching semester is the culminating experience for HPE majors and gives students an opportunity to demonstrate what they have learned during their professional academic preparation.

The HPE program is housed within the Department of Kinesiology. Although the HPE program is part of the Department of Kinesiology, it follows all of the procedures and policies outlined by the School of Education. Department of Kinesiology (along with five other departments) is part of the College of Health Sciences, and the School of Education is part of Alan Shawn Feinstein College of Education and Professional Studies . There are nine academic colleges at the University of Rhode Island.

The Student Teacher's Role and Responsibilities

Role

The role of the student teacher is first and foremost that of a learner. In this developmental role, the student teacher's responsibilities will be increased *gradually* throughout the experience. The student teacher's role is to make a successful transition from learning about teaching to demonstrating the ability to carry out teaching responsibility effectively.

Observe to Teacher

The student teacher will progress from being an observer at the beginning of the student teaching experience to assumption of the role of the full-time teacher by the end of the experience. By the final stage, the student teacher is expected to do all of the short and long-range planning, teach the entire, day, and be aware of each student's academic and social progress on a continuing basis. The student teacher will be expected to know his/her students by name, communicate with parents and attend faculty and school meetings when applicable.

Professionalism

As a professional person, the student teacher's interactions with pupils, parents, faculty, staff and administration should reflect a **high degree of professionalism**. The student teacher is expected to think critically about teaching and must learn to differentiate between facts and opinions. The effective teacher is enthusiastic and eager to offer ideas concerning curriculum methods, and control. The physical education teacher is also a **role model** who demonstrates the importance of lifelong physical activity, both during the school day, and throughout his/her professional life.

The effective teacher helps to make the learning environment an attractive and enjoyable place in which students will want to learn and actively participate in physical education. The professional teacher is tactful and remembers to keep classroom anecdotes confidential. Each pupil should be treated fairly as an individual, and valued for his/her unique and diverse contributions to the school and society. During the school day, the teacher is one of the most important persons in the student's life. The student teacher strives to emulate these characteristics of the professional teacher.

Student Teacher Responsibilities

Because the student teacher is in a unique position, as both a learner and a pre-professional in the school environment, the student teacher must attend to specific responsibilities during the semester. These include:

- Understanding that the professional and legal responsibility for the classroom remains with the cooperating teacher.
- Becoming familiar with the rules, regulations, policies, curriculum and facilities of the school during the first week.
- Realizing 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.
- Maintaining open communication through regular conferences with the cooperating teacher, university supervisor, and seminar professor.
- Striving to work effectively with all students, learning from mistakes, and accepting constructive comments with a desire for self-improvement.
- Behaving in an ethically and professional manner toward all members of the school, university, and community.
- Contributing to the overall welfare of the class and the students. This includes being well prepared in content knowledge and teaching correct and up to date information, as well as providing for the safety of the students.
- Attending school regularly and assuming responsibilities willingly, including those of a professional outside of the class room and school day.
- Demonstrating research-based instructional practices throughout the semester.
- Holding students accountable for learning and assessing performance regularly.
- Knowing and meeting the Rhode Island (RI) Professional Teacher Standards, NASPE Beginning Teacher Standards and the RI Physical Education Standards.

The Cooperating Teacher: Roles and Responsibilities

Thank you for serving the university and the profession by serving as a cooperating teacher/mentor for our student teachers!

Role

The cooperating teacher plays a dual role in preparing the student to become a well-qualified teacher: 1) as a role model for excellent teaching, and 2) as a resource person to help guide the prospective teacher's development. Briefly, the responsibilities in each of the roles are:

- **Role model**

During the first two weeks, the student teacher will spend much of the time observing the cooperating teacher in planning, control, rapport building with student and other faculty, teaching methods and record-keeping. Through these acts, the cooperating teacher demonstrates a professional model of ability, enthusiasm and concern for students. This model should provide a solid "support structure" for the student teacher by openly communicating and modeling the professionalism required in teaching physical education. The student teacher needs many chances to view the professional at work, and the observations give pre-service teachers a basis of comparison for their own performance.

Some specific things the student teachers need to see:

- Management routines
- Discipline practices
- Transition ideas
- Assessment ideas (formal and informal)
- Administrative tasks: taking attendance, checking for proper attire
- Dismissal and closure practices
- Routines
- Resources and facilities available to them

Resource person and Evaluator

The cooperating teacher should be available to answer questions as they arise. Specific daily critiques of the student teacher are not only useful guides, but necessary feedback components of the student teaching experience.

The student teacher is required to **have daily, weekly written, midterm, and final** evaluation forms from you. The cooperating teacher should not only provide positive corrective verbal and written feedback, but must also challenge the student teacher to try new methods, and to revise lessons to make them better. The cooperating teacher should help the student teacher develop a philosophy of quality teaching. Sitting down together and exploring solutions is often preferable to offering suggestions. Highlighting a specific incident that the student teacher handled during the day, and working through alternative solutions can be particularly useful. By using these and other techniques, the cooperating teacher can be an invaluable resource person.

Cooperating Teacher Responsibilities:

The cooperating teacher should include these specific responsibilities to facilitate smooth transitions for the student teacher into their own duties and responsibilities:

- Introduce the student teacher to the faculty, administration, and staff at the school.
- Introduce the student teacher and help them find their way around the building
- Orient the student teacher to school, classroom and community procedures and policies.
- Provide the student teacher with books, handouts or other curriculum materials.
- Understand, subscribe to, facilitate, and assess student teacher progress and performance daily, weekly, and with regard to the RI Professional Teaching, RI Physical Education Teacher Standards and the NASPE Beginning Teacher Standards.
- Review the contents of the Student Teacher Handbook with the student teacher and provide resources to assist them in carrying out their responsibilities.
- Complete daily, weekly, mid-term, and final evaluation forms and review them with the student teacher.
- Provide the student teacher with instructional materials, a planning space, and when appropriate, access to student records (including IEPs).
- Provide assistance and feedback on the lesson and unit planning of the student teacher.
- Provide assistance in videotaping (via Flip camera) and review of student teacher taught lessons.
- Articulate errors in a positive corrective manner, and provide guidance and alternative suggestions for helping the student teacher correct these problems.
- Communicate regularly with the university supervisor regarding progress, and especially any concerns or problems, related to the performance of the student teacher.
- Attest to the student's adherence to professional ethics and standards.
- Assist the student teacher in finding resources to meet curricular guidelines.
- Treat the student teacher with courtesy, respect and kindness.

Special Notes

The university values highly the cooperation and collaboration required in the student teaching placement. We value your collaboration, and your support in the preparation of future professionals. *Please feel free to contact university faculty to discuss your ideas, provide us feedback about the student teaching procedures, and to enhance our collaboration with you and your community.*

*Please note that the student teacher **CANNOT** teach if you are not in the building, unless a contractual substitute has been hired to take your place. This is a legal liability issue, and must be adhered to strictly.

*Also, please note that the student teacher needs to attend the weekly seminars at the University, and are encouraged to attend the fall RIAHPERD conference, spring EDA AAHPERD conference, and organized job fairs that may require them to miss a day or partial day of teaching. They will clear this ahead of time with you.

*Student teachers **MUST** make up any time they miss due to illness or other circumstances. This may mean extending the time they spend in your placement.

The University Supervisor: Roles and Responsibilities

Role

The University Supervisor is a facilitator who represents the University by observing the student teacher, coordinating assignments with the seminar instructor, communicating regularly with the Cooperating Teacher, and serving as a sounding board and liaison between the university, the student teacher, and the cooperating teacher.

The supervisor must integrate university grading standards, course and program requirements, seminar assignments, teaching styles, student experience and unique personality differences, and *arrive at a final and fair assessment and grade of the student teacher*. If there are problems between a student teacher and a cooperating teacher, the supervisor will try to resolve them in a manner acceptable to all. Both the cooperating teacher and the student teacher should feel free to contact the supervisor if problems arise.

Responsibilities

The University Supervisor will:

- Visit the student teacher at the school and observe the student teacher teaching four times in the semester (twice per placement) as well as the final evaluation with the cooperating teacher and student teacher.
- Provide written evaluations and verbal feedback to the student teacher after each observation, and at mid and final evaluation weeks.
- Schedule a 3-way conference during the last week of each placement, and review the evaluations of the student teacher, cooperating teacher, and the supervisor during this conference.
- Assign a grade (U or S) for the student teacher in each placement, after receiving input from the cooperating teacher, and the seminar professor, based upon university, state, and national accreditation standards of beginning teacher performance and attributes.
- Develop a collaborative relationship between the cooperating teacher and the University of Rhode Island.
- Provide feedback to the Director of the HPE program and the seminar teacher with respect to the quality of placements.
- Communicate program requirements to the student teacher.
- Review the student teacher e-portfolio at the end of each placement.
- Review all lesson and unit plans prior to the student teacher's use of them in the class.
- Reply regularly and provide feedback to the student teacher through the use of e-journaling throughout the placements.

- Forward concerns immediately to the director of the HPE program and Student and the seminar instructor related to the student teacher's progress, or placement problems/issues.
- Provide suggestions of resources to the student teacher, and assistance, if needed in planning of age appropriate and safe lessons.
- Attend some seminars to meet student teachers, go over assignments, review evaluation forms, and review the student teaching process.

Evaluation

Evaluation is a judgment placed upon a product, based upon assessment data collected. The evaluation of the student teacher is a constant process, and includes a variety of products. The student teacher will be evaluated both formally and informally throughout each experience, and assigned a culminating grade on each placement based on a compilation of assessment data, and feedback from the seminar instructor and the cooperating teacher. The final grade will be assigned by the University Supervisor in Collaboration with the HPE program director, the seminar instructor, and with input from the Cooperating Teacher and the Student Teacher.

Products used to arrive at Student Teacher grade will be:

- Daily, weekly, midterm, and final observations by the cooperating teacher.
- Three journal entries a week (MWF) supplied electronically to the supervisor by the student teacher that include weekly goals and reflective thinking.
- Review of written lesson plans and unit plans by the university supervisor, supplied to university supervisor at least one calendar week prior to expected teaching of the lesson.
- Review of portfolio material supplied by the student teacher submitted on dates announced in seminar.
- Input from the seminar professor on performance during weekly seminars.
- Two formal observations/visits by the university supervisor.
- Review of assigned written materials such as philosophy statements, context statements, white paper, and other materials required for seminar.
- Review of attendance and punctuality (for seminar, school duties, and written work)
- Subscription to RIBTS and NASPE standards of *behavior, ethics, and character*.
- Input from final evaluation from the 3-way conferences among the student teacher, cooperating teacher, and university supervisor.

General Policies

With each placement and student teacher will have specific guidelines set by the school, there are some general policies that all student teachers should know and follow:

- Student teaching assignments, meetings, and duties are the first priority during this term.
- Please do not allow jobs or other duties to interfere with schedules related to the student teaching activities.
- Student teachers are expected to be in the building the same days and hours as regular teachers. They are expected to attend the same meetings and workshops as their cooperating teachers.
- Student teachers observe the same holidays that the schools observe. If the URI holiday schedule differs from that of the public schools, **the student teacher follows the schedule of the public school.**

VERY IMPORTANT

- **If student teachers become ill, they must notify the school**, the university supervisor, and the cooperating teacher one hour prior to the start of the school day.
- Absences are inexcusable except in the case of illness, death in the family, or university sanctioned events. The number of excused absences is not pre-determined, however, additional time will be assigned in the placement if absences are excessive as determined by the university supervisor. This may delay graduation or movement to the second placement, in some circumstances.
- Student teachers may not enter the school without a TB test, and other immunizations as set by the school district.
- Student teachers **DO NOT SERVE** as a substitute teacher during the student teaching experience. Should the cooperating teacher be absent, while the student teacher has assumed duties of teaching classes, the school may allow the student teacher to continue the unit/lessons under the supervision of a paid, certified substitute teacher, assigned specifically to cover for the cooperating teacher. If no substitute is in the classroom, the student teacher may not hold classes. Furthermore, it is assumed the substitute teacher will complete daily formal assessments in place of the cooperating teacher, and will actively participate in each lesson, as requested by the student teacher.
- Student teachers may not use corporal punishment.
- Student teachers will dress professionally, avoiding jeans, T-shirts, short shorts, and potentially distracting accessories. It is appropriate for student teachers to bring a change of clothing for formal meetings. It is inappropriate for student teachers to wear headgear of any type inside a building.
- Student teachers will refrain from smoking, and use of illegal substances while on school grounds. Failure to do so will result in dismissal from and failure of the student teaching placement.

Assignments

Whereas every teacher is a unique individual, and brings creativity and insight into the teaching profession, there are requirements that all student teachers must meet to successfully complete their programs. Student teachers are graded separately on each placement (KIN486 and KIN487) and are given a “U” for “Unsatisfactory” or “S” for “Satisfactory” that is given by the University Supervisor in consultation with the cooperating teacher(s) and seminar instructor. The ultimate responsibility for the evaluation falls upon the University Supervisor, using input from a variety of sources, including the Seminar and assignments, Lesson Plans and Implementation, the Student Teacher's portfolio, the Cooperating Teacher's recommendations, the Student Teacher's written reports.

The student teacher will have assignments throughout both experiences that serve to reinforce the standards and competencies of a professional physical education teacher. Much of the student teacher's final grade will be based upon on-time and quality completion of these assignments. Activities will include but not be limited to the following checklists:

Week 1:

- _____ Familiarize yourself with this handbook. Review requirements, make copies of forms as needed, and be sure you understand the evaluation forms.
- _____ Begin **e-journaling** your university supervisor every other day (MWF). Describe what you learned, what you did, and *reflect upon* how you felt about the day's activities. *Set daily goals and report in your reflections on progress toward these self-improvement goals.*
- _____ Provide detailed **driving directions** from URI to the placement site. Include information related to parking procedures and check-in at the school for the visitors. *Make 3 copies: Keep one, give 1 to seminar instructor and 1 to university supervisor.*
- _____ Provide a **daily schedule**, which includes rooms, class meeting times, and special assignments to the seminar instructor and your university supervisor.
- _____ Begin to organize your student teaching **portfolio**.
- _____ Begin to think about when you will observe three teachers' classrooms *other than your Cooperating Teacher*.
- _____ Obtain, read, and explain the disciplinary and conduct **policies** of the school.
- _____ Draft the first couple of **lessons** you will be teaching, and go over them with your cooperating teaching, and send to the university supervisor.
- _____ Attend **seminars** and school meetings as scheduled.

_____ Have your cooperating teacher **introduce** you to other faculty, the janitorial staff, the administration, and other key personnel in the school.

Week 2:

_____ Continue daily **journals**. Set daily self-improvement goals in these.

_____ Begin **assisting** with tasks during the cooperating teacher's lessons (attendance, fitness activities, locker duties, etc.). Collaborate with him/her on the planning of your lessons and units.

_____ **Teach** one or two classes per day by yourself, using your cooperating teacher's lessons that you have observed. Get feedback on these lessons. If they don't have detailed lesson plans, write them for yourself and include in your folio.

_____ 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.

_____ Learn the **names** of at least 5 students per class per day.

_____ Finalize the **lesson plans** (you own) to be taught beginning with week 3.

_____ Complete the **unit plan**, objectives, daily progressions. Turn in to the University Supervisor (one week prior to teaching them).

_____ Begin to formulate cognitive, affective, and psychomotor **assessments** for the unit plan.

_____ Assist with **record keeping** (attendance, recording of grades, etc.)

_____ Review any **IEPs** or programs developed for students with special needs.

_____ Study the socio-economic, and cultural factors of the school and its neighborhoods. Begin drafting a **context statement** for your folios.

_____ Begin assisting in **supervisory duties** (such as: lunch, bus, or other assigned duties) with your cooperating teacher.

Week 3:

- _____ Continue all duties from first weeks.
- _____ Begin teaching all lessons of your **unit plan** to most classes. Finalize the plans and type them, as you make adjustments, to include in the portfolio. (In the beginning, do on computer, expect changes)
- _____ Begin using **assessment** instruments in at least one class. Change as needed.
- _____ Copy **handouts** to be used for the rest of the units.
- _____ Complete your detailed **lesson plans** for weeks 4 and 5.
- _____ Continue e-journaling. Now you should be setting **teaching behavior** goals, such as reducing transition time, improved communication, etc. These are often derived from daily feedback from your cooperating teacher.
- _____ Obtain **written evaluations** from your cooperating teacher.
- _____ Keep up on the **portfolio** preparation.
- _____ Prepare a minimum of 2 **rainy day lessons** that correspond to the unit and teach to the objectives. These should be detailed, so you can use them at a moment's notice. These can be used for not only "rainy" days, but also for classes when the teaching time or space has been "usurped" for school pictures, assemblies, and the like.

Weeks 4-5:

- _____ Student teachers should be responsible for teaching of **all classes**.
- _____ Student teacher must teach the **units** as prepared and approved.
- _____ *Week 4:* complete **mid term evaluation forms** (self, cooperating teacher and university supervisor)
- _____ *Week 4:* **Video tape** yourself one day in each class. Review, and set goals based upon this review.
- _____ Complete a minimum of one **formal assessment**, and one **informal assessment**.
- _____ Continue **teaching, and reflecting** on your teaching.

Weeks 6-7:

- _____ Complete **final evaluations** during last week (self, cooperating teacher, university supervisor.)
- _____ Complete written **assessment of units**. Record and give feedback to students, and records to cooperating teacher.
- _____ Complete **evaluation of students** on your units.
- _____ Bring **portfolio** up to date, including unit plans, weekly evaluations, daily evaluations, copies of your e-journals, photos, lessons, handouts, etc.
- _____ Contact your **next placement teacher** (2nd placement only) and schedule a meeting.
- _____ Find a way to **say good-bye** to students. (This is especially critical for elementary grades.)
- _____ **Three-way conference** held toward end of last week. Go over final evaluations.
- _____ Write **thank-you notes** to your teacher, school administrator, and appropriate individuals.
- _____ Turn in copies of all **evaluations** to your university supervisor, AND the seminar teacher.
- _____ Leave behind materials, grade reports, keys, and other materials for the cooperating teacher to resume their duties.

Other responsibilities throughout the experience:

- Apply the standard of behavior and dress consistent with school, university, and community requirements.
- Maintain confidentiality by discussing information about students and colleagues only with a professional setting.
- Follow policies and procedures established by the school regarding hours, discipline, and student safety.
- Participate in school functions, meetings, conferences, and activities as deemed appropriate by the cooperating teacher, and university faculty.
- Maintain your professional membership in state (RIAPERD) and national associations (AAHPERD).
- Complete RI Professional Teacher Standard requirements by submitting acceptable products to include:
 - Review of 1 videotaped lesson using a Flip camera
 - Formal lessons observed by university and cooperating teachers.
 - Formal and informal assessment of learning
- Attend ALL seminars, on time, and prepared for discussion and activities.
- Reflect regularly on your teaching, the school environment, and ways to enhance your professionalism.
- **COMMUNICATON:** The student teacher should communicate openly and regularly with the university supervisor about any problems related to the student teaching experiences. Also, open communication is necessary during each seminar. Active participation and early communication serves to avoid many problems, and solve many others, which occur during this critical time.

Student Teaching Portfolio

The student teacher will submit an electronic portfolio via a flash drive for the elementary and secondary student teaching placements and will contribute to it throughout the student teacher experience. Each electronic portfolio will include:

- School Context statement (i.e., information about the school)
- Summary of the student teaching experience
- Printed e-journals
- Typed lesson and unit plans
- Philosophy of teaching physical education
- Copies of formal and informal assessment instruments and products (without names) (cognitive, affective, psychomotor)
- Observations of at least 2 classes/ lessons *other than your cooperating teacher*
- Copies of all formal daily, weekly, midterm and final evaluations
- Reflection from video-taped lesson
- White paper from seminar (only in secondary portfolio)

APPENDIX A

HPE Curriculum

The overall curriculum for students in HPE program, as well as other pre-service programs in the School of Education, includes: a general education component in the liberal arts and sciences; a sound background in 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
- age appropriate planning for the delivery of physical education content
- 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

APPENDIX B

Core Beliefs about Physical Education and Education as a Profession

The University of Rhode Island's HPE Program is affiliated with the URI School of Education, and subscribes to its beliefs about education which serve as a guide to the career-long process of becoming a master teacher. We focus on teaching students professional skills, knowledge, and values reflected in these qualities:

- Intellectual competence
- Communication competence
- Interest in life-long learning
- Respect for diversity
- Reflective and critical decision-making skills
- Pedagogical skills
- Understanding of and respect for learners
- Comprehension of democratic principles and philosophies
- Commitment to professional activities.

APPENDIX C

NASPE Teacher Standards

The HPE program subscribes to the professional standards and content guidelines established by the National Association of Sport and Physical Education (NASPE) and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). These standards recognize that the Physically Educated person:

- Demonstrates competency in many movement forms and proficiency in a few movement forms
- Applies movement concepts and principles to the learning and development of motor skills
- Exhibits a physically active lifestyle
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal and social behavior in physical activity settings
- Demonstrates an understanding of and respect for differences among people in physical activity settings
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. (An in-depth explanation of these standards appears in Appendix A of this handbook.)

APPENDIX D

Rhode Island Professional Teacher Standards

The Rhode Island Professional Teacher Standards (RIPTS), revised in 2007, focus upon the principles, skills, behaviors, and knowledge to which each teacher must subscribe to create and maintain a professional environment for our children to grow and develop into lifelong learners. HPE student teachers are expected to strive toward competency in these standards, and should incorporate them into their planning and teaching.

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

Teachers...

- 1.1 know their discipline/content areas and understand how knowledge in their discipline/content area is created, organized, linked to other disciplines, and applied beyond the school setting
- 1.2 reflect a variety of academic, social, and cultural experiences in their teaching
- 1.3 use a broad content knowledge base sufficient to create interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement
- 1.4 exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students
- 1.5 facilitate student involvement in the school and wider communities

2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.

Teachers...

- 2.1 know their discipline/content areas and understand how knowledge in their discipline/content area is created, organized, linked to other disciplines, and applied beyond the school setting
- 2.2 design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island's learning standards
- 2.3 select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas
- 2.4 engage students in a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help all students develop conceptual understanding
- 2.5 represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives

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

Teachers...

- 3.1 understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning
- 3.2 design instruction that meets the current cognitive, social and personal needs of their students
- 3.3 create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class

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.

Teachers...

- 4.1 design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning
- 4.2 use their understanding of students (e.g., individual interests, prior learning, cultural background, native language, and experiences) to create connections between the subject matter and student experiences
- 4.3 seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students where appropriate
- 4.4 make appropriate accommodations and modifications for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plans (PLP's), or other approved school-based individualized learning plans (ILP's)

5. Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.

Teachers...

- 5.1 design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills
- 5.2 pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives
- 5.3 make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem
- 5.4 engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence
- 5.5 use tasks that engage students in exploration, discovery, and hands-on activities

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

Teachers...

- 6.1 use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained
- 6.2 establish a safe, secure and nurturing learning environment that supports the active engagement of all students
- 6.3 provide and structure the time necessary to explore important concepts and ideas
- 6.4 help students establish a classroom environment characterized by mutual respect and intellectual risk-taking
- 6.5 create learning groups in which all students learn to work collaboratively and independently
- 6.6 communicate clear expectations for achievement that allow all students to take responsibility and advocate for their own learning

7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.

Teachers...

- 7.1 work collaboratively with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement
- 7.2 develop relationships with students and their families to support learning
- 7.3 understand the role of community agencies in supporting schools and work collaboratively with them as appropriate

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

Teachers...

- 8.1 use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering, counter examples) to engage students in learning
- 8.2 use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote student learning
- 8.3 use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom and the school
- 8.4 emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction
- 8.5 seek knowledge of and demonstrate sensitivity to the particular communication needs of all students

9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

Teachers...

- 9.1 select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessments
- 9.2 identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted
- 9.3 systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement
- 9.4 provide students with opportunities and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning
- 9.5 use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals
- 9.6 maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues
- 9.7 use information from their assessment of students to reflect on their own teaching, to modify their instruction and to help establish professional development goals

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

Teachers...

- 10.1 solicit feedback from students, families, and colleagues to reflect on and improve their own teaching
- 10.2 explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning
- 10.3 take responsibility for their own professional development and improvement of their students' learning by participating in workshops, courses, or other individual and collaborative professional development activities that support their plans for continued development as teachers
- 10.4 take responsibility for learning about and implementing federal, state, district and school initiatives to improve teaching and learning

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

Teachers...

- 11.1 maintain standards that require them to act in the best interests and needs of students
- 11.2 follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families
- 11.3 follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities

11.4 interact with students, colleagues, parents, and others in a professional manner that is fair and equitable

11.5 are guided by codes of professional conduct adopted by their professional organizations

APPENDIX E

Rhode Island Physical Education Teacher Standards

The Rhode Island Physical Education Teacher Standards (RIPETS) focus upon the principles, skills, behaviors, and knowledge to which each a physical education teacher in Rhode Island must subscribe to create and maintain a professional environment for our children to grow and develop into lifelong learners. HPE student teachers are expected to strive toward competency in these standards, and should incorporate them into their planning and teaching.

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Understands the implications of and the benefits derived from involvement in physical activity.
- Applies physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.
- Demonstrates responsible personal and social behavior in physical activity settings.
- Understands that internal and external environments influence physical activity.

APPENDIX F

Rhode Island Health Educational Framework

The Rhode Island Health Educational Framework provides district curriculum committees with a resource to help them develop, evaluate, revise and improve existing health education curricula. It links health education to other education reform efforts which seek to improve teaching and learning and contribute to high levels of achievement for all students. The seven RI standards for health education state what all RI students should know and be able to do as a result of K-12 health education.

Standard One - Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life.

Standard Two - Students will demonstrate the ability to access valid health information and health-promoting products and services.

Standard Three - Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Standard Four - Students will analyze the influence of culture, media, technology and other factors on health.

Standard Five - Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard Six - Students will demonstrate the ability to use goal-setting and decision-making to enhance health.

Standard Seven - Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

APPENDIX G
DAILY EVALUATION OF STUDENT TEACHER
BY COOPERATING TEACHER

URI Student Teacher Daily Observation Evaluation
Evaluated by Cooperating Teacher

Student: _____ **Date:** _____

Cooperating Teacher: _____ **Date:** _____

1. What aspects of the lesson were most effective in helping students to learn? Least effective aspects?

2. What changes did the student teacher make during his/her lesson to enhance his/her students' learning?

3. What did the student teacher observe about his/her students' behavior during the lesson (e.g., did the students listen to directions, were they on task, did they get bored, did they laugh, etc.)?

4. If the student teacher taught this lesson again later in the day, what would suggest he/she do differently?

APPENDIX H

**WEEKLY OBSERVATION OF STUDENT TEACHER
BY COOPERATING TEACHER**

URI Student Teacher Weekly Observation Evaluation Evaluated by Cooperating Teacher

Student Teacher: _____

Cooperating Teacher: _____

Use the following rubric as a guide for all indicators.

0-Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
<p>Not present</p> <p>The student teacher does not include the indicator in his/her planning, action, or reflection.</p>	<p>Elements of the indicator are clearly present but are partially or ineffectively carried out.</p> <p>The candidate may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners</p>	<p>Elements of the Indicator are of good Quality, but there is Room for improvement</p> <p>The candidate demonstrate methods and skills Needed to meet the needs of most learners.</p>	<p>High quality of the Indicator.</p> <p>The candidate know And consistently Demonstrates the methods, skills, and strategies needed to students' diverse needs and interests.</p>

Planning indicators

Rating

- | | |
|--|--------|
| 1. The design of the lesson demonstrates careful planning and organization, From appropriate set induction to closure. | _____1 |
| 2. Lesson objectives are measureable and observable. | _____2 |
| 3. The lesson plan objectives are aligned with appropriate standards. | _____3 |
| 4. The lesson design demonstrates an accurate understanding of content | _____4 |
| 5. The lesson is designed to engage students in meaningful instructional tasks Related to content. | _____5 |
| 6. The lesson is designed to be student-centered, task advantage of students' Curiosity, and be highly engaging. | _____6 |
| 7. Formative and/summative assessments are aligned with objectives. | _____7 |
| 8. The lesson incorporates a sensitivity to the diversity of the class. | _____8 |

Implementation indicators

- | | |
|--|--------|
| 1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson. | _____1 |
| 2. The teacher candidate attends to individual student needs, including | |