

PETE Handbook

*“Guiding young people in the process of
developing sound minds and bodies
through lifetime physical activity.”*



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Teacher Education Department
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Introduction and Overview

Purpose of this Handbook

The purpose of this Physical Education Teacher Education (PETE) Handbook is to provide you with information that will help you be prepared and make the most of your BYU education. The guidelines stated in this handbook are in effect immediately for all students enrolled in the PETE Program. The handbook is divided into three sections:

- Introduction and Overview
- Curriculum
- Important Forms

Underpinning this handbook and at the foundation of the philosophy of education in the department is this principle: ***You are responsible for your education.*** Although we, as faculty, obviously have a large influence on the quality of your educational experience, *you are ultimately responsible for how much you learn.* We encourage and expect you to do more than “play the game of getting grades.” We want you to learn. If you wish to be a successful teacher/coach, you will need to learn for the rest of your life.

Everything in this handbook is important; please read it carefully. If there is a change in the program, we will provide updates as necessary. We are happy you are interested in physical education—it is a distinguished and honorable profession. We look forward to helping you obtain a first-class education.

PETE Mission Statement

“Guiding young people in the process of
developing sound minds and bodies
through lifetime physical activity.”

Overview of the PETE Program

The Physical Education Teacher Education (PETE) program is designed to provide each student with the necessary content knowledge and instructional skills to become a certified physical educator and coach using an innovative approach based on the latest research and creative thinking. Core courses are taught in conjunction with pedagogy (teaching methods) courses permitting you to see the application to



teaching. You will learn to perform a variety of sport, dance, and recreation activities. You will have practical field experiences in teaching and coaching children and adolescents. Please note that there are several courses that are required each semester as they must be taken in a certain order (see the Schedule of Classes on pp. 9-11). The program culminates in a semester of student teaching. Program graduates are licensed to teach K–12 students and also obtain a coaching credential. Students who are interested in the program should meet with the PETE Program Coordinator and Education Advisement Center (350 MCKB) in September of their sophomore year. Students must complete the online

application at <https://mylink.byu.edu/home>. Applications and entrance requirements must be completed by **March 1** for **Fall semester**. You will need to order a teaching uniform at this time.

Where Do I Go for Help?

Questions about individual classes should be addressed by the professor who teaches that class. The following areas refer you to specific individuals.

PETE Program Coordinator: Carol Wilkinson (422-8779)
Carol_wilkinson@byu.edu

Student Teaching: Todd Pennington (422-2335)
Todd_pennington@byu.edu

Advisement: Brandan Beerli (422-3426)
Brandan_beerli@byu.edu

Coaching: Marie Bone (422-3255)
Mbone56@msn.com

PETE Faculty



David Barney

249G SFH
422-6477
PETE 364



Todd Pennington

249E SFH
422-2335
Student Teaching
PETE 231, PETE 300, PETE 276, PETE 476R

Keven Prusak

249H SFH
422-1560
PETE 231,
PETE 301,
PETE 341



Carol Wilkinson

249D SFH
422-8779
PETE Program Coordinator
PETE 231, EXSC 302, PETE 377

Maria Zanandrea

249B SFH
422-7947
PETE 230,
PETE
330R,
PETE 274,
PETE 461



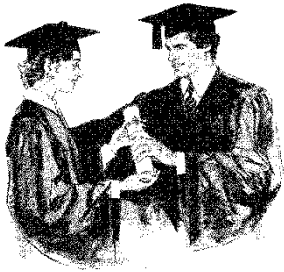
PETE Program Policies

1. Be on time to all classes and events.
2. Wear appropriate PETE uniform when teaching
 - White polo official PETE shirt
 - Athletic shoes and socks
3. Eat and drink beverages only outside the instructional setting.
4. Strictly adhere to all University Standards.
5. Purchase specific professional books as listed on course outlines each semester to be used throughout your PETE experience and throughout your career.
6. Accept responsibility for assignments not completed and expectations not met. When you are ill, assignments should be turned in on time by someone else.
7. Be prepared to teach in a variety of school sites around the valley; student teaching may be in Utah Valley and Salt Lake Valley. You will need to drive or share a ride with other members of the class.
8. Student teaching assignments are made through Todd Pennington. You must follow procedure and not try to set this up on your own.
9. All classes must be completed prior to student teaching.
10. The coaching internship needs to be pre-approved through Marie Bone mbone56@msn.com (249F SFH) and must be completed prior to student teaching.
11. The national PRAXIS exam must be taken in your major and minor during the semester before you do your student teaching. Additional information is available on http://education.byu.edu/ess/praxis_info.html.

Competency and Professionalism

Academic Criteria

Students in the PETE Program are required to maintain the BYU academic requirement or they will be placed on probation.



Teaching Criteria

Students in the PETE program must maintain a major GPA of 3.00 or higher. If you receive a grade below C in any of your program classes, you will need to re-take the course.

Professionalism

One of the key factors to becoming a master teacher is how one behaves in responsibilities outside of the teaching setting. This attribute of professionalism is demonstrated by but not limited to the following behaviors. Students:

- Attend class on time and are prepared for class each day
- Turn in written work on time
- Actively participate in class
- Prepare lesson plans well ahead of deadlines allowing supervisors' feedback
- Support fellow PETE students in their development, respect others' opinions
- Set an example of the BYU Honor code dress and grooming standards both on campus and in teaching experiences off campus
- Demonstrate respect for instructors by sharing concerns and conflicts in private.



Fees (all fees are subject to change)

One-Time and Yearly Fees

First Semester

Uniform	\$110.00	
Fingerprinting and Background Check	\$40.00	USOE Registration (<i>good for 3 years</i>)
	\$10.00	Fingerprinting fee

Before Student Teaching

Student Teaching License fee	\$ 30.00	
PRAXIS national certification exam	\$120.00	per test
	\$150.00	World Language exam (Foreign Language Teaching minors)

(To be certified in both your major and your minor, you would pay for each exam. If you fail an exam, you would pay to retake the exam.)

After Student Teaching

Initial license fee (Level 1 – 3 years) \$ 60.00

Schedule of Classes (effective Fall 2017)

Prerequisite (PRIOR to applying for Program)	3.0 Credit Hours
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Required (must be passed before beginning program):

3.0	NDFS 100	Essentials of Human Nutrition
3.0	SFL 210	Human Development

3.0 TOTAL

***The PETE 330R class and PETE 430 must be taken before PETE 399-Coaching Internship.**

Available Classes	Spring	6.0 Credit Hours
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Suggested:

1.0	EXSC 302	Philosophical and Ethical Issues in Exercise Sciences
3.0	EXSC 320	Basic Athletic Training
.5	EXSC 321	Basic Athletic Training Lab

OR Any GE classes
Any teaching minor classes

4.5 TOTAL

Available Classes	Summer
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Any GE classes
Any teaching minor classes

FALL 1

16.5 Credit Hours**Required** (must be taken this semester):

- | | | |
|-----|----------|--|
| 2.0 | PETE 230 | K–12 Physical Activities Skills and Content 1 (only offered Fall) |
| 3.0 | PETE 274 | Fundamental Skills and Teaching Methods for Elementary PE (only offered Fall) |
| 1.0 | IP&T 371 | Integrating K-12 Educational Technology 1 (PETE majors section) |

Suggested:

- | | | |
|-----|-----------|--|
| 2.0 | PETE 300 | Advocacy for Physical Education (only offered Fall) |
| 1.0 | EXSC 302 | Philosophical and Ethical Issues in Exercise Sciences |
| 2.0 | PETE 364 | Scientific Bases of Sport 1: Motor Learning |
| 0.5 | STAC 191 | Weight Training |
| 2.0 | PETE 430 | Principles of Coaching |
| 2.0 | PETE 330R | Coaching Selective Sports |

(One class from the following needs to be taken: STAC 107 Pilates, 108 Zumba, 109 Yoga, 110 Indoor Cycling, 125 Flexibility, 141 Martial Arts, 155 Self-Defense, 171/172 Swimming)
0.5 credit hours

16.0 TOTAL

WINTER 1

15.0 Credit Hours**Required** (must be taken this semester):

- | | | |
|-----|-----------|--|
| 2.0 | PETE 231 | K–12 Physical Activities Skills and Content 2 (only offered Winter) |
| 3.0 | PETE 276R | Exploration of Teaching (prereqs: PETE 230, PETE 274) (only offered Winter) |
| 1.0 | IP&T 372 | Integrating K-12 Educational Technology 2 (PETE section) |

Suggested:

- | | | |
|-----|-----------|---|
| 2.0 | PETE 301 | K–12 Healthy and Active Lifestyle Management (only offered Winter) |
| 2.0 | PETE 366 | Exercise Physiology for Physical Educators |
| 3.0 | PETE 461 | Adapted and Multicultural Physical Education for Teaching Majors |
| 2.0 | PETE 330R | Coaching Selected Sports (if not taken yet) |

15.0 TOTAL

FALL 2

13.0 Credit Hours**Required** (must be taken this semester)

- 3.0 PETE 377* Secondary Practicum (**prereqs: PETE 231 and PETE 276R**
(**prereqs: PETE 230 and PETE 274**) (only offered Fall)
- 2.0 RECM 123 Introduction to Outdoor Recreation (PETE majors section)
- 1.0 IP&T 373 Teaching in K-12 Online and Blended Learning Context

Suggested:

- 1.0 PETE 399R Coaching Internship
- 2.0 SC ED 350 Adolescent Development in an Education Context
(PETE 276 pre-requisite may be taken currently)
- 2.0 SC ED 353 Multicultural Education for Secondary Education
- 2.0 CPSE 402 Educating Students with Disabilities in Secondary Classrooms

13.0**TOTAL**

***Do not register for a class MW 8:00–9:00a during this semester, as time will be needed to travel to the public schools for this class.**

Make sure ALL classes (including General Education classes and Minor classes) are completed before student teaching!

WINTER 2

12.0 Credit Hours

Suggested:

- 12.0 PETE 476R Student Teaching

Teaching Evaluation Rubric

SCORE	CATEGORY	DESCRIPTION
0	No evidence	<p>Lesson plan: no plan or poor ideas, too brief, doesn't follow plan</p> <p>Management: doesn't maintain students' attention, formations and transitions poorly organized or take too long, no signals, safety not considered</p> <p>Instruction: teacher talk shows lack of confidence, not motivating, no anticipatory set, no or poor demos, no or poor cues, inappropriate drills, no feedback, no closure</p>
1	Some evidence	<p>Lesson plan: ideas are basic, usually follows plan</p> <p>Management: some of the time; maintains students' attention, formations and transitions are well-organized, states and uses signals, safety considered</p> <p>Instruction: some of the time: teacher is confident and motivating, gives a good anticipatory set, demos, and cues, appropriate game-like drills, good individual and class feedback, motivating closure</p>
2	Substantial evidence	<p>Lesson plan: good ideas and detail, follows plan</p> <p>Management: most of the time: maintains students' attention, formations and transitions are well-designed and quick, signals stated and well-used, safety considered.</p> <p>Instruction: most of the time: teacher is confident and motivating, gives a good anticipatory set, demos, and cues, appropriate game-like drills, good individual and class feedback, motivating closure</p>
3	High level of evidence	<p>Lesson plan: excellent ideas and detail, follows plan, adapts as necessary</p> <p>Management: always maintains students' attention, formations and transitions are well-designed and quick, signals indicated and well-used, safety considered.</p> <p>Instruction: teacher is always extremely confident and motivating, excellent anticipatory set, demos, and cues, appropriate game-like drills, excellent individual and class feedback, motivating closure</p>

PETE Program Evaluation

EXEMPLARY	EFFECTIVE	NEEDS IMPROVEMENT	UNSATISFACTORY	<i>Last Name</i>	<i>First Name</i>	<i>Initial</i>	
				<i>Major Emphasis</i>		<i>Minor</i>	
				<i>Supervisor</i>		<i>Evaluation Date</i>	
				<i>Student's Semester/Year in PETE</i>		<i>Semester</i>	<i>Year</i>
				TEACHING AND MANAGEMENT TECHNIQUES AND PERSONAL AND PROFESSIONAL SKILLS			COMMENTS
				1. Appropriate management skills			
				2. Effective presentation skills			
				3. Evidence of preparation and planning			
				4. Comprehensive knowledge of subject matter			
				5. Effective demonstration of skills			
				6. Provides for student differences			
				7. Uses whole model of instruction			
				8. Techniques used match experience level of students			
				9. Creates a positive learning environment			
				10. Concerned for health and safety of students			
				11. Demonstrates care of room and equipment			
				12. Course work and assignments are on time and appropriate			
				13. Adheres to school and PETE standards, policies, and procedures			
				14. Communicates effectively with students, peers, and parents			
				15. Demonstrates appropriate dress and professional attitude			
				16. Exhibits evidence of professional ethics and growth			

GOALS	NEEDS IMPROVEMENT

Recommendation

- Educator to be retained in the PETE Program
- Educator to be placed on probation
- Educator to be dismissed from the PETE Program

This evaluation shall be periodic (in accordance with established guidelines), fair, objective, and consistent.

Signature of Evaluator

Title

Date

I was given a copy of the evaluation document and guidelines at the beginning of the school year. The evaluator notified me at that time of his/her expectations and method of evaluation.

- Yes No

-
- I agree with the evaluation
 - I disagree with the evaluation

Should I disagree with the evaluation, I may write a letter of rebuttal stating my disagreement within ten days of the date of my signature below and submit it to the Pedagogy faculty.

Signature of Educator

Date

PETE 276R and PETE 377
Physical Education Teacher Evaluation

<i>Name</i>		NO EVIDENCE	SOME EVIDENCE	SUBSTANTIAL EVIDENCE	HIGH LEVEL OF EVIDENCE
<i>Evaluator</i>					
<i>Date</i>	<i>Score</i>				
1.	Class rules stated	0	1	2	3
<i>Comments</i>					
2.	Lesson Plan	0	1	2	3
<i>Comments</i>					
3.	Anticipatory Set / Objectives stated	0	1	2	3
<i>Comments</i>					
4.	Appearance / Professional Attitude	0	1	2	3
<i>Comments</i>					
5.	Voice (loud enough, overuse of "OK")	0	1	2	3
<i>Comments</i>					
6.	Signals/Whistle	0	1	2	3
<i>Comments</i>					
7.	Enthusiastic/Motivating	0	1	2	3
<i>Comments</i>					
8.	Confidence/Rapport	0	1	2	3
<i>Comments</i>					
9.	Demo specific skills at least 3 times so all can see	0	1	2	3

<i>Comments</i>				
10. Teaching cues were effective (no more than three), preferably one at a time	0	1	2	3
<i>Comments</i>				
11. Organizational scheme (Formations & Transitions), Safety plan evident	0	1	2	3
<i>Comments</i>				
12. Equipment prepared, distributed, used, and collected efficiently	0	1	2	3
<i>Comments</i>				
13. Control of students was maintained and rules enforced	0	1	2	3
<i>Comments</i>				
14. Practice was structured and specific correlations (feedback) were given while circulating throughout the class (Quality of drills)	0	1	2	3
<i>Comments</i>				
15. Teaches from 'outside in' and students maximally involved	0	1	2	3
<i>Comments</i>				
16. Class was regrouped, common faults were noted, and relevant cues reemphasized	0	1	2	3
<i>Comments</i>				
17. There was meaningful culminating activity and closure (class ended on time)	0	1	2	3
<i>Comments</i>				

PETE 274 / PETE 276 / PETE 377
Physical Education Self-Evaluation

<i>Name</i>	
<i>Evaluator</i>	
<i>Date</i>	<i>Score</i>
1. What is your overall reaction to the lesson? How do you feel about the students, you as a teacher, and other parts of the lesson?	

2. Did you accomplish your objective/s with the students? Yes No If you did, provide specific evidence.

3. What were your teacher goals. Did you accomplish them? Yes No If you did, provide specific evidence.

4. State what changes you will make next time in terms of yourself and how you work with students.
--

5. Can you think of anything you would like to tell about your teaching and/or the students you taught?

Please use other side if necessary

Lesson Plan

<i>Activity</i>	<i>Date</i>	<i>Pre-Assessment</i>	<i>Name</i>
Objectives:	Assessment of Objectives:	<i>No. of Students:</i>	
1. _____	1. _____	<i>Equipment needed:</i>	
2. _____	2. _____	<i>Play space needed:</i>	
3. _____	3. _____	<i>Special markings:</i>	
Sources of information:			

TIME	TEACHING & LEARNING EXPERIENCES	STUDENT-TEACHER ORGANIZATION FORMATIONS	DESCRIPTION OF SKILLS & ACTIVITIES	TEACHING CUES	SAFETY & MOTIVATION

Closure					

Graduation and Senior Exit Interview

Congratulations! You are about to graduate! We hope that your time at the University and in the Teacher Education Department's PETE Program has enriched your life and has assisted you in reaching some of your life goals.

The PETE Program wants to receive some feedback from graduating students about their experience as a major in the Teacher Education Department.

Contact Education Advisement Center (350 MCKB) to apply for graduation. An advisor will review your records to make sure all the requirements necessary to complete the major and graduate have or will be fulfilled. If there are any discrepancies in your records which may prevent you from graduating, discuss them with the advisor in Education Student Services. We suggest that you do this early enough so that if there are problems with requirements, there will be time to find a solution before graduation. Make sure that you take a current grade report with you when you meet with your advisor. Once you have applied for graduation and your records have been reviewed, complete the online Department Survey for graduating seniors (a link will be e-mailed to you). This is a requirement for graduation.

Those of us in the PETE Program feel that it has been a privilege to have been a part of your BYU experience. We wish you the very best in all your future endeavors.