

NATIONAL STANDARDS FOR INITIAL PHYSICAL EDUCATION TEACHER EDUCATION (2008) **NATIONAL ASSOCIATION FOR SPORT AND PHYSICAL EDUCATION (NASPE)**

The Beginning Physical Education Teacher standards describe the knowledge, skills, and dispositions of an entry-level physical education teacher. Outcomes with acceptable and target levels are described for each standard. In essence, beginning teachers of physical education should meet standards at acceptable, if not target, levels. Beginning Physical Education Teachers must possess knowledge, performance, and dispositional characteristics necessary to positively influence, generate, or facilitate student learning in physical education.

Standard 1: Scientific and Theoretical Knowledge Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Elements – Teacher candidates will:

- 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.
- 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.
- 1.4 Identify historical, philosophical and social perspectives of physical education issues and legislation.
- 1.5 Analyze and correct critical elements of motor skills and performance concepts.

Standard 2: Skill-Based and Fitness-Based Competence* Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

Elements – Teacher candidates will:

- 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
 - 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.
 - 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.
- * Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to use a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).

Standard 3: Planning and Implementation Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

Elements – Teacher candidates will:

- 3.1 Design and implement short- and long-term plans that are linked to program and instructional goals, as well as a variety of student needs.
- 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and /or national standards.
- 3.3 Design and implement content that is aligned with lesson objectives.

- 3.4 Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
- 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
- 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4: Instructional Delivery and Management Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Elements – Teacher candidates will:

- 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- 4.2 Implement effective demonstrations, explanations and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
- 4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation.
- 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
- 4.5 Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.
- 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5: Impact on Student Learning Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.

Elements – Teacher candidates will:

- 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
- 5.2 Use appropriate assessments to evaluate student learning before, during and after instruction.
- 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning and instructional goals and decisions.

Standard 6: Professionalism Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Elements – Teacher candidates will:

- 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
- 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
- 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- 6.4 Communicate in ways that convey respect and sensitivity.

NEW YORK STATE PROFESSIONAL PREPARATIONS STANDARDS FOR HEALTH EDUCATION

Standard 1: Beginning health teachers must be able to identify and use the three NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences and the eight National Health Education Standards to enhance students' learning and achievement in health education.

Standard 2: Beginning health teachers must be able to identify and use resources including technology for accessing timely and accurate information about health problems affecting children and adolescents and for accessing other health-related information.

Standard 3: Beginning health teachers must be able to identify and access research-based and/or validated school health education programs and materials that have proven effective in promoting changes in students' knowledge, beliefs, skills, and/or behaviors.

Standard 4: Beginning health teachers must be able to identify and use a range of health education strategies to improve students' learning about health including, but not limited to, developing rubrics, using various kinds of authentic assessments; and implementing skills training learning activities in areas such as: resisting social pressures, communication, conflict resolution, goal-setting, and decision-making.

Standard 5: Beginning health teachers must be able to analyze and critically evaluate the health education literature describing contemporary programs, projects, and materials.

Standard 6: Beginning health teachers must be able to identify and analyze ethical issues that may arise in school health education, and develop a rationale for how each issue should be addressed.

Standard 7: Beginning health teachers must be able to recognize signs and symptoms of students who may be experiencing problems associated with substance abuse; maltreatment; mental or physical health problems; or other similar problems; and recommend appropriate referrals for services.

Standard 8: Beginning health teachers must be able to identify, comprehend and apply key health education content, theories and concepts for developing teaching and learning experiences.