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2008 National Initial Physical Education Teacher Education Standards

These standards are intended to describe the minimal competencies expected of a beginning physical education teacher. Even experienced physical educators, however, can continually refresh their professional development by reviewing the standards and elements and evaluating their knowledge, skills and dispositions at the acceptable and target levels.

Note: Throughout the standards, elements and rubrics that follow, the term ***teacher candidate(s)*** refers to pre-service teachers in an initial preparation program.

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- 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.

* To avoid 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 instruction 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 Use the reflective cycle to implement change in teacher performance, student learning and/or instruction goals and decisions.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions that are 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.