

Bachelor of Arts in Physical Education (BAPE)

*The BAPE degree is an externally accredited degree program. The department of Movement Studies and Wellness Education utilizes the **National Standards for Beginning Physical Education Teachers** as identified by the **National Association for Sport and Physical Education (NASPE)**, the **National Health Education Standards** as identified by the **American Association for Health Education (AAHE)**, with both recognized by the **National Council for the Accreditation of Teacher Education (NCATE)** and aligned to the **Washington State Essential Academic Learning Requirements in Health and Fitness**. The alignment of these outcomes with the BAPE curriculum and the MSWE department learning objectives is available. Multiple classroom based assessments are employed throughout the program and program assessments include a comprehensive documented evidence portfolio, performance pedagogy assessment, the final oral portfolio defense and exit interview.*

NASPE/NCATE National Standards for Beginning Physical Education Teachers

Standard 1: Content Knowledge

Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

This standard represents the discipline specific content and skill knowledge necessary to provide curriculum and instruction related to NASPE K-12 Content Standards 1-4. To meet this standard, institutions will document assessment activities that include motor skills, content knowledge in sub-disciplines, and the application of disciplinary content to teaching.

Outcomes - Teacher candidates will:

- 1.1 Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning.
- 1.2 Demonstrate competent motor skill performance in a variety of physical activities.
- 1.3 Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).
- 1.4 Describe and apply biophysical (anatomical, physiological, and biomechanical) and social-psychological concepts to skillful movement, physical activity, and fitness.
- 1.5 Understand and debate current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives.
- 1.6 Demonstrate knowledge of approved state and national content standards, and local program goals.

Standard 2: Growth and Development.

Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

The focus of this standard is the application of growth and development concepts to creating learning experiences. Teacher candidates will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental levels.

Outcomes - Teacher candidates will:

- 2.1 Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.
- 2.2 Understand the biological, psychological, sociological, experiential, and environmental factors (e.g. neurological development, physique, gender, socio-economic status) that influence developmental readiness to learn and refine movement skills.
- 2.3 Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.

Standard 3: Diverse Students.

Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.

Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse students, and that will enable students to develop qualities of respect and responsibility as defined in NASPE K-12 Content Standards 5-6.

Outcomes - Teacher candidates will:

- 3.1 Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).
- 3.2 Use appropriate services and resources to meet diverse learning needs.

Standard 4: Management and Motivation.

Physical education teachers use 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.

This standard is concerned with teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students. Teacher candidates whose performance is acceptable will be effective in helping students develop behaviors related to respect, responsibility, and enjoyment of physical activity (NASPE K-12 Content Standards 5-7).

Outcomes - Teacher candidates will:

- 4.1 Use managerial routines that create smoothly functioning learning experiences and environments.
- 4.2 Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.
- 4.3 Use a variety of developmentally appropriate practices to motivate students to participate in physical activity in and out of the school.
- 4.4 Use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.
- 4.5 Develop an effective behavior management plan.

Standard 5: Communication.

Physical education teachers use knowledge of effective verbal, nonverbal, and media

communication techniques to enhance learning and engagement in physical activity settings.

Teacher candidates demonstrate sensitivity to all students, and model appropriate behavior.

Outcomes - Teacher candidates will:

- 5.1 Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, nonverbal communication).
- 5.2 Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).
- 5.3 Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).
- 5.4 Describe and implement strategies to enhance communication among students in physical activity settings.

Standard 6: Planning and Instruction.

Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.

This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills.

Outcomes - Teacher candidates will:

- 6.1 Identify, develop, and implement appropriate program and instructional goals.
- 6.2 Develop long and short-term plans that are linked to both program and instructional goals, and student needs.
- 6.3 Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.
- 6.4 Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.
- 6.5 Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.
- 6.6 Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.
- 6.7 Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.
- 6.8 Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.
- 6.9 Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.
- 6.10 Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).

Standard 7: Student Assessment.

Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.

Outcomes - Teacher candidates will:

- 7.1 Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.
- 7.2 Use a variety of appropriate authentic and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).
- 7.3 Involve students in self and peer assessment.
- 7.4 Interpret and use learning and performance data to make informed curricular and/or instructional decisions.

Standard 8: Reflection.

Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.

This standard can be met through evidence that demonstrates effective self-reflection on the part of teacher candidates.

Outcomes - Teacher candidates will:

- 8.1 Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.
- 8.2 Use available resources (e.g., colleagues, literature, professional organizations) to develop as a reflective professional.
- 8.3 Construct a plan for continued professional growth based on the assessment of personal teaching performance.

Standard 9: Technology.

Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

The intent of this standard is to ensure that teacher candidates develop knowledge of and ability to implement current technologies in order to enhance learning.

Outcomes – Teacher candidates will:

- 9.1 Demonstrate knowledge of current technologies and their application in physical education.
- 9.2 Design, develop, and implement student learning activities that integrate information technology.
- 9.3 Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Standard 10: Collaboration.

Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

This standard encompasses teacher candidates' opportunities to interact and advocate for physical activity both in school and the larger community. Inclusion of learning experiences that involve teacher candidates with community agencies would be appropriate.

Outcomes - Teacher candidates will:

- 10.1 Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.
- 10.2 Actively participate in the professional physical education community (e.g., local, state, district, national) and within the broader education field.
- 10.3 Identify and actively seek community resources to enhance physical activity opportunities.
- 10.4 Establish productive relationships with parents/guardians and school colleagues, to support student growth and well-being.

AAHE/NCATE Health Education Standards and Key Elements

Standard I: Candidates assess individual and community needs for health education.

Key Element A: Candidates obtain health-related data about social and cultural environments, growth and development factors, needs, and interests of students.

Key Element B: Candidates distinguish between behaviors that foster and those that hinder well-being.

Key Element C: Candidates determine health education needs based on observed and obtained data.

Standard II: Candidates plan effective health education programs.

Key Element A: Candidates recruit school and community representatives to support and assist in program planning.

Key Element B: Candidates develop a logical scope and sequence plan for a health education program.

Key Element C: Candidates formulate appropriate and measurable learner objectives.

Key Element D: Candidates design educational strategies consistent with specified learner objectives.

Standard III: Candidates implement health education programs.

Key Element A: Candidates analyze factors affecting the successful implementation of health education and Coordinated School Health Programs (CSHPs).

Key Element B: Candidates select resources and media best suited to implement program plans for diverse learners.

Key Element C: Candidates exhibit competence in carrying out planned programs.

Key Element D: Candidates monitor educational programs, adjusting objectives and instructional strategies as necessary

Standard IV: Candidates evaluate the effectiveness of coordinated school health programs.

Key Element A: Candidates develop plans to assess student achievement of program objectives.

Key Element B: Candidates carry out evaluation plans.

Key Element C: Candidates interpret results of program evaluation.

Key Element D: Candidates infer implications of evaluation findings for future program planning.

Standard V: Candidates coordinate provision of health education programs and services.

Key Element A: Candidates develop a plan for coordinating health education with other components of a school health program.

Key Element B: Candidates demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff.

Key Element C: Candidates formulate practical modes of collaboration among health educators in all settings and other school and community health professionals.

Key Element D: Candidates organize professional development programs for teachers, other school personnel, community members, and other interested individuals.

Standard VI: Candidates act as a resource person in health education.

Key Element A: Candidates utilize computerized health information retrieval systems effectively.

Key Element B: Candidates establish effective consultative relationships with those requesting assistance in solving health-related problems.

Key Element C: Candidates interpret and respond to requests for health information.

Key Element D: Candidates select effective educational resource materials for dissemination.

Standard VII: Candidates communicate health and health education needs, concerns, and resources.

Key Element A: Candidates interpret concepts, purposes, and theories of health education.

Key Element B: Candidates predict the impact of societal value systems on health education programs.

Key Element C: Candidates select a variety of communication methods and techniques in providing health information.

Key Element D: Candidates foster communication between health care providers and consumers.