

# PHYSICAL EDUCATION STANDARDS

## The Candidate:

### DIVERSITY & POSITIVE TRANSFORMATION

**Disciplinary Foundations (SOE).** Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology, history, philosophy, psychology, and sociology of education.).

**Transformation (SOE).** Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

**Identity Development (SOE).** Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

**Understanding Differences (SOE).** Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

### MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

**Human Development (IPTS 2).** Understands how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social, and emotional development.

#### *Scientific & Theoretical Knowledge*

**Physiology & Biomechanics (IPTS 2 NASPE 1.1).** Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

**Motor Learning (IPTS 1, 2 ISBE PE 1, 2, 3 NASPE 1.2).** Describes and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.

**Motor Development (IPTS 1, 2 ISBE PE 1, 2, 3 NASPE 1.3).** Describes and applies motor development theory and principles related to skillful movement, physical activity, and fitness

**Foundational Perspectives (IPTS 1 ISBE PE 8, 9, 12 NASPE 1.4).** Identifies historical, philosophical, and social perspectives of physical education issues and legislation

**Motor Skills (IPTS 1 ISBE PE 1, 3, 4 NASPE 1.5).** Analyzes and corrects critical elements of motor skills and performance concepts.

#### *Skill & Fitness Based Competence*

**Personal Competence (ISBE PE 1 NASPE 2.1).** Demonstrates personal competence in motor skill performance for a variety of physical activities and movement patterns

**Personal Fitness (ISBE PE 1 NASPE 2.2).** Achieves and maintains a health-enhancing level of fitness throughout the program

**Skilled Performance (ISBE PE 1 NASPE 1.1 NASPE 2.3).** Demonstrates performance concepts related to skillful movement in a variety of physical activities

### *Planning & Implementation*

**Short & Long-Term Plans (IPTS 4 NASPE 3.1).** Designs and implements short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

**Planning Goals & Objectives (IPTS 4 NASPE 3.2).** Develops and implements appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.

**Planning Lesson Content (IPTS 4 NASPE 3.3).** Designs and implements content that is aligned with lesson objectives.

**Planning & Managing Resources (IPTS 4 NASPE 3.4).** Plan for and manage resources to provide active, fair, and equitable learning experiences.

**Planning Adaptations for Diverse Learners (IPTS 3, 4 NASPE 3.5).** Plans and adapts instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

**Planning Progressive, Sequential Instruction (IPTS 4 NASPE 3.6).** Plans and implements progressive and sequential instruction that addresses the diverse needs of all students

**Planning for Technology (IPTS 4 NASPE 3.7).** Demonstrates knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives

### *Instructional Delivery & Management*

**Communication Skills (IPTS 7 NASPE 4.1).** Demonstrates effective verbal and non-verbal communication skills across a variety of instructional formats.

**Delivering Instruction (IPTS 6 ISBE PE 5, 6, 7, 10 NASPE 4.2).** Implements effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

**Providing Feedback (IPTS 6 NASPE 4.3).** Provides effective instructional feedback for skill acquisition, student learning, and motivation.

**Adjusting Instruction (IPTS 6 NASPE 4.4).** Recognizes the changing dynamics of the environment and adjust instructional tasks based on student responses.

**Managing the Environment (IPTS 5 NASPE 4.5).** Uses managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.

**Managing Student Behaviors (IPTS 5 NASPE 4.6).** Implements strategies to help students demonstrates responsible personal and social behaviors in a productive learning environment.

***Positive Impact on Student Learning***

**Measuring Student Achievement (IPTS 8 NASPE 5.1).** Selects or creates appropriate assessments that will measure student achievement of goals and objectives.

**Evaluating Student Learning (IPTS 8 NASPE 5.2).** Uses appropriate assessments to evaluate student learning before, during, and after instruction.

**Reflecting on Student Achievement (IPTS 8) NASPE 5.3.** Uses the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

**Emergencies (ISBE PE 11).** Uses the knowledge related to first and CPR to respond appropriately to emergency situations in a school environment.

**Disabilities (ISBE core).** Implements appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

**Technology I (ISBE core).** As appropriate for the discipline, enables students to learn about and to use technology.

**Technology II (ISBE core).** Understands and uses technology to enhance his/her teaching

**Language Arts: Literacy Techniques & Strategies (ISBE Core LA 1).** Knows a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline

**Language Arts: Modeling Literacy Skills (ISBE Core LA 2).** Models effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities

**Language Arts: Instruction &Improvement (ISBE Core LA 3).** Provides a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills

**PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING**

**Commitment to Student Learning ( NASPE 6.1).** Demonstrates behaviors that are consistent with the belief that all students can become physically educated individuals. .

**Collaboration & Professional Development ( IPTS 9, 10 NASPE 6.2).** Participate in activities that enhance collaboration and lead to professional growth and development.

**Professionalism ( IPTS 11 NASPE 6.3).** Demonstrates behaviors that are consistent with the professional ethics of highly qualified teachers.

**Respect for Diversity ( NASPE 6.4).** Communicates in ways that convey respect and sensitivity