**New/Revised Program**

**HEALTH/PHYSICAL Education**

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| **INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:****(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)****Please check the area below that applies:*** 1. New program to Educator Preparation Unit [ ]
	2. Program previously determined not recognized [ ]
	3. Program previously dropped or put on hiatus [ ]
	4. Program previously determined recognized with conditions by a SPA with conditions other than data [ ]
	5. Program resubmitting for initial approval due to revised standards [ ]
	6. Program resubmitting due to significant changes within the program [ ]
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**Review Criteria**

* Program alignment to standards

**Recognition Decisions**

* **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
* **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

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| **1.** | **University:** |  |
| **2.** | **Program Name:** |  |
| **3.** | **Program Compiler:** |  |
| **4.** | **Date of Submission:** |  |

# 5. Accredited Educator preparation Providers seeking to add a new program to current certification offerings must submit the following documentation:

[ ]  Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.

[ ]  Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

**6. all programs should attach the following items:**

[ ]  Program Plan of Study that provides:

* Coursework required of all candidates
* Clear information about the sequence in which candidates take courses
* Description of required field experiences/student teaching to include number of hours
* Documentation of PPAT implementation

# 7. identify the courses (from the plan of study) and course descriptions that address the standards in the chart below:

| **Standard** | **Course(s)** | **Course Description(s)** |
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| **1.1** Teacher candidates will describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness. |  |  |
| **1.2** Teacher candidates will describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness. |  |  |
| **1.3** Teacher candidates will describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness. |  |  |
| **1.4** Teacher candidates will identify historical, philosophical, and social perspectives of physical education issues and legislation. |  |  |
| **1.5** Teacher candidates will 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.*** |
| **2.1** Teacher candidates will demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns. |  |  |
| **2.2** Teacher candidates will achieve and maintain a health-enhancing level of fitness throughout the program. |  |  |
| **2.3** Teacher candidates will demonstrate performance concepts related to skillful movement in a variety of physical activities. |  |  |
| ***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.*** |
| **3.1** Teacher candidates will 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** Teacher candidates will develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards. |  |  |
| **3.3** Teacher candidates will design and implement content that is aligned with lesson objectives. |  |  |
| **3.4** Teacher candidates will plan for and manage resources to provide active, fair, and equitable learning experiences. |  |  |
| **3.5** Teacher candidates will plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. |  |  |
| **3.6** Teacher candidates will plan and implement progressive and sequential instruction that addresses the diverse needs of all students. |  |  |
| **3.7** Teacher candidates will 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.*** |
| **4.1** Teacher candidates will demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats. |  |  |
| **4.2** Teacher candidates will implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences. |  |  |
| **4.3** Teacher candidates will provide effective instructional feedback for skill acquisition, student learning, and motivation. |  |  |
| **4.4** Teacher candidates will recognize the changing dynamics of the environment and adjust instructional tasks based on student responses. |  |  |
| **4.5** Teacher candidates will utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment. |  |  |
| **4.6** Teacher candidates will 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 utilize assessments and reflection to foster student learning and inform instructional decisions.*** |
| **5.1** Teacher candidates will select or create appropriate assessments that will measure student achievement of goals and objectives. |  |  |
| **5.2** Teacher candidates will use appropriate assessments to evaluate student learning before, during, and after instruction. |  |  |
| **5.3** Teacher candidates will utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions. |  |  |
| ***Standard 6: Professionalism******Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.*** |
| **6.1** Teacher candidates will demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals. |  |  |
| **6.2** Teacher candidates will participate in activities that enhance collaboration and lead to professional growth and development. |  |  |
| **6.3** Teacher candidates will demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers. |  |  |
| **6.4** Teacher candidates will communicate in ways that convey respect and sensitivity. |  |  |