**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 |

**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. |  |  |