National Standards
For Initial Physical Education Teacher Education (2017)

SHAPE America – Society of Health and Physical Educators

Standard 1. Content and Foundational Knowledge
Physical education candidates[1] demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Components

Candidates will:

1.a Describe and apply common content knowledge for teaching preK-12 physical education.

1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.

1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.

1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.

1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.

1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.

[1] Throughout this document, the term *candidate* refers to an individual in a preparation program, and the term *student* refers to a preK-12 pupil or learner.

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Standard 2. Skillfulness and Health-Related Fitness[2]
Physical education candidates are physically literate individuals who can demonstrate skillful performance[3] in physical education content areas and health-enhancing levels of fitness.

Components

Candidates will:

2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).

2.b Achieve and maintain a health-enhancing level of fitness throughout the program.

Standard 3. Planning and Implementation
Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

Components

Candidates will:

3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.

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[2] To assist individuals with special needs achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to help candidates demonstrate skillful performance (e.g., modified or adapted equipment, augmented communication devices, multimedia devices) and fitness (e.g., weight programs, exercise logs).

[3] S*killful performance:* A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.

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Standard 3. Planning and Implementation *(Cont.)*

3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.

3.c Plan for and manage resources to provide active, fair and equitable learning experiences.

3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).

3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4. Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

Components

Candidates will:

4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.

4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.

4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.

4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.

4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

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Standard 5. Assessment of Student Learning
Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

Components

Candidates will:

5.a Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.

5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.

5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6. Professional Responsibility
Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Components

Candidates will:

6.a Engage in behavior that reflects professional ethics, practice and cultural competence.

6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.

6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

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