

ADVANCED STANDARDS FOR PHYSICAL EDUCATION (2008) INTRODUCTION

This document is organized into four distinct sections: an introduction; the 2008 Advanced Standards for Physical Education, descriptive explanations, and rubrics; the reference list; and glossary of terms used. Each section contributes to the understanding of the 2008 Advanced Standards and their use in the review of advanced programs in physical education teacher education.

The descriptive explanation associated with each standard provides the context and rationale for selection of the skills, knowledge, and performances that are envisioned as characteristics of a knowledgeable masters degree candidate. The rubrics were developed from this supporting narrative. Thus, a thorough understanding of the explanation is necessary for understanding the concise language of the rubrics.

Revision of the 2001 Advanced Standards

In summer 2006 NASPE appointed a task force to revise the 2001 Advanced Standards for Physical Education. These standards are used in the NASPE/NCATE accreditation process to review advanced level (i.e., masters degree, post initial licensure) programs. In institutions where a masters degree program is designed for initial preparation and licensure or certification to teach, the NASPE Initial PETE Standards should be used for accreditation review. In cases where the advanced degree is in kinesiology, curriculum and instruction, or education in general rather than physical education pedagogy, the institution should carefully consider whether a review under these Advanced Standards is appropriate.

Guiding Principles

NASPE identified four fundamental beliefs that serve as the guiding principles for the creation and organization of the standards and for development of the rubrics that describe unacceptable, acceptable, and target performance levels.

Focus on Learning Rather Than Teaching. These standards and rubrics represent a belief in an approach to teaching (and to the evaluation of teaching) that focuses on learner outcomes and experiences rather than on what the teacher candidate does (Hargreaves & Fink, 2006; Huba & Freed, 2000; National Council for Accreditation of Teacher Education, 2008). The desired result of this type of teaching in physical education is an individual who is empowered to take control of and responsibility for his/her own ability to create a healthy active lifestyle. Critical components that distinguish acceptable and target performance levels include the ability to differentiate instruction for individual students and to include students in making decisions about their learning in ways that are developmentally appropriate. Therefore, acceptable level descriptors, particularly for Standards 1 and 2, represent generalized pedagogical content knowledge and effective instructional practice that accommodates individual differences. Target level descriptors go further in recognizing and capitalizing on the unique characteristics, needs, and contributions of individuals.

This focus on learning applies to teachers as well as to students, as the revised Advanced Standards clearly reflect the notion that advanced teachers are, and must be, learners themselves. As Easton (2008) notes,

“It is clearer today than ever that educators need to learn, and that’s why *professional learning* has replaced *professional development*. Developing is not enough. Educators must be knowledgeable and wise. They must know enough in order to change. They must change in order to get different results. They must become learners, and they must be *self-developing*” (p. 756).

Thus these Advanced Standards do not prescribe courses and experiences for advanced candidates or for their continued learning. Instead the focus is on what they learn and how they apply their knowledge to enhance the learning of others.

Integrated Knowledge Base. Closely linked to the outcomes-based approach is the belief that an advanced candidate must possess an integrated body of knowledge and skills. The importance of an integrated knowledge base is clearly supported by seminal works in the identification and development of teaching expertise (Berliner 1994; Clark and Peterson 1986). Moreover, this notion is firmly underpinned by Shulman’s (2004a, 2004b) definition of pedagogical content knowledge (PCK) as the teachers’ knowledge of and skill for “representing and formulating the subject that make it comprehensible to others” (p. 203). He further contends the acquisition of PCK is dependent on two main elements: (a) a deep and broad knowledge of content and how it is learned (*Professional Knowledge*), and (b) the ability to help students learn specific information through understanding why the learners find those topics difficult (*Professional Practice*). This integration of content and pedagogical knowledge results in and contributes to the development, application, and communication of a teacher candidate’s PCK, which, in turn, advances a teacher candidate’s expertise and enhances student learning.

Importance of Inquiry. Another key belief imbedded in these standards and rubrics is the importance and value of inquiry. While reflective practice is considered appropriate and adequate for initial educators, those who have completed a graduate degree program are held to a higher standard. They are expected to examine their practice in a more systematic and formal way, reflecting completion of a masters degree as well as demonstrating their skills as master teachers. Shulman (2004c) writes that if teaching excellence is truly to develop, inquiry into one’s own teaching is essential for practitioners. Descriptors of acceptable performance in Standard 2 identify regular and systematic analysis of one’s own practice; target performance extends inquiry to the level of testing hypotheses (through interpretive or positivist approaches) and generating new knowledge that can be shared with the professional community.

Role of Leadership. Conducting inquiry into one’s own or others’ practice and sharing the results lead naturally into the role of professional leader. Being a professional leader means participating in a community of scholars and mandates that advanced teachers “not only investigate teaching” but be “teachers under investigation” (Shulman, 2004c, p. 296). Thus, the integrated knowledge base described above must also include the skills, knowledge, and disposition to inquire about teaching (*Professional Knowledge*) as well as to contribute to the professional learning of others for the sake of advancement of the

profession (*Professional Leadership*), and, ultimately, for the benefit of students (*Professional Practice*).

Scope/Delimitations of the Advanced Standards

Standard 1 – Professional Knowledge. The question of what constitutes the content knowledge necessary for effective teaching in physical education continues to be debated (e.g., Rink, 2007). Meeting the Initial Standards for Physical Education ensures that candidates have a foundational knowledge of both movement and pedagogy drawn from the fields of kinesiology, education, and psychology. At the advanced level, it is not enough to simply ‘add more’ knowledge in these areas. It is critical that candidates find new and meaningful ways to use their existing knowledge (Rink, French, Solmon, & Lynn, 1994) and/or make new connections within existing knowledge in order to gain understanding of how to apply their knowledge to physical education teaching. Additionally, candidates must acquire knowledge and skill related to inquiry in the field, which in turn will assist them in accessing, analyzing, and integrating knowledge. Because of the breadth of content knowledge required for physical education teaching and differences in philosophical approaches to physical education, no specific courses or number of content or research courses are prescribed in the Advanced Standards.

Standard 2 – Professional Practice. These Advanced Standards are purposely written in a way that requires candidates to demonstrate their ability to integrate and apply the skills, knowledge, and dispositions acquired in both their initial and advanced preparation programs rather than to demonstrate isolated techniques to meet discrete standards for each aspect of the teaching/learning process. Instead of requiring programs to teach specific techniques (such as the use of technology) or concepts (such as knowledge of specific instructional models), the appropriate use and integration of such techniques and concepts to enhance student learning is what is important. Assessment of candidates’ knowledge of good practice serves as evidence for Standard 1; assessment of their ability to integrate and implement effective, appropriate knowledge and practices provides evidence for Standard 2.

Standard 3 – Professional Leadership. On-going professional learning lies at the heart of becoming an advanced teacher leader. However, the advanced standards and rubrics do not include expectations of membership in professional organizations or participation in professional conferences. This is not meant to minimize the value of such activities, but rather to shift the focus to the impact of such activities on practice. It also reflects the practical difficulties involved in requiring memberships or conference attendance as criteria for program review. Because these opportunities may not be available to all candidates in advanced programs, they are not specifically addressed in rubrics for this standard. Programs that do have such opportunities available to their candidates and who assess this type of engagement may include those results in their sources of evidence.

Assumptions about Candidates and Programs

These Advanced Standards assume that candidates entering graduate programs already possess the basic knowledge, skills, and dispositions expected of a licensed educator. It is the responsibility of the institution to assure that candidates already possess initial

certification or licensure in physical education upon admission to the advanced program. Institutions that admit candidates who possess certification or licensure to teach physical education but do not possess all the skills, knowledge, and dispositions reflected in the Initial Standards must provide opportunities for candidates to acquire them or they will not have the knowledge and skill underpinnings required to meet the Advanced Standards at the “acceptable” performance levels.

Because development of advanced competencies requires opportunities to implement and apply knowledge, skills, and dispositions, advanced programs are expected to provide appropriate field or clinical settings in which candidates work directly with children and other education professionals. For candidates who are concurrently employed as physical educators, their work settings will generally provide an appropriate context for development and demonstration of advanced knowledge, skills, and dispositions.

The provision of opportunities to develop and demonstrate teaching skills in authentic settings is especially important for those candidates who enter advanced programs without prior teaching experience. The ‘wisdom of practice’ does not necessarily come quickly. Understanding the nuances of teaching and learning usually comes as “slow knowing” (Hargreaves & Fink, 2006, p. 43) from processing experiences over time. Programs are responsible for deciding what qualifications are required for acceptance into their programs as well as for the content and sequence of the program itself. Therefore, they must assess applicants’ potential for developing to the advanced level within the length and context of their programs, particularly for those who are not experienced teachers.

Relationship to Initial Standards

As these standards were crafted, NASPE considered the composition and direction of the proposed revisions to the Initial Standards as requisite proficiencies upon which to build the Advanced Standards. Thus, the Advanced Standards represent the next step on the continuum of teacher development.

For the most part, performance at the acceptable (or even target) level on the Initial Standards may be considered below acceptable on the Advanced Standards. The goal of the Advanced Standards is to set acceptable and target performance levels from which candidates emerge as competent, confident, and knowledgeable professional teacher leaders of physical education. Having acquired in their initial program the basic technical skills of teaching coupled with solid, foundational knowledge of movement and pedagogy, masters-level candidates are challenged to form connections among deeper understandings of the knowledge bases; represent and communicate content through meaningful, integrated instruction; and develop a professional identity emanating from rich and varied leadership experiences. The Advanced Standards differ from the Initial in three principal ways: (a) the expectation that systematic inquiry becomes a sustained and trusted practice for evaluating and improving teaching and learning, (b) planning, teaching, and assessment become interwoven into a single, simultaneous process that results in instruction tailored to the needs of all learners, and (c) the benefits of

professional development extend beyond one's own practice for the betterment of others and improvement of the profession as a whole.

Relationship to 2001 Advanced Standards

At first glance the proposed Advanced Standards appear to differ greatly from the 2001 Advanced Standards (National Association for Sport and Physical Education, 2001). However, a closer examination reveals that the differences are not so great. While the number of standards has dropped from nine to three, the rigor and expectations have not. The concepts of the 2001 Advanced Standards have been reconceptualized, rewritten, expanded, and woven into three comprehensive and focused standards that are soundly connected. The new Standard 1 – Professional Knowledge encompasses (and expands upon) the previous standards of Content Knowledge, Curricular Knowledge, and Methods of Inquiry. The new Standard 2 – Professional Practice includes (and integrates) Sound Teaching Practices; Assessment; and Equity, Fairness, and Diversity along with Reflection. The new Standard 3 – Professional Leadership comprises Collaboration, Reflection, Leadership, and Professionalism; Mentoring; and High Expectations for a Physically Active Lifestyle.

Just as the Advanced Standards are intended to present a continuation from the Initial Standards, there is a progression within the proposed new Advanced Standards. Professional Knowledge serves as a necessary foundation. However, the importance of that content knowledge is in its application to Professional Practice. But even highly effective individual practice is not considered adequate at the advanced level. Professional Leadership identifies expectations for using advanced skills, knowledge, and dispositions to advance the practice of others and the profession as a whole.

Meeting the Standards

Programs must demonstrate that their candidates meet all elements because the standards and elements are inextricably linked. To meet the standard holistically without meeting every element is impossible. Only when all elements are met, can a program be assured that its graduates are truly advanced physical education teachers.

It is recommended that programs use multiple sources of evidence to demonstrate achievement and those assessments serve as sources of evidence for more than one standard. For example, assessment of a thesis, creative component, or action research project might possibly be used as evidence for all three standards: the application of content knowledge to practice, the types and effectiveness of instructional strategies used in teaching, and dissemination of findings through presentation or publication. The onus is on the program to show how such a study serves as evidence for each standard. However, this one source of evidence alone would not be adequate to satisfy all standards and all elements.

The rubrics presented for reviewing advanced programs identify three levels of performance: unacceptable, acceptable, and target. The skills, knowledge, and dispositions identified as 'unacceptable' are believed to represent practice that is below that expected of advanced candidates. Acceptable performance is considered the

minimum level necessary to meet a standard. Target is the desired performance level. Candidates meeting an element at the target level must also meet the element at the acceptable level. Programs should strive to have their candidates achieve target level performance. However, this may be difficult for candidates who enter advanced programs without prior teaching experience.

STANDARDS, DESCRIPTIVE EXPLANATIONS, AND RUBRICS

Standard 1: Professional Knowledge. Advanced physical education teacher candidates (AC) come to understand disciplinary content knowledge, understand how that knowledge applies to the teaching of physical education, and understand modes of inquiry that form the bases for physical education programs and instruction.

Content Knowledge

Content knowledge in physical education teacher education derives from knowledge of movement and knowledge of pedagogy. Knowledge of movement includes mastery of movement forms (e.g., games, sports, dance, aquatics, leisure activities) and information from kinesiology-related areas (e.g., exercise physiology, biomechanics, sport psychology/sociology, motor learning). Knowledge of pedagogy derives from education (e.g., education foundations, instructional technology, general methods) and psychology (e.g., child development, cognitive psychology). Advanced physical education teachers possess breadth and depth of content knowledge (Schempp et al., 1998). Research on teaching in general, and specifically in physical education, indicates that a profound content knowledge base is at the core of good teaching (Schempp et al., 1998) and is essential to the teacher's ability to enhance student learning (Rovegno, 1995). Advanced teachers view physical education content as more than physically active motor play and the related knowledge about these activities. In addition to continually updating and expanding their knowledge of movement forms, advanced teachers differ from initial level teachers in their ability to find new and meaningful ways to use their existing knowledge (Rink et al., 1994) of movement forms to achieve student outcomes beyond just skill acquisition. Advanced teachers have a deep understanding of the content and are able to draw upon this knowledge to enhance the overall development of students (Manross & Templeton, 1997).

It is understood that even experts do not know everything about their field. Therefore, candidates should not be expected to have deep knowledge or mastery in all aspects of movement and pedagogy, but should be well versed in several. What is essential is that these candidates know how to relate their content knowledge to the teaching of physical education.

Developing Pedagogical Content Knowledge

Recognizing that excellent teaching results from the nexus of content and pedagogical knowledge, accomplished physical education teachers present the content to their learners so that learners comprehend the subject matter (Shulman, 2004d; Rink, 2007; Griffin, Dodds, & Rovegno, 1996). This blending of content and pedagogical knowledge is widely known as pedagogical content knowledge or PCK (Shulman, 2004a). PCK enables teachers to predict and identify barriers to student learning and “provide remedies to overcome student difficulties” (Schempp et al., 1998, p. 353). Advanced teachers also know that classrooms are filled with an increasingly diverse student population representing a variety of contexts and settings. It is not enough to design instruction to address the general characteristics of students. Instruction must be tailored to the variations in ability and background presented by the learners and in the learning context

(Shulman, 2004b). Thus, it is imperative that advanced candidates know how to combine content and pedagogical knowledge to make physical education meaningful for all students.

Creating New Knowledge

Possessing content knowledge is necessary but not sufficient to be successful and advanced teachers know this (Dodds, 1994). These teachers seek, reflect on, analyze, synthesize, create, and disseminate the best available knowledge on physical education content and pedagogy to teach and to improve their teaching practice over time (Shulman, 2004c). Knowing how to do this enables a teacher to “review, renew, and extend” (O’Sullivan & Deglau, 2006, p. 441) his or her commitment to teaching. As lifelong learners, advanced teachers use technology or other relevant tools to locate research reports, conceptual articles, websites, and other resources that are pertinent to their teaching and learning. They then organize, analyze, and interpret the information so that they can apply their findings to their teaching.

Advanced teachers design formal or informal, brief or extensive, classroom-based or school-wide research focused on meaningful aspects of teaching and learning. Inquiry knowledge and skills are applied to assessment of student learning. Inquiry is also used to enhance and extend the teacher candidate’s content and pedagogical knowledge and their understanding of diverse learners’ growth and development to enhance the learning environment for all students. Knowledge of how to systematically formulate a research question, gather and interpret data to answer the question, and communicate the findings to appropriate audiences is essential (Shulman, 2004c). Thus, advanced candidates are expected to know how to utilize a range of research and assessment methods from both positivist and interpretive paradigms.

Standard 1: Professional Knowledge. Advanced physical education teacher candidates (AC) come to understand disciplinary content knowledge, understand how that knowledge applies to the teaching of physical education, and understand modes of inquiry that form the bases for physical education programs and instruction.

Element	Unacceptable	Acceptable	Target
1A. Knowledge of content in movement and pedagogy	AC has broad understanding of movement or pedagogy. Or, understands both without knowing how they relate to learning and teaching in physical education.	AC has a depth of understanding in several aspects of both movement and pedagogy and can explain how they relate to learning and teaching in physical education.	AC synthesizes concepts from multiple aspects of both movement and pedagogy and can articulate how this information applies to specific students and contexts.
Element	Unacceptable	Acceptable	Target
1B. Knowledge of how to represent content knowledge to make it comprehensible to learners (i.e., pedagogical content knowledge)	AC knows that the integration of content and pedagogy is central to learning and teaching in physical education.	AC knows how to transform the content into understandable forms adapted to general learner characteristics.	AC knows how to transform the content into understandable forms tailored to the variations in ability and background presented by the learners and the learning context.
Element	Unacceptable	Acceptable	Target
1C. Knowledge of processes and methods of systematic intentional inquiry about learning and teaching in physical education	AC has general understanding of systematic inquiry, takes research findings at face value, and tries to apply them to learning and teaching in physical education.	AC has a thorough understanding of multiple modes of inquiry and can critique, synthesize, and apply research findings to learning and teaching in physical education.	AC identifies pertinent questions about learning and teaching in physical education, as well as designs processes for collecting, analyzing, and interpreting data to answer those questions.

Standard 2: Professional Practice. Advanced physical education candidates use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.

Goals of Teaching in Physical Education

The essence of teaching is facilitating and enhancing the growth and development of others. The ultimate goal of teaching is to provide learning experiences that benefit the psychomotor, cognitive, and affective development of learners (NASPE 2007) and prepare them for their role as active members of a democratic society. Teaching in physical education specifically seeks to enhance student learning and development in a movement environment in schools. The intent of instruction in physical education is two-fold: (a) to enable students to acquire movement skills and knowledge and (b) to develop the skills necessary to take control of their own learning and decision making (Mosston & Ashworth, 2002). These outcomes prepare them to achieve and maintain healthy, active lifestyles so that they are willing, able, and interested in seeking a lifetime of physical activity (NASPE 2007).

Alignment of Planning, Instruction, and Assessment

Advanced teachers integrate and apply content knowledge and pedagogical knowledge (i.e., PCK) to the design, implementation, and evaluation of lessons and units of instruction appropriate for specific students in a given context. Planning, instruction, assessment, and reflection are viewed as inseparable components of an integrated process and are aligned with desired goals and objectives to make learning purposeful and meaningful for students. Advanced teachers take this approach a step further by engaging the learner in the process of identifying personally relevant goals and activities in a developmentally appropriate manner. Thus learning experiences are also aligned with specific learner needs and preferences. In addition to planning and implementing learning experiences to achieve short-term (daily and/or unit) outcomes, advanced teachers also apply these principles to the achievement of long-term outcomes and goals through curriculum and program development.

Differentiation of Instruction

Advanced teachers recognize both the general progression of learning in the subject/skill area as well as individual variations in progress toward achieving desired outcomes. They connect learning experiences to learners' prior knowledge and experience and tailor instruction to specific learner needs (Shulman, 2004b). This attention to student diversity refers not only to those with conditions typically referred to as disabilities, but also to other forms of diversity within the general population. Multiple representations of the content (which may include the use of instructional technologies) and a range of learning experiences are included within a lesson or unit in order to address the range of needs of the learners. In addition, advanced teachers encourage/empower learners to monitor their own learning and needs as well as to seek experiences/solutions that are relevant to them. Thus critical thinking and problem solving become part of learner development.

Investigation of Practice

Advanced teachers go beyond informal reflection to review and analyze the effect and effectiveness of their practice, including curriculum, instructional strategies, and assessment, as well as their interaction with and understanding of their students. They apply their knowledge of modes of inquiry to the conduct of systematic inquiry: formulating questions, gathering and analyzing information, and using the results to improve practice (Shulman, 2004c). Advanced teachers extend this process by engaging students in inquiry.

Standard 2: Professional Practice. Advanced physical education candidates use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.

Element	Unacceptable	Acceptable	Target
2A. Teaching reflects understanding and application of content knowledge and pedagogical content knowledge appropriate to the learners, the learning environment, and long- and short-term outcomes/goals	AC demonstrates through planning and/or instruction limited or shallow understanding of content knowledge and PCK appropriate for the specific learners, context, and/or long- and short-term outcomes/goals. Or, planning and/or instruction reveal gaps or misunderstandings in content knowledge or PCK.	AC demonstrates through planning and/or instruction accurate and sufficient content knowledge and PCK appropriate for the specific learners, context, and long- and short-term outcomes/goals.	AC demonstrates through planning and/or instruction a deep understanding of content knowledge and PCK as well as articulating a rationale for instructional choices. Or, discovers opportunities to refine or develop new understandings that add to the professional body of knowledge.
Element	Unacceptable	Acceptable	Target
2B. Teaching reflects integration of planning, instruction, and assessment as a unified process to achieve long- and short-term outcomes/goals	AC aligns some but not all of the components of the learning cycle (planning, instruction, assessment, and reflection) with the other components, learner needs, and/or long- and short-term outcomes/goals. Or, teaching deviates from planned activities so that desired goals are not assessed or achieved.	AC uses knowledge of learners' current level of progress in achieving desired outcomes/goals (results of prior assessment) to design and carry out appropriate sequential learning experiences and instructional activities, and to assess learner progress and/or achievement. The results of this latter assessment are then used to further design or modify and carry out future learning experiences.	AC uses learners' prior knowledge and personal history (e.g., language, culture, family, and community) to plan, implement, and assess meaningful learning experiences. AC engages learners in the process of defining long- and short-term outcomes/goals, designing or choosing learning experiences, and monitoring their own learning in ways that are developmentally appropriate.

Standard 2 (continued)

Element	Unacceptable	Acceptable	Target
2C. Teaching reflects differentiation of instruction based on personal and cultural characteristics of learners	AC provides the same learning experiences for all learners regardless of their personal strengths, characteristics, and/or experience. Or, the range of learner characteristics and needs exceeds the multiple learning experiences provided.	AC uses multiple representations and explanations of concepts, a variety of appropriate learning tasks and structures, and a variety of assessment strategies in order to design and/or adapt instruction to meet the current needs of individual learners.	AC establishes a learning environment that respects and celebrates learners' diverse experiences and approaches to learning. AC uses multiple strategies to engage learners in appropriate opportunities that promote the development of performance capabilities, critical thinking skills, and/or the ability to recognize their own needs and seek experiences to meet those needs.
Element	Unacceptable	Acceptable	Target
2D. Teaching reflects systematic inquiry about their practice and the learners they serve	AC places responsibility on learners for failure to achieve desired outcomes. And/Or, the reflective cycle and assessment are too shallow to provide insight about ways to improve practice.	AC regularly and systematically analyzes the effectiveness of instruction on learner engagement and progress in meeting short- and long-term goals. AC takes responsibility for using this information to modify instruction and develop professional learning goals and plans.	AC engages learners in the process of analyzing teaching effectiveness and learning and uses the results of systematic analysis to test hypotheses and generate knowledge according to the methods of inquiry and standards of evidence used in physical education.

Standard 3: Professional Leadership. Advanced physical education candidates are continuous, collaborative learners who further their own professional learning and use their abilities to contribute to the profession.

Leadership

Leadership in the broad sense is about renewing a culture of learning and improvement at all levels of the school's organizational structure through inquiry, professional learning communities, involvement in school decision-making, and professional learning networks (Hargreaves & Fink, 2006). The ultimate goal of learning among professionals is to “continuously seek, share learning, and act on that learning” (Hord, 1997, p. 1) for the benefit of students. Easton (2008) prefers the term professional *learning* to professional *training* or *development* to describe what educators must be about if changes in schools are to meet their increasingly urgent needs, or as she says, “how teachers change the way they work as a result of their learning” (Easton, 2008, p. 758). Building a culture of learning is characterized by inquiry and reflection in an on-going collaborative environment where teachers learn from each other, take part in school-based conversations, think differently about leadership and governance, “...about data collection and use, about appropriate learning activities, about evaluation of professional learning, about role changes and – ultimately – about cultural changes that both promote and result from learning” (Easton, 2008, p. 756).

Extending and Sharing Knowledge

Teacher-to-teacher communication about teaching and learning is a powerful source of professional learning and instructional improvement (Sparks, 2003). Communication may begin as reflective practice that engages teachers in dialog about their own craft with trusted colleagues. Advanced teachers, on the other hand, extend the reflective process to a level whereby they critically examine assumptions and practices through formal inquiry (Ferraro, 2000). Inquiry becomes a process originating at the bottom, within schools, “with educators identifying what students need and so what they themselves need to learn” (Easton, 2008, p. 758). It stimulates constant questioning and seeking answers about student work, teacher practices, assessments, organizational structures, and content in a supportive, collegial environment that honors the contributions of school staff members along with educators.

Advanced teachers seize opportunities to grow toward greater professionalism by working with students and teachers as facilitators, mentors, and/or coaches, or collaborating with colleagues on school improvement teams and committees (Easton, 2008; Hargreaves & Fink, 2006; Mihans, 2008). Often, these endeavors lead to initiatives such as offering advice to a new colleague, trying out a new technique with students, modeling effective professional practice, or taking an action research approach toward solving a real classroom issue or school problem. In this sense, one practices leadership as an activity while in the role of teacher, thereby breaking with the traditional notion that leadership is expressed only by those in formalized administrative positions (Spillane, 2006).

Ongoing Development

The goal of practicing leadership that puts student learning at the core of teaching becomes possible when teachers, parents, communities, and administrators participate together to cultivate an environment of sustainable school leadership. The emergent practice becomes the formation of positive connections that focus on deep learning by all for the ultimate benefit to students. Advanced teachers advocate and practice sustainable leadership by: (a) making learning paramount in all leadership activity, (b) making learning transparent among all educators in the school, (c) demonstrating evidence-informed leadership through active inquiry into learning, and (d) modeling deep and broad adult learning in their own leadership development and in the kinds of staff development offered to others (Hargreaves & Fink, 2006). In this way, leadership becomes a distributed or shared process that gives importance to the interactions one develops with others and champions such roles as coaching and mentoring (Easton, 2008; Mihans, 2008). Advanced teachers who demonstrate professional leadership are essential to the perpetuation and advancement of physical education and professional learning in the schools.

Standard 3: Professional Leadership. Advanced physical education candidates are continuous, collaborative learners who further their own professional development and use their abilities to contribute to the profession.

Element	Unacceptable	Acceptable	Target
3A. Conducts inquiry into professional knowledge and practice and communicates results of inquiry to the profession and community	AC assesses teaching by thoughtfully considering own practice in relationship to successful practitioners. Results from reflection may be used to improve instruction but are not disseminated to or shared with others.	AC conducts inquiry into professional knowledge and practice. AC shares professional knowledge with colleagues and/or community.	AC questions professional knowledge and practice by conducting formal inquiry into teaching and learning. AC seeks formal means of sharing findings with the profession as a whole and/or advocating for instructional and school improvement.
Element	Unacceptable	Acceptable	Target
3B. Continues personal development through contributions to the growth and professional learning of others	AC participates in professional learning opportunities for personal benefit.	AC contributes to the improvement of peers', colleagues', or others' practice that leads to the professional learning of all involved.	AC contributes to the development of all involved through sustained formal curricular and/or instructional support to fellow professionals by serving as a mentor, instructional coach, or in other leadership roles.

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GLOSSARY OF TERMS

The purpose of this glossary is to define terms used in the 2008 Advanced Standards for Physical Education Teacher Education that may or may not be in the NCATE glossary.

Notes:

1. The reader of this document should become thoroughly familiar with the Glossary of NCATE Terms as found in the NCATE Unit Standards in *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*, found at <http://www.ncate.org/public/glossary.asp?ch=4>. The following Glossary of Terms is supplemental and specific to the NASPE Advanced PETE Standards 2008.
2. As per SASB Guidelines (October 2004 edition, p. 4), throughout the standards and elements the term *advanced teacher candidate (AC)* refers to a learner in an advanced preparation program. The term *student* refers to the school-age (P-12) student.

Term

Definition

Advanced Programs*

Post-baccalaureate levels for (1) the continuing education of teachers who have previously completed preparation or (2) the preparation of other school professionals. Advanced programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as non-degree licensure programs at the post-baccalaureate level.

Alignment

Congruence of outcomes, courses/experiences, and assessment activities

Assessment*

An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by teacher candidates. Assessments usually include an instrument that details the task or activity and a scoring guide used to evaluate the task or activity.

Collaboration

Interaction and communication with other professionals within and outside the physical education discipline

Content Knowledge	In physical education teacher education, content derives from knowledge of movement and knowledge of pedagogy. Knowledge of movement includes mastery of movement forms (e.g., games, sports, dance, aquatics, leisure activities) and information from kinesiology-related areas (e.g., exercise physiology, biomechanics, sport psychology/sociology, motor learning). Knowledge of pedagogy derives from education (e.g., education foundations, instructional technology, general methods) and psychology (e.g., child development, cognitive psychology).
Developmentally Appropriate	Instruction or activity that is suitable to the level of physical, social, emotional, and intellectual development of the learner
Disciplinary Knowledge	Foundational information from the knowledge areas of movement and pedagogy that support the field of physical education
Diversity*	Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area
Exceptionalities*	A physical, mental or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services
Inquiry	Conscious effort to seek answers through posing questions, gathering and analyzing data, drawing conclusions, making inferences, or generating hypotheses
Learners	See NCATE definition for <i>students</i>
Learning Experiences	Planned instructional activities designed to help meet learning goals and objectives

Pedagogical Content Knowledge (PCK)*	The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.
Pedagogical Knowledge*	The general concepts, theories, and research about effective teaching, regardless of content areas
Performance Assessment*	A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and dispositions, including their abilities to have positive effects on student learning
Portfolio*	An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work.
Professional Development*	Opportunities for professional education faculty to develop new knowledge and skills through in-service education, conference attendance, sabbatical leave, summer leave, and inter-instructional visitations, fellowships, and work in P-12 schools, etc.

Professional Dispositions*	Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.
Professional Learning	Changes in practice resulting from a culture of inquiry and reflection in an on-going collaborative environment among all involved in the school setting (Easton, 2008)
Short and Long Term Plans	Short-term plans refer to daily and unit lesson plans; long-term plans refer to yearly or curriculum/program plans.
Students*	Children and youth attending P-12 schools as distinguished from teacher candidates

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