

National Association for Sport and Physical Education
An Association of
The American Alliance for Health, Physical Education, Recreation, and Dance
(AAHPERD)



Standards for Advanced Programs In Physical Education Teacher Education

2001

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The NASPE/AAHPERD Advanced Physical Education Standards

The Advanced Standards presented in this chapter constitute the standards used in the NCATE accreditation process for advanced level (i.e., Masters Degree level) programs. The standards themselves and the manner in which programs need to present evidence of program quality constitute a radical departure from the previous approaches used in the accreditation process. Evidence that candidates have completed a selected set of courses with specific experiences is no longer considered acceptable evidence of the quality of an advanced level teacher preparation program.

In institutions where Masters Degree programs are designed for the initial preparation and licensure of physical education teachers, the program should align itself with NASPE/NCATE Initial Guidelines. The Advanced Guidelines are for teachers who are returning for further study following initial teacher certification in either an undergraduate or a graduate teacher preparation program.

In developing the new advanced level standards, NASPE/AAHPERD chose to align them closely with the Physical Education Standards (ages 3-18+) (NBPTS, 1999) that were developed by the National Board for Professional Teaching Standards. The goal was to develop standards aimed at strengthening the advanced candidate's teaching performance in ways that positively impact student learning. The nine standards presented here allow for a careful analysis of how program candidates go about the daily tasks of teaching. The Advanced Standards represent the "best available knowledge" underlying quality teaching practices gained from research on teaching in physical education and related fields and they define key areas for assessing candidate performance in advanced professional degree programs.

NCATE's move toward performance-based assessment (NCATE, 2001) requires teacher preparation programs to implement a systematic, ongoing performance-based assessment plan to track candidate performance. The central focus of this approach is the advanced level candidates' skills, knowledge, and dispositions for teaching effectively in school physical education programs. A comprehensive, on-going assessment process using multiple sources of data will enable advanced degree programs to present convincing evidence about what advanced candidates can do, what they know, as well as candidates' central values, beliefs, and attitudes about the teaching-learning process, students and physical education.

Programs will find that candidate performance relative to these advanced standards can and should be assessed through a variety of learning experiences. First and foremost, experiences in traditional coursework serve as opportunities where candidates demonstrate their level of expertise. Second, less traditional (i.e., outside the context of a course) experiences such as self-directed experiences, involvement in school district or state level projects, involvement in professional organizations and participation in PETE program projects can all offer insight into candidates' performance as accomplished professionals.

Program reviewers will review the performance evidence related to each of the nine standards (accompanied by clarifying outcomes) and use the associated rubrics to judge the quality of the professional development degree program. The assessment of advanced programs was designed to be sufficiently comprehensive to capture the essential features of advanced candidate performance. Regardless of the assessment tools used, programs are obligated to provide evidence that candidates demonstrate acceptable performance relative to each of the nine Advanced Standards.

Outcomes within each standard are meant to assist faculty by highlighting the key elements of each standard as viewed by the SPA reviewers. Programs will be judged holistically on their compliance with the standards, not on the specific outcomes. We strongly recommend that faculty concentrate on providing evidence that their candidates have achieved each standard.

To determine whether programs meet the NASPE/AAHPERD Advanced Standards, each outcome includes accompanying criteria to describe an “Acceptable” and “Unacceptable” level of performance relative to the standards. "Possible Sources of Evidence" are suggested for each standard to assist programs in seeking the most appropriate evidence on candidate performance. Programs are reminded that the outcomes are intended to be examples of sources of evidence. The nine NASPE/AAHPERD Advanced Standards (accompanied by Outcomes) include the following:

STANDARD 1: Content Knowledge

Accomplished physical education candidates¹ have a command of the subject matter of physical education that reflects both breadth and depth. They establish and promote lifetime physical activity habits of all students². As well, they can articulate the relevance of the underlying sub-disciplines of physical education, integrating appropriate concepts into the physical education program that encourages lifetime physical activity.

Rubric ³		
Outcomes ⁴	Acceptable	Unacceptable
1.1 Analyze, diagnose, and provide appropriate cues for physical activity performance to maximize student practice and learning on a regular basis.	Model analytic skills through cues/feedback frequently, to improve physical activity performance during instruction.	Provide limited and/or inaccurate cues/feedback to maximize student practice and learning.
1.2 Apply a variety of concepts from disciplinary knowledge (motor development and learning; exercise science; sociology and psychology of movement; history and philosophy; pedagogy) when planning and implementing instruction.	Apply a variety of concepts from disciplinary knowledge (motor development and learning; exercise science; sociology and psychology of movement; history and philosophy; pedagogy) when planning and implementing instruction.	Planning and instruction may or may not reflect contemporary knowledge of the field and/or is limited in its integration of disciplinary concepts that encourage lifetime physical activity.
1.3 Demonstrate expertise in multiple forms ⁵ of physical activity including, but not limited to adventure activities, aquatics, fitness activities, dance, games, sports, gymnastic activities, and martial arts.	Show performance, cognitive, and affective elements of a wide variety of movement activities, as well as appreciate and critique the roles of various movement cultures in society.	Offer cursory or shallow expertise in physical activities that produces limited opportunities for quality teaching and student learning.

¹**Candidates** includes persons who are continuing their professional development in a Masters degree program. Also see vocabulary in NCATE, 2001.

²**All students** includes students with exceptionalities and of different ethnic, racial, gender, language, religious, socio-economic, sexual orientation, and regional/geographic origin. Also see vocabulary in NCATE, 2001.

³**Rubrics** guide reviewer judgments about the quality of evidence and the performance of candidates in the physical education program. Also see vocabulary in NCATE, 2001

⁴**Outcomes** identify the key elements of the standard.

⁵**Expertise in multiple forms** relates to the knowledge of content and pedagogical content knowledge for different levels of performance for at least two forms of physical activity.

Standard 1: Potential Sources of Evidence: *

1. Systematic observation of teaching performance with an emphasis on the provision of skill-related prompts and feedback.
2. Resume: Professional conferences & workshops attended; certificates earned; professional development activities.
3. Professional portfolio: Current curriculum guide with yearly content guide.

* **These are intended to be examples of possible data sources. This is not to be viewed as an all-inclusive list.**

Standard 1: Supporting Explanation:

Accomplished physical education candidates consider and apply disciplinary knowledge when teaching physical education (K-12). They view physical education subject matter primarily as physically active motor play in such forms as games, dance, aquatics, fitness, sport, as well as the related knowledge about these activities (USDHHS, 1999; Graham, Holt-Hale & Parker, 1998; Pangrazi, 2001; Pangrazi & Darst, 1997; Siedentop, Mand, Taggart, 1986). The teaching thereof requires a blend of requisite teacher knowledge, performance abilities, and pedagogical skills in these various activities. Furthermore, accomplished physical education candidates demonstrate expertise in several types of physical activity, thus providing depth for student learning. Content knowledge reaches beyond the school setting to produce lifelong participants of physical activity. As well, accomplished candidates are knowledgeable about the social relationships (family, peers, community, etc) that influence activity choices, patterns, and ultimately physical engagement (MMWR, 1997).

Standard 1: Source Documents:

American Alliance for Health, Physical Education, Recreation, and Dance. (1999c). Physical education for lifelong fitness: The physical best teacher's guide. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

American Alliance for Health, Physical Education, Recreation, and Dance. (1999b). Physical best: Activity guide – Secondary level. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance

American Alliance for Health, Physical Education, Recreation, and Dance. (1999a). Physical best: Activity guide – Elementary level. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

Corbin, C. & Lindsay, P. (1997). Fitness for life (4th ed.) Teacher edition. Glenview, IL: Scott Foresman

Graham, G., Holt-Hale, S., & Parker, M. (1998). Children moving: A reflective approach to teaching physical education. Mountain View, CA: Mayfield.

McCracken, B. (2001). It's not just gym anymore: Teaching secondary school students how to be active for life. Champaign, IL: Human Kinetics.

Mohnsen, B. (Ed.). (1998). Concepts of physical education: What every student needs to know. Reston, VA: National Association for Sport and Physical Education.

Morbidity and Mortality and Weekly Report (1997). Guidelines for school and community programs to promote lifelong physical activity among young people, 46 (RR6). 1-36.

NASPE (1995). Moving into the future: National standards for physical education: A guide to content and assessment. Reston, VA: NASPE.

NBPTS (1999). Physical education standards (ages 3-18+). Southfield, MI: NBPTS.

Pangrazi, R.P. (2001). Dynamic physical education for elementary school children (13th ed.). Allyn & Bacon.

Pangrazi, R.P., & Darst, P.W. (1997). Dynamic physical education for secondary school students. Allyn & Bacon.

Rink, J. (1998). Teaching physical education for learning (3rd ed.). Boston, MA: McGraw-Hill.

Siedentop, D., Mand, C., & Taggart, A. (1986) Physical education: Teaching and curriculum strategies for grades 5-12. Palo Alto CA: Mayfield.

The Cooper Institute for Aerobics Research (1999). Fitnessgram: Test Administration Manual (2nd ed.). Champaign, IL: Human Kinetics.

United States Department of Health and Human Services (1999). Promoting physical activity: A guide for community action. Champaign, IL: Human Kinetics

STANDARD 2: Curricular Knowledge

<i>Accomplished physical education candidates consistently articulate a value system base for selecting, planning and evaluating their curriculum to meet student needs and promote student learning.</i>		
Rubric		
Outcomes	Acceptable	Unacceptable
2.1 Produce materials that articulate a sound vision and align with NASPE standards including written documentation that is shared with constituents.	Articulate a clearly stated coherent value system and communicates a program rationale and theory base that consistently align with NASPE, state, and local Standards.	Lack a clearly articulated, coherent value system for design of learning experiences and/or fail to communicate this value system to appropriate constituents.
2.2 Use program evaluation data and relevant technologies continuously to inform revision of curriculum.	Regularly measure aspects of the curriculum to demonstrate how current learning theory is applied to meet the needs and interests of a diverse student population.	Make little to no programmatic changes in curriculum based upon sound evidence about student interest and engagement in learning activities.
2.3 Differentiate the merits of several curricular models and select the most appropriate model to match learners' needs and contextual variables (e.g., climate, region, facilities).	Demonstrate fidelity to the original when selecting and implementing a curriculum model, while adapting them judiciously to learner needs and local context.	Demonstrate little to no understanding of available curriculum models. Offer an eclectic program that does not meet content standards and do not demonstrate a value system located in a recognized curriculum model.
2.4 Explain and demonstrate connections between disciplinary and pedagogical knowledge when selecting and sequencing curriculum content.	Plan content, using relevant technologies, to reflect the contemporary knowledge base combined with effective and reflective pedagogical techniques.	Plan content that is disconnected from the contemporary knowledge base and/or lacks effective and/or reflective pedagogical techniques.

Standard 2: Potential Sources of Evidence: *

1. Student feedback from formal/informal questionnaires.
2. Professional Portfolio: Current/Past Curriculum guide (state/district).
3. Lesson Plans.
4. Evidence of formative curriculum evaluations

* These are intended to be examples of possible data sources. This is not to be viewed as an all-inclusive list.

Standard 2: Supporting Explanation:

Accomplished physical education candidates are adept at clarifying the purposes of school physical education, and articulating physical education's role in the students' total education. Curriculum design and implementation necessitate both theoretical and practical skills and understanding. The curriculum process begins with a serious examination of one's values and beliefs about students, school context, learning, and subject matter. Accomplished candidates continually explore and seek answers to important questions concerning programmatic direction, delivery, and validity. They offer clear justifications for curricular models, organizing centers, student outcomes, scope and sequence of content, resource decisions, teaching practices, and evaluation. Curriculum knowledge is conceptualized and articulated verbally and in writing to help all students (K-12) become physically active for a lifetime (e.g., Jewett, Bain & Ennis, 1995; Siedentop, Mand & Taggart, 1986). The process for

achieving this aim, regardless of value orientation or model selection, is guided by the NASPE Standards (NASPE, 1995b) and appropriate instructional practices at the elementary, middle, and high school levels (NASPE, 2000; 1995a; 1998).

Standard 2: Source Documents:

Jewett, A, Bain, L.L., & Ennis, C. (1995). The curriculum process in physical education. Dubuque, IA: Wm. C. Brown and Benchmark.

NASPE (2000a). Appropriate practices for elementary school physical education. Reston, VA: NASPE.

NASPE (1998a). Appropriate practices for high school physical education. Reston, VA: NASPE.

NASPE (2001a). Appropriate practices for middle school physical education. Reston, VA: NASPE.

NASPE (1995). Moving into the future: National physical education standards: A guide to content and assessment. Reston, VA: NASPE.

NBPTS (1999). Physical education standards (ages 3-18+). Southfield, MI: NBPTS.

Siedentop, D., Mand, C., & Taggart, A. (1986). Physical education: Teaching and curriculum strategies for grades 5-12. Palo Alto CA: Mayfield.

Silverman, S. & Ennis, C. (Ed.s) (1996). Student learning in physical education: Applying research to enhance instruction. Champaign, IL: Human Kinetics.

STANDARD 3: Equity/Fairness/Diversity

<i>Accomplished physical education candidates model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.</i>		
Rubric		
Outcomes	Acceptable	Unacceptable
3.1 Encourage and model equity and fairness for all students.	Explicitly and regularly discuss with students examples of fair, respectful, equitable, ethical, and moral behaviors related to physical activity. Demonstrate fair, equitable, respectful behavior toward students and draws their attention to this in appropriate ways. Help students understand how to extend their fair and respectful treatment of others outside the physical activity and school settings.	Treat students with little to no respect; rarely or never discuss what fair, equitable, respectful, moral, and ethical actions are when interacting with others; are not concerned with students acting respectfully in class nor in helping them extend their actions outside the school setting.
3.2 Critique and implement curricula that challenge students to value and respect individual and cultural differences and hold them accountable for demonstrating respect.	Design learning experiences that promote student consideration of individual and cultural differences and how those affect people's actions; Encourage thoughtful consideration of differences in ethical and moral standards across cultures.	Do not explicitly include learning activities that address individual and cultural differences or differences in standards for behavior across cultures; do not encourage students to address these issues.
3.3 Promote expectations that students will demonstrate ethical, moral, and fair relationships with others within and beyond the school's context.	Guide students in setting personal goals for treating all classmates with respect at school and in the wider community; encourage students to use peaceful ways to settle differences (e.g., peer mediation, conflict resolution). Promote students' reflection on their actions to determine if these meet reasonable ethical and moral standards within their own and the wider culture. Hold students accountable for respectful behavior and reinforce this behavior regularly.	Offer little to no assistance to help students set personal goals for respectful actions toward others in the school and community; do not help students work out their differences in peaceful ways; do not encourage students to consider how/whether their actions meet reasonable ethical and moral standards.
3.4 Assess students' understanding of the consequences of inappropriate language and behavior related to issues of equity, fairness, and diversity.	Set explicit class rules that clearly promote use of appropriate language and behaviors supporting fair and equitable treatment of all members of the school and community. Monitor student actions to guide them in following these rules; help students understand a variety of consequences that follow when they act unfairly or disrespectfully toward others.	Class rules do not include focus on fair and equitable treatment of all students, regardless of diversity; engage in little to no monitoring of student actions around inappropriate language or behavior; ignore unfair, disrespectful, or unethical actions of students; do not administer appropriate consequences for unfair or disrespectful behavior toward others.

Standard 3: Potential Sources of Evidence: *

1. Analysis of one's own teaching based on systematic direct observation.
2. Professional portfolio: Student Improvement project results. Reflective Self-assessment Results. Program Climate Survey Results.
3. Curriculum Guide (evidence of social learning and development and infusing cultural diversity).
4. Peer assessment checklist.
5. Letters/communication with parents/community.

*** These are intended to be examples of possible data sources. This is not to be viewed as an all-inclusive list.**

Standard 3: Supporting Explanation:

As our society and schools become increasingly culturally diverse, accomplished candidates consistently seek ways to better understand the needs, interests, and uniqueness of all members of their student population. The philosophy of inclusion pertains not just to student gender or disability, but encompasses all students regardless of their differences. Accomplished candidates aggressively and proactively confront issues of diversity by promoting equitable treatment toward and among all students. They ensure that all students can enjoy equal opportunity to select, participate in, enjoy and benefit from a variety of physical activities (NBPTS, 1999). Instances where students exhibit derogatory or discriminatory actions are challenged and dealt with explicitly, swiftly and sensitively. Accomplished candidates strive to become familiar with the many different cultural histories and practices that are part of their students' history and background.

In addition, they ensure that all students are treated with fairness and respect. They deliberately place students in situations where they have to make ethical decisions and where students can develop life skills such as team work, taking responsibility for one's behavior, contributing to the successful functioning of larger groups etc. (e.g., Glover & Midura, 1992; Hellison, 1995; Midura & Glover, 1995; Siedentop, 1994). Accomplished candidates exhibit high expectations for equity, fairness and valuing of diversity by their own behavior such as in their communication patterns, selection of content to teach, and physical arrangement of the teaching environment (NBPTS, 1999). Accomplished teachers embody the notion for inclusion of all students, regardless of their gender, disability, ethnicity, race, skill level, sexual orientation, or other social identities.

Standard 3: Source Documents:

Glover, D.R., & Midura, D.W. (1992). Team building through physical challenges. Champaign, IL: Human Kinetics.

Hellison, D. (1995). Teaching responsibility through physical activity. Champaign, IL: Human Kinetics.

Midura, D.W., & Glover, D.R. (1995). More team building challenges. Champaign, IL: Human Kinetics.

NBPTS (1999). Physical education standards (ages 3-18+). Southfield, MI: NBPTS.

Siedentop, D. (1994). Sport education: Quality PE through positive sport experiences. Champaign, IL: Human Kinetics.

STANDARD 4: Sound Teaching Practices

Accomplished physical education candidates thoroughly comprehend the fundamental goals of physical education (refer to NASPE, 1995). They carefully orchestrate the blending of relevant principles of pedagogical practice with the complex nature of the physical education content. This gives their teaching actions purpose and allows them to implement a flexible yet effective instructional program responsive to students' interests, needs, and developmental levels.

Rubric		
Outcomes	Acceptable	Unacceptable
4.1	Consistently arrange activities that engage all students in meaningful learning tasks.	Consistently arrange activities that demonstrate concern for diverse students' interests, needs, and abilities.
4.2	Consistently arrange activities that demonstrate concern for diverse students' interests, needs, and abilities.	Design uniform learning experiences that largely ignore differences in diverse students' interests, needs, and abilities.
4.2	Create learning environments, using relevant technologies, that promote interest and foster persistence in a variety of physical activities (e.g., games, gymnastics, dance, aquatics, etc.) to encourage students to become competent members of these movement cultures beyond the school setting.	Include a variety of K-12 curriculum activities aligned with program goals and tightly integrated with effective assessment practices. Activity offerings allow for students to move beyond beginner stage of learning.
4.3	Create learning opportunities that are adapted to diverse students.	Modify instructional goals and strategies to meet the challenges of diverse students (e.g. age, disability, interests).
4.4	Understand how social and cultural relationships among family, peer group, school, and community can influence students' learning and engagement in physical activities.	Create learning experiences directed toward the typical student with limited to no modifications to accommodate diverse learners' needs. Create learning experiences with little or alignment to physical activity opportunities in the school or local community.

Standard 4: Potential Sources of Evidence: *

1. Systematic analysis of direct observation of student in-class behavior.
2. Informational handouts. Connecting curricular activities with opportunities in community
3. Professional Portfolio: Professional Growth Plans, Work samples, Student Physical Activity Logs, Reflective Self-Assessments, Individualized Educational Plans (I.E.P.) of students with special needs.
4. Current Curriculum Guide.
5. Evidence of family/community collaboration (e.g., family fitness night; open house documentation).

* These are intended to be examples of possible data sources. This is not to be viewed as an all-inclusive list.

Standard 4: Supporting Explanation:

Over the past four decades important strides have been made in our understanding of quality teaching. We can now confidently point to the critical features of how effective teachers go about their work with their students. Effective teachers manage to create environments in which students learn. Through focused practice and support from mentors (e.g., peers, supervisors, PETE faculty) such essential teaching skills can be learned during preservice teacher education experiences. As a result, even beginning teachers can reach reasonable levels of effectiveness.

As part of continued professional development, it is important that Advanced Programs move teacher candidates beyond beginning levels of effectiveness to further hone their teaching practices and abilities to deliberate about what is meaningful practice. It is through “deliberate practice” (Ericsson, 1996; Ericsson, Krampe, & Tesch-Romer, 1993) that teacher candidates will continue to improve their teaching and their students' learning experiences, and move toward what Berliner (1988; 1994), in his model of pedagogical expertise, described as the stages of competent and proficient teaching.

In addition to an articulated set of professional values and curricular orientations, accomplished candidates are those who, in addition to having in-depth content knowledge, have mastered an extensive repertoire of advanced teaching skills such as class management, task presentation, communication skills, active monitoring of students, use of appropriate instructional formats and technologies, and others. This then enables all students, regardless of their incoming stage of development, to gain more advanced levels of proficiency in the subject matter.

Standard 4: Source Documents:

Berliner, D.C. (1988). The development of expertise in pedagogy. Charles W. Hunt Lecture. New Orleans, LA: AACTE.

Berliner, D.C. (1994). Expertise: The wonder of exemplary performances. In J. N. Mangieri & C. C. Block (Eds.) Creating powerful thinking in teachers and students (161-186). Fort Worth, TX: Holt, Rinehart & Winston.

Ericsson, K. A. (1996). The road to excellence: The acquisition of expert performance in the arts and sciences, sports and games. Mahwah, NJ: Lawrence Erlbaum.

Ericsson, K.A, Krampe, R., & Tesch-Romer, C. (1993). The role of deliberate practice in the acquisition of expert performance. Psychological Review, 100, 363-406.

NASPE. (2000a). Appropriate practice for elementary school physical education, 2000. Reston, VA: NASPE.

NASPE. (1998a). Appropriate practices for high school physical education, 1998. Reston, VA: NASPE.

NASPE. (2001a). Appropriate practices for middle school physical education, 2001. Reston, VA: NASPE.

NASPE. (1999a). Guidelines for appropriate practice in college/university instructional programs. Reston, VA: NASPE.

NBPTS. (1999). Physical education standards (ages 3-18+). Southfield, MI: NBPTS.

STANDARD 5: Assessment

Accomplished physical education candidates consistently use a variety of authentic assessments aligned with national, state standards, state and local program goals, and student outcomes goals to provide feedback to students, report student progress, shape instruction, and evaluate curriculum and program goals.

Rubric		
Outcomes	Acceptable	Unacceptable
5.1 Use authentic assessments regularly, and interpret results to inform teaching and learning.	Integrate authentic assessment as part of the learning experience to positively affect student engagement and learning. Use assessment data to guide process of improving teaching.	Assessments are cursory and/or disconnected from the learning experiences and do not provide authentic examples of student learning.
5.2 Apply authentic assessment techniques that are aligned with program philosophy, goals, learning experiences, and student learning outcomes.	Use authentic assessment data to evaluate learning experiences and program quality. Assess content that reflects national standards and local program goals.	Assessments are disconnected from program goals and/or learning experiences, or lacking altogether.
5.3 Communicate assessment results effectively to relevant constituents and use the results to guide program revisions	Share assessment information with students and their parents/guardians.	Assessments are completed but are not explicitly used to either inform student learning or improve teaching.

Standard 5: Potential Sources of Evidence: *

1. Professional Portfolios: Work samples, Professional growth plans, Grading program reports, Fitness assessment results.
2. Teacher constructed rubrics and other sources of authentic assessment documentation.
3. Sample work from Student Portfolios.

*** These are intended to be examples of possible data sources. This is not to be viewed as an all-inclusive list.**

Standard 5: Supporting Explanation:

School learning experiences are connected closely with applications in other life contexts, not only to make learning more interesting for students but to facilitate students' ability to use knowledge and skills in real settings (NBPTS, 1999; Shepard, 2000). Accountability for that kind of learning is generally determined from assessments that candidates construct in parallel with the content of lessons and student outcomes. The closer the assessment matches the application of subject matter to the way in which it is used in settings beyond the classroom, the more the assessment is said to be authentic. Assessments that do not match lesson content, curriculum, and student learning outcomes have the potential to lower student confidence, perpetuate poor instructional practices, and misinform the public about student achievement (Stiggins, 1999). Accomplished candidates skillfully use combinations of both authentic assessments and traditional testing of subject matter knowledge and skill performance. Accomplished candidates conduct assessments that focus on the desired achievement standards, which are based on local, state, and national standards and motivate students to take responsibility for learning. Assessment results that inform learning also inform teaching and can guide curricular revisions. Building a community of learners that includes both the teacher and the students occurs when feedback is shared in an open and visible way (Shepard, 2000).

Standard 5: Source Documents:

American Alliance for Health, Physical Education, Recreation, and Dance. (1999c). Physical education for lifelong fitness: The physical best teacher's guide. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

American Alliance for Health, Physical Education, Recreation, and Dance. (1999b). Physical best: Activity guide – Secondary level. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance

American Alliance for Health, Physical Education, Recreation, and Dance. (1999a). Physical best: Activity guide – Elementary level. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

Holt-Hale, S. (1999a). Assessment series - Assessing and improving fitness in elementary physical education. Reston, VA: National Association for Sport and Physical Education

Holt-Hale, S. (1999b). Assessment series - Assessing motor skills in elementary physical education. Reston, VA: National Association for Sport and Physical Education.

Hopple, C. (1995). Teaching for Outcomes in Elementary Physical Education: A Guide for Curriculum and Assessment. Champaign, IL: Human Kinetics.

Lambert, L. (1999). Assessment series - Standards-based assessment of student learning. Reston, VA: National Association for Sport and Physical Education

Lund, J. (2000). Assessment series - Creating rubrics for physical education. Reston, VA: National Association for Sport and Physical Education.

Melograno, V. (2000). Assessment series - Portfolio assessment for K-12 physical education. Reston, VA: National Association for Sport and Physical Education.

Melograno, V. (1999). Assessment series – Preservice professional portfolio system. Reston, VA: National Association for Sport and Physical Education.

Metzler, M. & Tjeerdsma, B. (2000). Assessment of Physical Education Teacher Education Programs. Reston, VA: National Association for Sport and Physical Education.

Mitchell, S. & Oslin, J. (1999). Assessment series - Assessment in games teaching. Reston, VA: National Association for Sport and Physical Education

NBPTS (1999). Physical education standards (for teachers of students ages 3-18+). Southfield, MI: NBPTS.

O'Sullivan, M., & Henniger, M. (2000). Assessment series - Assessing student responsibility and teamwork. Reston, VA: National Association for Sport and Physical Education

Shepard, L. (2000). The role of assessment in a learning culture. Educational Researcher, 29(7), 4-14.

Stiggins, R. (1999, November). Assessment, student confidence, and school success. Phi Delta Kappan, 191-198.

Schiemer, S. (2000). Assessment strategies for elementary physical education. Reston, VA: National Association for Sport and Physical Education.

The Cooper Institute for Aerobics Research (1999). Fitnessgram: Test Administration Manual (2nd ed.). Champaign, IL: Human Kinetics.

STANDARD 6: High Expectations for a Physically Active Lifestyle

Accomplished physical education candidates maintain a stimulating, productive learning environment that holds all students to the highest expectations for adopting a physically active lifestyle.

Rubric		
Outcomes	Acceptable	Unacceptable
6.1 Plan and implement lessons that promote student responsibility, decision-making, problem solving and cooperation in their own and others' learning and encourage the adoption of a physically active lifestyle.	Create experiences that encourage exploration and movement curiosity; use instructional strategies that facilitate self-regulation (e.g., ask questions to stimulate error-correction, encourage the building of connections between new and prior knowledge, help students focus on relevant information); maximize opportunities for students to work in small groups and use cooperative learning strategies.	Self-regulation, problem solving and cooperative learning strategies are not applied to practice. Demonstrate and direct most tasks. Students are engaged but with limited choice of tasks, pace of learning, or work groups. Expect compliance to rules and routines, but limited or no explanation/expectation of learning.
6.2 Consistently demonstrate high levels of student engagement in meaningful learning tasks that lead to student competence ⁶ in fundamental skills and proficiency ⁷ in a few movement forms.	Use strategies to foster active engagement and self-motivation (e.g., select activities based on students' developmental levels and interests, adapt instruction to support students' social and personal development). Demonstrate that students are competent in fundamental movement forms and/or proficient in a few movement forms.	Instructional activity does not consistently promote high levels of student engagement in relevant and meaningful learning tasks. Students may or may not be actively engaged but the engagement has limited alignment to learning outcomes.
6.3 Promote high expectations for student involvement in regular physical activity beyond the school setting.	Guide students to set their own goals for healthy lifestyle activities; teach students to monitor their own individual physical activity programs; include parents as partners in the development of students' physical activity programs.	Student involvement in physical activity beyond the school setting is not discussed and/or integrated into the school program.

⁶**Competence** – “Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities.” (NASPE 1995, p. 2)

⁷**Proficiency** – “The development of proficiency ... gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation.” (NASPE 1995, p. 2) Competence is addressed as early as the Elementary level related to basic skills and students build levels of proficiency as they progress through the grades.

Standard 6: Potential Sources of Evidence: *

1. Systematic observation of lessons, focusing on students' motor engagement.
2. Professional Portfolio: Student reflective writing samples, Students' physical activity logs, Samples of students' physical activity plans, Students' video-based samples of skill performance, Students' physical activity profile (e.g., pedometer or HR logs).
3. Samples of students' writing assignments.
4. Documentation of school-sponsored community events.

* These are intended to be examples of possible data sources. This is not to be viewed as an all-inclusive list.

Standard 6: Supporting Explanation:

Students who are engaged in the instructional activities of a class are more likely to learn and find the experience rewarding (Marks, 2000). Accomplished candidates enhance such engagement by holding high expectations for students and providing opportunities for problem solving and self directed learning (NBPTS, 1999). Students learn by attending, expending effort, and interacting with other students in the class.

Accomplished candidates provide challenging and meaningful activities that engage active learning processes and encourage learners to focus on relevant information and integrate this information with existing knowledge. They structure learning tasks and classroom environments to give students choices in their learning and encourage them to assume responsibility for their motivation to participate. As well, they assist students in self-regulating their learning by getting them to focus on deficiencies in their psycho-motor skill performance, monitor their efforts to make corrections in their own performance, and recognize their improvements/accomplishments. Accomplished candidates convey this expectation for learning by way of their careful and skillful use of prompts, feedback and reinforcement on students' skill performance as well as their social behavior. In addition, they weave knowledge-related content (e.g., rules, concepts, strategies, etiquette, history) throughout the learning experiences.

In addition, accomplished candidates who actively and consistently provide students with learning experiences in shared learning, group interaction, positive interdependence, and group processing can maximize student motor engagement and learning. By structuring students' learning goals cooperatively they can encourage high quality collaboration, decision making, and effective communication. Accomplished candidates help students learn to promote the success of individuals and the group by assisting, supporting, and encouraging the efforts of all learners.

Finally, accomplished candidates get their students to see the relationship between the experiences within the program and physical activity opportunities outside of the school. This feature of the learning experiences is aimed at having students develop a level of independence in making informed choices when engaging in physical activity.

Standard 6: Source Documents:

American Alliance for Health, Physical Education, Recreation, and Dance. (1999c). Physical education for lifelong fitness: The physical best teacher's guide. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

American Alliance for Health, Physical Education, Recreation, and Dance. (1999b). Physical best: Activity guide – Secondary level. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance

American Alliance for Health, Physical Education, Recreation, and Dance. (1999a). Physical best: Activity guide – Elementary level. Reston, VA: American Alliance

Dougherty, N. (Ed.) (1993). Physical Activity and Sport for the Secondary School Student. Reston, VA: NASPE.

Marks, H. M. (2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high school years. *American Educational Research Journal*, 37, 153-184.

Mohnsen, B. (Ed.). (1998). Concepts of physical education: What every student needs to know. Reston, VA: National Association for Sport and Physical Education.

National Association for Sport and Physical Education (1995). Moving into the future: National physical education standards: A guide to content and assessment. Reston, VA: National Association for Sport and Physical Education.

NBPTS (1999). Physical education standards (ages 3-18+). Southfield, MI: NBPTS.

The Cooper Institute for Aerobics Research (1999). Fitnessgram: Test administration manual (2nd ed.). Champaign, IL: Human Kinetics.

United States Department of Health and Human Services (1999). Promoting physical activity: A guide for community action. Champaign, IL: Human Kinetics

STANDARD 7: Methods of Inquiry

<i>Accomplished physical education candidates know, understand, interpret, critique, and consistently use research to improve practice.</i>			
Rubric			
Outcomes		Acceptable	Unacceptable
7.1	Examine and apply research on teaching and learning in physical education.	Regularly read, summarize, and critique research, and apply it to their practice.	Knowledge of research on teaching and learning is very limited or is not applied to practice.
7.2	Conduct and facilitate teacher- and classroom-based research regularly	Actively pursue research questions related to teaching and learning, collect and interpret data, and share results with appropriate audiences.	Engaged in reading of research, but little evidence of its application is demonstrated.
7.3	Employ relevant technologies when seeking, analyzing and disseminating information.	Employ technologies such as audio-/videotape recordings, internet, computer software to collect and manage information to maintain best current program practices.	Despite availability, use of various forms of technology is lacking. If available, technology usage is limited to managerial functions only.

Standard 7: Potential Sources of Evidence: *

1. Professional Portfolio: Systematic observation of own teaching performance, Action Research Project Results, Professional Growth plan results, Publications.
2. Resume: Professional Journals subscribed to.
3. Curriculum Guide: Content offered.
4. Grant proposals.
5. Participation in Professional Meetings

* These are intended to be examples of possible data sources. This is not to be viewed as an all-inclusive list.

Standard 7: Supporting Explanation:

Accomplished candidates understand that participating in developing and refining knowledge is an ongoing professional obligation. Finding, reflecting on, synthesizing, creating, and disseminating knowledge are ways to stay current with the best available knowledge on physical education content and pedagogy and to contribute to improving teaching practice over time. They regularly read journals that include research articles, browse the web for sites that involve research pertinent to teaching and learning, and apply relevant technologies when organizing, analyzing, using and disseminating findings. As well, they share and discuss new ideas derived from research with other educators, and use ideas based on careful research to facilitate all learners' achievement across cognitive, social, affective/emotional, and psychomotor domains.

Accomplished candidates also can extend their basic reflection skills into systematic inquiry about their own teaching or about the learners they serve. They design formal or informal, brief or extensive, classroom-based or school-wide research projects focused on some aspect of teaching or learning that intrigues them. Accomplished candidates participating in research can enhance and extend their content and pedagogical content knowledge; understanding of diverse learners' growth and development; skills in communications, management, motivation, and assessment of learners; and how collaboration can be used to enhance the learning environment for all students.

Accomplished candidates engage in active inquiry by systematically formulating a research question about learning or teaching in their classroom or school, gathering and interpreting data to answer the question, and then communicating their findings with appropriate audiences (e.g., their own students, professional colleagues, parents, or other community members). Accomplished candidates utilize a range of research such as action research, case studies, participatory action research,

positivist (quantitative), interpretive (qualitative), or critical pedagogy research. Candidates might further develop skills in a range of research activities in collaboration with other educators (e.g., formulating research questions, collecting or interpreting data, preparing oral presentations, posters, conference roundtables, or written reports based on particular research projects). Accomplished candidates demonstrate the skills to design, implement, and evaluate some kind of research project either independently or collaboratively.

Standard 7: Source Documents:

NBPTS (1999). Physical education standards (ages 3-18+). Washington, D.C: NBPTS.

National Council for the Accreditation of Teacher Education (2001). Professional standards for the accreditation of schools, colleges, and departments of education. Washington, D.C.: National Council for the Accreditation of Teacher Education.

STANDARD 8: Collaboration, Reflection, Leadership, and Professionalism

Accomplished physical education candidates are lifelong learners who collaborate as members of a larger learning community to improve school physical education for all students and enhance the professional culture of their field.

Rubric			
Outcomes		Acceptable	Unacceptable
8.1	Collaborate with members of the learning community to advocate and promote sound educational philosophies and practices aligned with national and state standards, and local program goals.	Collaborate and reflect with other educators and the community to provide physical education experiences that reflect national, state, and local standards and guidelines.	Collaboration and reflection with other educators is limited or does not exist.
8.2	Demonstrate consistent commitment to learning and reflection that informs practice.	Regularly reflect on and revise learning experiences. Use information from professional development activities to improve student learning experiences.	Makes decisions about learning experiences that are based on instructor preference, uninformed by professional practice; There is limited evidence that reflection and/or professional development influences practice.
8.3	Model professionalism and leadership aimed at securing physical education as a central subject matter in all students' school experiences.	Communicate effectively with constituents (e.g., parents, professionals, community) and use technology (e.g., web pages, newsletters), publications, and other media to advocate for physical education Contribute to leadership at the school and/or professional organization level.	Demonstrate leadership and advocacy for the importance of physical education only at the classroom level. Show minimal involvement and/or leadership in school or professional organizations.
8.4	Identify relevant public policies and actively advocate for more enlightened policies and guidelines that directly affect physical education programs (e.g., national and state standards, and local program goals).	Plans teaching and learning based explicitly upon contemporary public policies and guidelines (e.g., Surgeon General reports). Evidence can be found in one's planning materials.	Show limited knowledge of contemporary public policies and guidelines as evidenced through planning and teaching.

Standard 8: Potential Sources of Evidence: *

1. Direct observation, analysis and discussion of teaching with peer(s) (i.e., critical friend/colleague).
2. Resume: Awards; Professional Development Workshops Completed; Professional Presentations made (incl. School/district in-services); Publications; professional memberships; Conference/Workshop Attendance; Testimony provided at Meetings of School Boards, Legislature, local service org. etc.

* These are intended to be examples of possible data sources. This is not to be viewed as an all-inclusive list.

Standard 8: Supporting Explanation:

Accomplished candidates understand that learning to teach is a lifelong process that involves a commitment to acquire and use new knowledge and a desire to promote the field of physical activity (NBPTS, 1999). First, they involve themselves in collaborating with other educators within the learning community. This entails working together with physical educators within one's school and with physical educators across the different grade levels to ensure that instructional experiences promote the K-12 physical education national standards. (Moving Into the Future: National Physical Education Standards: A Guide to Content and Assessment, NASPE, 1995). It also includes working with teachers in other curricular areas to provide students with integrated learning activities when appropriate. Second, accomplished

candidates provide leadership within the learning community by effectively communicating with students, parents, administrators, and other teachers about the curriculum they are promoting and about the skills and knowledge students are acquiring. They accomplish this by actively participating in school functions (e.g., PTA, School Board meetings), developing newsletters, and implementing technology to advance the school physical education program (e.g., e-mail, web pages). In addition, they provide leadership in professional organizations through activities such as committee involvement and task force membership. Third, accomplished candidates model professionalism by developing and implementing professional development plans (as outlined by state/local requirements). This enables them to remain current with new developments in the field. New knowledge that teachers acquire is reflected in updated learning experiences and regular revision of the curriculum, thus ensuring that daily teaching practices are based on the best available knowledge.

Standard 8: Source Documents:

NASPE (1995). Moving Into the Future: National Standards for Physical Education. Reston, VA: National Association for Sport and Physical Education.

NASPE (2000b). Opportunity to learn standards for elementary physical education. Reston, VA: National Association for Sport and Physical Education.

NASPE (1998c). Program improvement and self-study guide for high school. Reston, VA: National Association for Sport and Physical Education.

NASPE (1998d). Program improvement and self-study guide for middle school. Reston, VA: National Association for Sport and Physical Education.

NASPE. (1999b). Sport and physical education advocacy kit (SPEAK) II. Reston, VA: National Association for Sport and Physical Education.

NBPTS (1999). Physical education standards (ages 3-18+). Southfield, MI: NBPTS.

STANDARD 9: Mentoring

<i>Accomplished physical education candidates contribute to the professional development and support of other current and/or future educators.</i>		
Rubric		
Outcomes	Acceptable	Unacceptable
9.1 Provide professional development and support for other teachers that encourage them to be reflective and improve their practice and development as contributing members of the profession.	Model best practices, encourage teachers to reflect, experiment and improve their teaching and provide professional support for preservice or in-service teachers.	Engage in personal professional development with little support and encouragement to other teachers. Do not engage in professional development initiatives with other teachers.

Standard 9: Potential Sources of Evidence: *

1. Direct observation, analysis and discussion of peers' teaching (i.e., acting as a critical friend)
2. Resume: Involvement in District Program, Supervisor for pre-service PETE students.

* These are intended to be examples of possible data sources. This is not to be viewed as an all-inclusive list.

Standard 9: Supporting Explanation:

Accomplished physical education candidates contribute to the professional development of their colleagues. They participate in collegial activities designed to make their school a productive learning environment for all students and teachers. Their work with colleagues seeks to educate other specialists and colleagues about the contribution of physical education to the overall educational and well-being of all students in school.

Accomplished candidates not only model best practices but share their knowledge regularly by attending conferences and facilitating workshops and other sessions. Where appropriate, they invite novice and/or preservice teachers to observe their teaching and their program and encourage them to discuss and reflect on the teaching learning process. They should seek out opportunities as mentor teachers and clinical educators (in their own school district and/or in a partnership with preservice teacher education programs) to support junior colleagues in their efforts to plan, implement, and assess quality physical education programs.

Accomplished physical educators view themselves as lifelong learners and regular contributors to the professional development efforts of others by encouraging colleagues to improve their teaching, reinforce their efforts to seek professional development opportunities, and share their ideas and resources generously. They should support regular and meaningful communication about physical education and student learning among colleagues at the school, district, and state levels.

It is not acceptable for experienced teachers to teach their classes and not engage in collegial activities with their colleagues. Accomplished candidates take responsibility to work collaboratively with other specialists to ensure productive learning environments in physical education for all students. They take responsibility to support other specialists and classroom teachers in their efforts to achieve these goals.

Standard 9: Source Document:

NBPTS (1999). Physical education standards (ages 3-18+). Southfield, MI: NBPTS

