

Student Learning Outcomes Library

Office of Assessment & Accreditation

Indiana State University

BA/BS Physical Education

Spring 2020

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Outcome	Related Foundational Studies or Graduate Goal
Scientific and theoretical knowledge— Physical education teacher candidates know and apply discipline--specific scientific and theoretical concepts critical to the development of physically educated individuals.	
1.1 Physiological and biomechanical concepts: Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	
1.2 Motor learning and psychological/behavioral theory: Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.	
1.3 Motor development theory and principles: Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.	
1.4 Perspectives of physical education: Identify historical, philosophical and social perspectives of physical education issues and legislation.	
1.5 Analyze and correct critical elements of motor skills and performance concepts.	
Skill--based and fitness-based competence—Physical education teacher candidates are physically educated individuals with the	

knowledge and skills necessary to demonstrate competent movement performance and health--enhancing fitness as delineated in the NASPE K – 12 Standards.	
2.1 Personal competence in motor skills performance: Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.	
2.2 Health--enhancing level of fitness: Achieve and maintain a health--enhancing level of fitness throughout the program.	
2.3 Demonstrate performance concepts: Demonstrate performance concepts related to skillful movement in a variety of physical activities.	
Planning and implementation—Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.	
3.1 Design short-term and long-term plans: Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.	
3.2 Develop appropriate goals and objectives: Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and /or national standards.	
3.3 Design content aligned with objectives: Design and implement content that is aligned with lesson objectives.	
3.4 Plan for resources to provide learning experiences: Plan for and manage resources to provide active, fair and equitable learning experiences.	
3.5 Plan instruction for diverse student needs: Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	
3.6 Plan instruction that addresses diverse needs: Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.	
3.7 Demonstrate knowledge of current technology: Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	

Instructional delivery and management—Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.	
4.1 Communication skills: Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.	
4.2 Demonstrations, explanations, cues, and prompts: Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	
4.3 Instructional feedback: Provide effective instructional feedback for skill acquisition, student learning and motivation.	
4.4 Adjust instructional tasks: Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	
4.5 Managerial rules, routines, and transitions: Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.	
4.6 Help students demonstrate responsible behaviors: Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	
Impact on student learning—Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.	
5.1 Select or create assessments Select or create appropriate assessments that will measure student achievement of goals and objectives.	
5.2 Use assessments Use appropriate assessments to evaluate student learning before, during and after instruction.	
5.3 Use the reflective cycle to implement change Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.	
Professionalism—Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.	
6.1 Belief that all students can become physically educated Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	

6.2 Collaboration and professional development Participate in activities that enhance collaboration and lead to professional growth and development.	
6.3 Ethical behavior Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	
6.4 Respectful communication Communicate in ways that convey respect and sensitivity.	