

Standing Requirements

Outcomes Library

BA/BS in Physical Education Outcome Set (effective 2013)

1. 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.

Outcome	Mapping
1.1 Physiological and biomechanical concepts Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	No Mapping
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.	No Mapping
1.3 Motor development theory and principles Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.	No Mapping
1.4 Perspectives of physical education Identify historical, philosophical and social perspectives of physical education issues and legislation.	No Mapping
1.5 Analyze and correct critical elements of motor skills and performance concepts.	No Mapping

2. 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.

Outcome	Mapping
2.1 Personal competence in motor skills performance Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.	No Mapping
2.2 Health-enhancing level of fitness Achieve and maintain a health-enhancing level of fitness throughout the program.	No Mapping
2.3 Demonstrate performance concepts Demonstrate performance concepts related to skillful movement in a variety of physical activities.	No Mapping

3. Planning and implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

Outcome	Mapping
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.	No Mapping

3.2 Develop appropriate goals and objectives No Mapping

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 No Mapping

Design and implement content that is aligned with lesson objectives.

3.4 Plan for resources to provide learning experiences No Mapping

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

3.5 Plan instruction for diverse student needs No Mapping

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 No Mapping

Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

3.7 Demonstrate knowledge of current technology No Mapping

Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

4. Instructional delivery and management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Outcome

Mapping

4.1 Communication skills No Mapping

Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

4.2 Demonstrations, explanations, cues, and prompts No Mapping

Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

4.3 Instructional feedback No Mapping

Provide effective instructional feedback for skill acquisition, student learning and motivation.

4.4 Adjust instructional tasks No Mapping

Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

4.5 Managerial rules, routines, and transitions No Mapping

Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.

4.6 Help students demonstrate responsible behaviors No Mapping

Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

5. Impact on student learning

Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.

Outcome

Mapping

5.1 Select or create assessments No Mapping

Select or create appropriate assessments that will measure student achievement of goals and objectives.

5.2 Use assessments No Mapping

Use appropriate assessments to evaluate student learning before, during and after instruction.

5.3 Use the reflective cycle to implement change No Mapping
Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.

6. Professionalism

Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

Outcome	Mapping
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.	No Mapping
6.2 Collaboration and professional development Participate in activities that enhance collaboration and lead to professional growth and development.	No Mapping
6.3 Ethical behavior Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	No Mapping
6.4 Respectful communication Communicate in ways that convey respect and sensitivity.	No Mapping

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