**New/Revised Program**

**HEALTH/PHYSICAL Education**

(2017 SHAPE Standards)

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| **INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:****(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)****Please check the area below that applies:*** 1. New program to Educator Preparation Unit [ ]
	2. Program previously determined not recognized [ ]
	3. Program previously dropped or put on hiatus [ ]
	4. Program previously determined recognized with conditions by a SPA with conditions other than data [ ]
	5. Program resubmitting for initial approval due to revised standards [ ]
	6. Program resubmitting due to significant changes within the program [ ]
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**Review Criteria**

* Program alignment to standards

**Recognition Decisions**

* **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
* **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

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| **1.** | **University:** |  |
| **2.** | **Program Name:** |  |
| **3.** | **Program Compiler:** |  |
| **4.** | **Date of Submission:** |  |

# 5. Accredited Educator preparation Providers seeking to add a new program to current certification offerings must submit the following documentation:

[ ]  Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.

[ ]  Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

**6. all programs should attach the following items:**

[ ]  Program Plan of Study that provides:

* Coursework required of all candidates
* Clear information about the sequence in which candidates take courses
* Description of required field experiences/student teaching to include number of hours

# 7. identify the courses (from the plan of study) and course descriptions that address the standards in the chart below:

| **Standard** | **Course(s)** | **Course Description(s)** |
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| ***Standard 1. Content and Foundational KnowledgePhysical education candidates1 demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.*** |
| **1.1** Describe and apply common content knowledge for teaching preK-12 physical education. |  |  |
| **1.2** Describe and apply specialized content knowledge for teaching preK-12 physicaleducation. |  |  |
| **1.3** Describe and apply physiological and biomechanical concepts related to skillfulmovement, physical activity and fitness for preK-12 students. |  |  |
| **1.4** Describe and apply motor learning and behavior-change/psychological principles relatedto skillful movement, physical activity and fitness for preK-12 students. |  |  |
| **1.5** Describe and apply motor development theory and principles related to fundamentalmotor skills, skillful movement, physical activity and fitness for preK-12 students. |  |  |
| **1.6** Describe the historical, philosophical and social perspectives of physical education issues and legislation. |  |  |
| **Standard 2. Skillfulness and Health-Related FitnessPhysical education candidates are physically literate individuals who can demonstrate skillful performance3 in physical education content areas and health-enhancing levels of fitness.** |
| **2.1** Demonstrate competency in all fundamental motor skills, as well as skillful performancein a minimum of four physical education content areas (e.g., games and sports, aquatics,dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performanceactivities). |  |  |
| **2.2** Achieve and maintain a health-enhancing level of fitness throughout the program. |  |  |
| ***Standard 3: Planning and Implementation******Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.*** |
| **3.1** Plan and implement appropriate (e.g., measureable, developmentally appropriate,performance-based) short- and long-term plan objectives that are aligned with local, stateand/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education. |  |  |
| **3.2** Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students. |  |  |
| **3.3** Plan for and manage resources to provide active, fair and equitable learning experiences. |  |  |
| **3.4** Plan and implement individualized instruction for diverse student needs, adding specificaccommodations and/or modifications for all students. |  |  |
| **3.5** Plan and implement learning experiences that require students to use technologyappropriately in meeting one or more short- and long-term plan objective(s). |  |  |
| ***3.6 Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.*** |  |  |
| ***Standard 4: Instructional Delivery and Management******Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.*** |
| **4.1** Demonstrate verbal and nonverbal communication skills that convey respect andsensitivity across all learning experiences. |  |  |
| **4.2** Implement demonstrations, explanations and instructional cues that are aligned withshort- and long-term plan objectives. |  |  |
| **4.3** Evaluate the changing dynamics of the learning environment and adjust instructionaltasks as needed to further student progress. |  |  |
| **4.4** Implement transitions, routines and positive behavior management to create and maintaina safe, supportive and engaging learning environment. |  |  |
| **4.5** Analyze motor skills and performance concepts through multiple means (e.g., visualobservation, technology) in order to provide specific, congruent feedback to enhancestudent learning. |  |  |
| ***Standard 5. Assessment of Student LearningPhysical education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.*** |
| **5.1** Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives. |  |  |
| **5.2** Implement formative assessments that monitor student learning before and throughout thelong-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan. |  |  |
| **5.3** Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives. |  |  |
| ***Standard 6. Professional ResponsibilityPhysical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.*** |
| **6.1** Engage in behavior that reflects professional ethics, practice and cultural competence. |  |  |
| **6.2** Engage in continued professional growth and collaboration in schools and/or professionalorganizations. |  |  |
| **6.3** Describe strategies, including the use of technology, for the promotion and advocacy ofphysical education and expanded physical activity opportunities. |  |  |