



# NEW/REVISED PROGRAM HEALTH/PHYSICAL EDUCATION

(2017 SHAPE Standards)

## 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:

- a. New program to Educator Preparation Unit
- b. Program previously determined not recognized
- c. Program previously dropped or put on hiatus
- d. Program previously determined recognized with conditions by a SPA with conditions other than data
- e. Program resubmitting for initial approval due to revised standards
- f. Program resubmitting due to significant changes within the program

### 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.

1. **University:** \_\_\_\_\_

2. **Program Name:** \_\_\_\_\_

**Program**  
3. **Compiler:** \_\_\_\_\_

**Date of**  
4. **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)
<p><b><i>Standard 1. Content and Foundational Knowledge</i></b>  <b><i>Physical 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.</i></b></p>		
<p><b>1.1</b> Describe and apply common content knowledge for teaching preK-12 physical education.</p>		
<p><b>1.2</b> Describe and apply specialized content knowledge for teaching preK-12 physical education.</p>		
<p><b>1.3</b> Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.</p>		
<p><b>1.4</b> Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.</p>		
<p><b>1.5</b> Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.</p>		

Standard	Course(s)	Course Description(s)
<p><b>1.6</b> Describe the historical, philosophical and social perspectives of physical education issues and legislation.</p>		
<p><b>Standard 2. Skillfulness and Health-Related Fitness</b>  <b>Physical education candidates are physically literate individuals who can demonstrate skillful performance<sup>3</sup> in physical education content areas and health-enhancing levels of fitness.</b></p>		
<p><b>2.1</b> Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).</p>		
<p><b>2.2</b> Achieve and maintain a health-enhancing level of fitness throughout the program.</p>		
<p><b>Standard 3: Planning and Implementation</b>  <b>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.</b></p>		
<p><b>3.1</b> Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state</p>		

Standard	Course(s)	Course Description(s)
and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.		
<b>3.2</b> 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.		
<b>3.3</b> Plan for and manage resources to provide active, fair and equitable learning experiences.		
<b>3.4</b> Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.		
<b>3.5</b> Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).		
<b>3.6</b> <i>Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.</i>		
<b>Standard 4: Instructional Delivery and Management</b>		

Standard	Course(s)	Course Description(s)
<b><i>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.</i></b>		
<b>4.1</b> Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.		
<b>4.2</b> Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.		
<b>4.3</b> Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.		
<b>4.4</b> Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.		
<b>4.5</b> Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.		
<b><i>Standard 5. Assessment of Student Learning</i></b> <b><i>Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.</i></b>		

Standard	Course(s)	Course Description(s)
<p><b>5.1</b> Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.</p>		
<p><b>5.2</b> Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.</p>		
<p><b>5.3</b> Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.</p>		
<p><b><i>Standard 6. Professional Responsibility</i></b>  <b><i>Physical 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.</i></b></p>		
<p><b>6.1</b> Engage in behavior that reflects professional ethics, practice and cultural competence.</p>		
<p><b>6.2</b> Engage in continued professional growth and collaboration in schools and/or professional organizations.</p>		
<p><b>6.3</b> Describe strategies, including the use of technology, for the promotion and advocacy of</p>		

<b>Standard</b>	<b>Course(s)</b>	<b>Course Description(s)</b>
physical education and expanded physical activity opportunities.		