

**8710.4700 TEACHERS OF PHYSICAL EDUCATION**

**FORM I-C MATRIX**

Professional Education Program Evaluation Report (PEPER II)	MATRIX Form I-C																	
8710.4700 Teachers of Physical Education	Identify coding used to indicate placement or assignment of standards here: (example: K=knowledge, A= assessed <b>A = Final Assessment</b> )																	
	HLTH 2100	PHED 1116 2630 2640	PHED 2100	PHED 3100	PHED 3110	PHED 3120	PHED 3200	PHED 3300	PHED 3400	PHED 3449	PHED 3504	PHED 3505	PHED 3604	PHED 3605	PHED 3607	PHED 4400	PHED 4920	PHED 4970
Subp. 3. <b>Subject matter standard.</b> A candidate for licensure as a teacher of physical education must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to C.																		
A. A teacher of physical education understands and applies the skills necessary to perform varied physical activities including:																		
(1) essential elements and sequencing of basic motor skills;				KA														
(2) individual, dual, and team activities; lifetime fitness activities; fundamental gymnastics; rhythms and dance, for example, singing games and folk, square, ballroom, creative, contemporary, and modern dance; low organization, lead up, and cooperative games; aquatics; aerobics, body mechanics, conditioning exercises, and strength training;		KA		KA			KA				KA	KA	KA	KA	KA			
(3) appropriate instructional cues and prompts for basic motor skills and physical activity; and					KA						KA	KA	KA	KA				
(4) how to support and encourage learner expression through movement.											KA							
B. A teacher of physical education understands disciplinary knowledge of physical activities and well-being, including:																		
(1) the organic, skeletal, and neuromuscular structures of the human body and how these structures adapt and contribute to physical activity, motor performance, fitness, and wellness;								KA										

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(2) concepts and strategies related to physical activity and fitness;								K A										
(3) disciplinary concepts and principles to skillful movement and physical activity;					K A		K A					K A						
(4) interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from multiple subject areas;									K A			K A						
(5) organization and administration of physical education programs;																K A		
(6) etiquette, sportsmanship, and officiating;														K A				
(7) selection and use of appropriate supplies and equipment;													K A					
(8) safety issues to consider when planning and implementing instruction;									K A			K A	K A	K A	K A			
(9) appropriate emergency procedures;	K A	K A																
(10) safety, CPR, first aid procedures, and prevention and care of injuries;	K A	K A																
(11) the relationship among physical activity, fitness, and health including developmental adaptive physical education programs;									K A						K A			
(12) historical, philosophical, sociological, and psychological factors associated with varied physical activities; and			K A			K A				K							K A	
(13) health-related concepts, concerns, assumptions, debates, processes of inquiry, and personal hygiene central to the study of physical activity.								K A										
C. A teacher of physical education must demonstrate an understanding of the teaching of physical education that integrates understanding of physical education with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of physical education to children, preadolescents, and adolescents must:																		
(1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;																K A		

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(2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;													K A			K A		
(3) understand the benefits and implications of, and how to, promote lifelong physical recreation;															K A			
(4) develop curriculum goals and purposes based on the central concepts of physical education and know how to apply instructional strategies and materials for achieving student understanding of this discipline;																K A		
(5) understand the role and alignment of district, school, and department mission and goals in program planning;																K A		
(6) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;											K A							
(7) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;											K A		K			K		
(8) understand the role and purpose of co-curricular and extracurricular activities in the teaching and learning process;																	K A	
(9) understand the impact of reading ability on student achievement in physical education studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read physical education content materials; and																K A		
(10) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, middle level, and high school students within a range of educational programming models.															K A			K