

COMPETENCIES FOR PHYSICAL EDUCATION AND HEALTH, GRADES K-12



In addition to the Arkansas Teaching Standards (ATS) and the competencies for the Teacher Excellence and Support System (TESS), including competencies regarding the knowledge and use of educational technology that reflect the International Society for Technology in Education standards, the teacher of Physical Education and Health, grades K-12, shall also demonstrate knowledge and competencies in the following areas:

1. CONTENT AND FOUNDATIONAL KNOWLEDGE

SHAPE (Health and PE) America/CAEP: Standard I

Praxis 5857: Section II

ARHPE

- 1.1 Describes and applies content knowledge for teaching K-12 physical education and health education
- 1.2 Describes and applies physiological and biomechanical concepts related to skillful movement, physical activity and fitness for K-12 students
- 1.3 Describes and applies motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for K-12
- 1.4 Describes and applies motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for K-12 students
- 1.5 Describes historical, philosophical and social perspectives of physical and health education issues and legislation
- 1.6 Demonstrates knowledge acquisition in multiple health content areas
- 1.7 Demonstrates the theoretical foundations of human development, learning, and health behavior
- 1.8 Analyzes local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners
- 1.9 Demonstrates proficiency in health literacy skills and digital literacy skills

2. SKILLFULNESS

SHAPE (Health & PE) America/CAEP: Standard 2

Praxis 5857: Section I

ARHPE

- 2.1 Demonstrates 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).
- 2.2 Designs a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners

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3. PLANNING AND IMPLEMENTATION

SHAPE (Health & PE) America/CAEP: Standard 3

ARHPE

3.1 Plans and implements appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with district, Arkansas Health Safety and Physical Education Standards, and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education

3.2 Plans and implements progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students

3.3 Plans for and manage resources to provide active, fair and equitable learning experiences

3.4 Plans and implements individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

3.5 Plans and implements learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s)

3.6 Plans and implements learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results

4. INSTRUCTIONAL DELIVERY AND MANAGEMENT

SHAPE (Health & PE) America/CAEP: Standard 4

Praxis 5857: Section I

ARHPE

4.1 Demonstrates verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences

4.2 Implements demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives

4.3 Evaluates the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress

4.4 Implements transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment

4.5 Analyzes motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning

4.6 Applies use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decisions

5. ASSESSMENT OF STUDENT LEARNING

SHAPE (Health & PE) America/CAEP: Standard 5

Praxis 5857: Section V

ARHPE

5.1 Selects or creates authentic, formal assessments that measure student attainment of short and long-term objectives.

5.2 Implements 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.

5.3 Implements a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives

5.4 Implements appropriate assessment of individuals with disabilities; follow referral procedures under the Individuals with Disabilities Education and Section 504 of the Vocational Rehabilitation Act

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6. PROFESSIONAL RESPONSIBILITY

SHAPE (Health & PE) America/CAEP: Standard 6

Praxis 5857: Sections I, II and IV

ARHPE

6.1 Engages in behavior that reflects professional ethics, practice and cultural competence

6.2 Engages in continued professional growth and collaboration in schools and/or professional organizations

6.3 Describes strategies for the promotion and advocacy of physical and health education and expanded physical/health activity opportunities

6.4 Identifies appropriate education materials from professional organizations, agencies, and associations that meet the diverse needs of audiences

6.5 Identifies laws and regulations governing health and safety (e.g., disease reporting, immunizations, infectious disease control, and consumer safety)