

Beginning Physical Education Teachers Standards: Knowledge, Dispositions and Performance

The Beginning Physical Education Teacher is expected to assume the teaching role with the following set of knowledge, dispositions and performance skills to enhance the teacher-learning process. Each dimension of the teaching role – knowledge, dispositions, performance skills - is directly tied to the standards presented within the document and is presented below for each of the 10 standards. Dispositions are to be recognized, nurtured, and developed in an educational setting through reinforcement, modeling, and support. With such dispositions in place, the beginning K-12 physical education teacher will need to possess certain knowledge and, in some situations, be expected to perform based on that knowledge. At the beginning level, all desired knowledge will not lead to an expected performance.

Knowledge

The subject matter that a beginning K-12 physical education teacher needs to know and understand.

Dispositions

Fundamental attitudes, beliefs, and/assumptions about teaching and learning in physical education, which underlie the professional and ethical bases for practice.

Performance

Demonstrated outcomes of learning essential to a beginning K-12 physical education teacher.

These standards have been derived from the National Association for Sport and Physical Education (NASPE) and Adapted Physical Education National Standards (APENS) standards. They assure that all physical education teachers are prepared to teach all students, including those with disabilities.

Abbreviations/Definitions:

OT = Occupational Therapist

PT = Physical Therapist

TR = Therapeutic Recreationist

“all” = individuals with and without disabilities

IEP = Individualized Education Plan

LRE = Least Restrictive Environment

IDEIA = Individuals with Disabilities Education Improvement Act

Standards Revision Task Force

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Standard 1:

Content Knowledge. The physical education teacher understands physical education content and disciplinary concepts related to the development of physically educated persons with and without disabilities.

Dispositions

The teacher:

1. believes physical activity and fitness are important to the health and well being of all individuals
2. has enthusiasm for the importance of physical education as a means of developing a physically educated person.
3. seeks to keep abreast of new ideas and understandings in disciplines related to physical education, adapted physical education, and education.
4. believes that physical activity can foster self expression, development, and learning.

Knowledge

The teacher has knowledge of:

-
- K1 critical elements and sequencing of basic motor skills.
-
- K2 concepts and strategies related to physical activity, modification of activity, fitness and how to incorporate them into other subject areas.
-
- K3 historical, philosophical, sociological, and psychological factors associated with diverse physical education.
-
- K4 the organic, skeletal, and neuromuscular structures of the human body, and how these systems adapt to physical activity, and contribute to motor performance, fitness, and wellness for those individuals with and without orthopedic, sensory, and cognitive impairments.
-
- K5 concepts, assumptions, debates, and processes of inquiry central to the study of general and adapted physical education.
-
- K6 appropriate instructional cues and prompts for basic motor skills and physical activity for those individuals with and without orthopedic, sensory, and cognitive impairments.

Performances

The teacher:

-
- P1 demonstrates basic motor skills and physical activities with competence.
-
- P2 applies disciplinary concepts and principles to skillful movement and physical activity for all students.
-
- P3 incorporates interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from multiple subject areas.
-
- P4 supports and encourages expression through movement in all to include those using assistive devices or other mobility aids.

Standard 2:

Growth and Development. The physical education teacher understands how individuals, with and without disabilities, learn and develop, and provides opportunities that support physical, cognitive, social and emotional development.

Dispositions

The teacher:

1. appreciates and promotes physical activity in the overall growth and development of all learners.
2. appreciates individual variations in growth and development and is committed to helping all learners become competent and self-confident.

Knowledge

The teacher has knowledge of:

-
- K1 how all learners grow and develop, become physically fit, construct knowledge, and acquire skills.
-
- K2 physical, cognitive, social, emotional development and how to address these factors when making instructional decisions, modifications and adaptations.
-
- K3 expected developmental progressions and ranges of individual variation and can identify levels of readiness.
-
- K4 the value of inclusive play and practice opportunities for growth and development.

Performances

The teacher:

-
- P1 assesses individual and group performance in order to design safe instruction that meets all learner developmental needs in the physical, cognitive, social, and emotional domains
-
- P2 stimulates learner reflection on prior influences on learning and how to encourage learners to assume responsibility for their own learning.
-
- P3 structures the learning environment to ensure that the relationship among all performers, tasks, and conditions leads to success.

Standard 3:

Diverse Learners. The physical education teacher understands how individuals, with or without disabilities, differ in their approaches to learning and creates appropriate instruction adapted to these differences.

Dispositions

The teacher:

1. believes that all learners can develop motor skills, feel successful, and enjoy physical activity.
2. appreciates and values human diversity and shows respect for varied talents and perspectives.
3. is committed to helping all learners become physically educated in personally meaningful ways.
4. seeks to understand and is sensitive to all learners' families, communities, cultural values, and socioeconomic experiences as they relate to physical education.

Knowledge

The teacher has knowledge of:

-
- K1 differences in approaches to learning and physical performance (e.g., different learning styles, multiple intelligences, and performance modes) and can design instruction that uses learners' strengths as the basis for growth.
-
- K2 areas of special need including physical and emotional challenges, learning disabilities, sensory difficulties, and language barriers (e.g., English as a second language).
-
- K3 how learning is influenced by individual experiences, talents, and prior learning, as well as culture, family, and community values.
-
- K4 how to adapt activities to promote development from the fundamental movement stage through the advanced stage for all learners.
-
- K5 adapted physical education as a program and has knowledge of laws that relate to education for all learners.
-
- K6 the disability areas identified in the Individuals with Disability Education Improvement Act (IDEIA) found within school age population.

Performances

The teacher:

-
- P1 selects and implements developmentally appropriate instruction that is sensitive to the multiple needs, learning styles, and experiences of all learners.
-
- P2 uses appropriate strategies, services, and resources to meet special and diverse learning needs.
-
- P3 creates a learning environment that respects and incorporates learners' personal, family, cultural, and community experiences.
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- P4 is an advocate for physical activity for all learners.
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- P5 treats all children as individuals and assesses to determine learning needs.

Standard 4:

Management and Motivation. The physical education teacher uses and understands individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for individuals with and without disabilities.

Dispositions

The teacher:

1. accepts responsibility for establishing a positive climate in the physical education setting and school environment.
2. believes that providing opportunities for all learners' input into instructional decisions increases their commitment to learning.
3. recognizes the importance of positive peer relationships in establishing a climate for learning.
4. recognizes the value of intrinsic motivation to life-long participation in physical activity.
5. is committed to using appropriate motivational strategies to meet the needs of all individuals.
6. recognizes the importance of relevant and appropriate assessment to develop learning objectives.
7. recognizes and commits to the management and motivation strategies established in the school setting.

Knowledge

The teacher has knowledge of:

-
- K1 developmentally appropriate practices to motivate all learners to participate in physical activity.
-
- K2 strategies to teach all learners how to enhance their behavior and motivation.
-
- K3 strategies to help all learners demonstrate responsible personal and social behavior that promotes positive relationships and a productive environment in physical education settings.
-
- K4 the principles of effective management and a variety of strategies to promote equitable and meaningful learning in physical activity settings.
-
- K5 factors related to intrinsic motivation and strategies to help all learners become self-motivated.
-
- K6 contemporary trends and mandates related to individuals with disabilities (e.g., Least Restrictive Environment, Inclusion).

Performances

The teacher:

-
- P1 uses a variety of developmentally appropriate practices to motivate all learners to participate in life-long physical activity.
-
- P2 uses strategies to promote mutual respect, support, safety, and cooperative participation for all learners.
-
- P3 uses managerial and instructional strategies, which create engaging learning experiences for all learners.
-
- P4 organizes, allocates and manages resources (e.g., time, space, equipment) to provide active and equitable learning.

Standard 5:

Communication The physical education teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings for students with and without disabilities.

Dispositions

The teacher:

1. recognizes the importance of communication skills and being informed of technological advances.
2. appreciates the cultural dimensions of communication and seeks to foster sensitive interactions with and among all learners.
3. is committed to communicating with students, school colleagues, parents/guardians, and the community.

Knowledge

The teacher has knowledge of:

-
- K1 effective communication techniques.
-
- K2 appropriate verbal and nonverbal cues and when to use them in the teaching of physical education.
-
- K3 how ethnic, cultural, economic, ability, gender, and environmental differences affect communication.
-
- K4 how to use computers and other technologies to communicate and network.
-
- K5 strategies for communicating with school colleagues, parents, and the community (e.g., PTA, advisory communities, conferences, OTs, and PTs).
-
- K6 national agencies, organizations and community programs to assist families in play, sport, and physical activity (e.g., Special Olympics, United States Association for Blind Athletes, and American Occupational Therapy Association).
-
- K7 how Special Educators, OTs, PTs, and TRs can assist in individuals with disabilities.

Performances

The teacher:

-
- P1 communicates in ways that demonstrate sensitivity to ethnic, cultural, economic, ability, gender, and environmental differences.
-
- P2 communicates managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, and video).
-
- P3 communicates with school colleagues, parents/guardians and the community through electronic means, open houses, faculty meetings, newsletters, IEP meetings, and conferences.
-
- P4 models communication strategies (e.g., restating ideas and making connections active listening, sensitivity to the effects of messages, and the nonverbal cues given and received).
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- P5 assists families in contacting and getting involved with national agencies, organizations and community programs.
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- P6 confers with OTs, PTs, and TRs on activities of daily living and leisure needs, and use of programs of physical education for assistive devices

Standard 6:

Planning and Instruction. The physical education teacher understands the importance of planning developmentally appropriate instructional units, which are based on relevant and appropriate assessments, to foster the development of a physically educated person, with or without a disability.

Dispositions

The teacher:

1. values short- and long-term planning to reach curricular goals.
2. values the use of multiple instructional strategies to develop competence, cooperation, and higher order learning in physical education settings.
3. believes that plans must be open to revision based on all students' needs and changing circumstances.
4. is committed to using learner strengths as a basis for planning instruction.
5. is committed to continuous learning about pedagogical content knowledge and its impact on learning.
6. believes that the safety of all students is the first priority in any movement setting.
7. values curricular planning and coordination within and across disciplines
8. is committed to maintaining health-related physical fitness as an appropriate expectation for all professionals in physical education.

Knowledge

The teacher has knowledge of:

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- | | |
|----|--|
| K1 | learning theory, current curricular models and trends related to all individuals. |
| K2 | contextual issues to consider when planning instruction (e.g., instructional materials, individual interests, needs and aptitudes, and community resources). |
| K3 | how to design instructional sequences and learning experiences that maximize all learners participation and success based on assessment results. |
| K4 | the uses of a variety of equipment, materials, human, and technological resources (e.g., wheelchairs, computers, audio-visual technologies, videotapes and discs, local experts, and print resources) to enhance learning in a safe environment for all individuals. |
| K5 | principles, techniques, advantages, and limitations of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, independent study, and interdisciplinary instruction). |
| K6 | safety issues to consider when planning and implementing instruction (e.g., environmental checks of equipment, field, and |

Performances

The teacher:

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|----|--|
| P1 | can identify program goals for all students. |
| P2 | selects instructional strategies based on student assessment, developmental levels, learning styles, program goals, and safety issues, (e.g. reduce the areas of play and implement equipment modifications for students with disabilities.) |
| P3 | applies disciplinary and pedagogical knowledge in developing safe learning experiences. |
| P4 | selects teaching resources and curriculum materials for their comprehensiveness, accuracy, usefulness, and safety. |
| P5 | uses curricula that encourage all learners to see, question, and interpret physical activity from diverse perspectives. |
| P6 | designs and implements learning experiences that are safe, appropriate, realistic, and relevant based on principles of effective instruction (e.g., that activate learners' prior knowledge, anticipate problem solving, and build on skills and preconceptions, encourage exploration and experiences). |
| P7 | uses demonstration and explanations to capture key components and link them to all learners' experiences in physical education. |

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| | movement space; contraindicated exercises and body positions; basic first aid and CPR; handling of wheelchairs, negotiating stairs, floor surfaces, and inclines). | |
| K7 | educational placement decisions are made as a function of the IEP process. | |
| | | P8 |
| | | helps all learners incorporate problem-solving and critical thinking strategies in the process of becoming a physically educated person. |
| | | P9 |
| | | chooses varied roles in the instructional process based on the content, purpose of instruction, and the needs of all learners (e.g., model, assessor, monitor, facilitator). |
| | | P10 |
| | | creates short- and long-term plans that are based on assessments linked to all learner needs and performance, and adapts plans to ensure progress, motivation, and safety for all learners. |
| | | P11 |
| | | models instructional strategies that facilitate learning in physical activity settings (e.g., manages, informs, checks for all learner understanding; draws connections, uses visual, aural, and kinesthetic cues; uses peer tutors, paraeducators; and is sensitive to all learner responses). |
| | | P12 |
| | | asks questions and poses scenarios to stimulate interactive learning opportunities (e.g., helps students articulate ideas/thinking, promotes risk taking/problem solving, facilitates factual recall, encourages convergent/divergent thinking, stimulates curiosity). |
| | | P 13 |
| | | bases curriculum on school, district, or state physical education performance standards |

Standard 7:

Student Assessment. The physical education teacher understands and uses varied types of assessment for program continuity, appropriate student placement and the development of the physical, cognitive, social, and emotional domains for students with and without disabilities.

Dispositions

The teacher:

1. values ongoing assessment to identify all learner needs and ability.
2. recognizes that a variety of assessment strategies are necessary.
3. recognizes the purpose of screening, assessment, measurement and evaluation for appropriate placement of students with disabilities.
4. recognizes strategies to effectively communicate assessment results to all learners, parents, school, and district officials.

Knowledge

The teacher has knowledge of:

-
- K1 characteristics, uses, advantages, and limitations of different types of assessment (e.g., criterion and norm-references, formative and summative, motor performance and physical fitness, portfolio and authentic assessments) for all students.
-
- K2 how to select and use developmentally appropriate assessment strategies and instruments congruent with physical education learning and IEP goals.
-
- K3 measurement issues, such as validity, reliability and bias when selecting and using a test for all students.
-
- K4 the use of assessment as an integral part of instruction and planning in order to provide feedback to all learners and those professionals involved with the IEP process.
-
- K5 how to use and interpret learner performance data to inform instructional decisions, and report progress and contribute to the IEP.

Performances

The teacher:

-
- P1 uses a variety of formal and informal assessment techniques to assess learner progress (e.g., criterion and norm-references, formative and summative, motor performance and authentic assessments) to determine appropriate service and placement of all students.
-
- P2 maintains records of all learner performance and communicates learner progress based on appropriate indicators to students, parents, school and district officials.
-
- P3 provides suggestions for adaptations or modifications of activities based on the student's assessed needs.
-
- P4 Uses data to assess curriculum and program outcomes

Standard 8:

Reflection. The physical education teacher understands the importance of being a reflective practitioner and its contribution to overall professional development and actively seeks opportunities to sustain professional growth.

Dispositions

The teacher:

1. is committed to ongoing self-reflection, assessment and learning for professional development
2. values critical thinking and self-directed learning.
3. is committed to seeking, developing and refining practices to address individual needs of all learners.
4. recognizes responsibility for engaging in and supporting appropriate professional practices.

Knowledge

The teacher has knowledge of:

-
- K1 a variety of self-assessment and problem-solving strategies for reflecting on practice and its influence on learning.
-
- K2 literature on teaching physical education, adapted physical education and resources available for professional physical educators.
-
- K3 trends that impact physical education on local, state, and national levels.

Performances

The teacher:

-
- P1 reflects upon and revises practice based on observation of all learners and code of conduct for physical education.
-
- P2 consults professional literature, colleagues and other resources to develop as a learner and a teacher.
-
- P3 participates in the professional physical education community and within the broader education field
-
- P4 reflects on the appropriateness of program design on the development of all physically educated individuals.
-
- P5 models physically active lifestyle

Standard 9:

Technology. The physical education teacher uses information technology to enhance learning and for personal and professional productivity for students with and without disabilities.

Dispositions

The teacher:

1. recognizes the contribution of technology toward the design, development and implementation of effective teaching and communication strategies.
2. recognizes the varied use of technology toward both knowledge acquisition and knowledge transmission in the learning environment.
3. values ongoing use of technology to enhance the learning and teaching environment.

Knowledge

The teacher has knowledge of:

-
- K1 current technology available and its use in the physical education setting, to include communication devices for those with special needs (e.g., communication boards, laptops).
-
- K2 the different types of data gathered from different types of technology (e.g., movement frequency versus activity intensity).
-
- K3 the varied methods by which technology can be incorporated in the physical education setting to enhance all student learning.
-
- K4 instructional strategies to present the movement concepts and equipment in physical education (e.g., ball, bat, run, jump, sit, throw, catch, etc.).
-
- K5 professional resources available electronically (eg., NASPE and PE-Central websites).

Performances

The teacher:

-
- P1 uses technology to regularly collect data for ongoing curricular and student assessment.
-
- P2 uses technology on a regular basis to communicate, network and locate resources to enhance instructional goals and objectives to include information on IEPs.
-
- P3 encourages students to explore the varied uses of technology as it relates to developing physically active lifestyles.
-
- P4 uses technology to assist with teaching students with disabilities (e.g., communication boards, assistive devices).
-
- P5 uses technology to communicate with learners, parents, school and community.

Standard 10:

Collaboration. The physical education teacher understands the necessity of fostering collaborative relationships with colleagues, administrators, OTs, PTs, TRs, parents/guardians, and community agencies to support the development of a physically educated person.

Dispositions

The teacher:

1. is willing to consult with others regarding the total well-being and education of all learners.
2. respects all learners' privacy and the confidentiality of information.
3. is willing to work with others to improve the overall working environment.

Knowledge

The teacher has knowledge of:

-
- K1 how schools and organizations function within the larger community context relative to physical education.
-
- K2 the influence of non-school factors on learning and engagement in physical activity (e.g., disabilities, family circumstances, community settings, health, and economic conditions).
-
- K3 laws related to learner rights and teacher responsibilities (e.g., equity, inclusion, confidentiality, privacy, and child abuse).
-
- K4 issues related to the functions of schools (e.g., school culture, inclusion, school-based management, funding, annual yearly progress, No Child Left Behind).
-
- K5 how curriculum decisions are made for teaching individuals with disabilities.

Performances

The teacher:

-
- P1 acts as an advocate in the school and community to promote a variety of physical education opportunities for all individuals.
-
- P2 consults with counselors and other professionals in community agencies, including OTs, PTs and TRs.
-
- P3 identifies and uses community resources to enhance physical activity opportunities.
-
- P4 establishes productive partnerships with parents/guardians to support learner growth and well-being.
-
- P5 participates in collegial activities to make the school a productive learning environment.
-
- P6 participates in curriculum development, program review etc, with colleagues at school and in the district.

The *Indiana Standards for Teachers of Physical Education* were adapted from the National Standards for Beginning Physical Education Teachers (NASPE) and the Adapted Physical Education National Standards (APENS). The following matrix is provided to illustrate how these standards informed the creation of the *Indiana Standards for Teachers of Physical Education*.

Standards Matrix –New Indiana Physical Education Standards

| New Beginning Teacher NASPE Standards | APENS | New Indiana Standards |
|--|--|---|
| <p>1. Content Knowledge Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person</p> | <p>10. Teaching An APE teacher understands the principles of human development, motor behavior, and exercise science, as applied to individuals with disabilities.</p> <p>3. Exercise Science The APE teacher must foster the modification and application of exercise principles (ie. physiological and biomechanical) when working with diverse populations to ensure that all children with disabilities enjoy similar benefits of exercise.</p> <p>5. History and Philosophy The APE teacher understands the contribution that physical education can make in children’s lives through components of each law that related to the education of individuals with disabilities.</p> | <p>1. Content Knowledge Understand physical education content and disciplinary concepts related to the development of a physically education person with and without a disability.</p> |
| <p>2. Growth and Development Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development</p> | <p>1. Human Development The APE teacher understands the foundation of proposed goals and activities for individuals with disabilities which are grounded in a basic understanding of human development. The APE teacher is familiar with theories and practices related to human development and their application to individuals with disabilities.</p> | <p>2. Growth and Development Understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.</p> |
| <p>3. Diverse Students Physical education teachers understand how individuals differ their approaches to learning, and create appropriate instruction adapted to these differences.</p> | <p>2. Motor Behavior The APE teacher should have knowledge of typical physical and motor development as well as understanding the influence of developmental delays on these processes. It also means understanding how individuals learn motor skills and apply principles of motor learning during the planning and teaching of physical education to students with disabilities.</p> <p>6. Unique Attributes of Learners The APE teacher needs to know the disability areas identified in the Individuals with Disabilities Education Act (IDEA) found within school age population. They should be able to treat all children as individuals and assess them to determine what needs they have for learning.</p> | <p>3. Diverse Learners Understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences</p> |
| | | |

| New Beginning Teacher NASPE Standards | APENS | New Indiana Standards |
|---|--|--|
| <p>4. Management and Motivation Physical education teachers use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> | <p>7. Curricular Theory and Development When planning to teach physical education to students with disabilities, the APE teacher should recognize that certain Curriculum Theory and Development concepts, such as selecting goals based on relevant and appropriate assessments, must exist.</p> | <p>4. Management and Motivation Use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages all students, with and without disabilities, that encourages positive social interaction, active engagement in learning, and self-motivation.</p> |
| <p>5. Communication Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.</p> | <p>15. Communication The APE teacher must be able to effectively communicate with families and other professionals using a team approach in order to enhance service delivery to individuals with disabilities.</p> | <p>5. Communication Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings for all students with and without disabilities.</p> |
| <p>6. Planning and Instruction. Physical education teachers understand the importance of planning developmentally appropriate instructional units to foster the development of a physically educated person.</p> | <p>7. Curricular Theory and Development When planning to teach physical education to students with disabilities, the APE teacher should recognize that certain Curriculum Theory and Development concepts, such as selecting goals based on relevant and appropriate assessments, must exist.</p> <p>2. Motor Behavior The APE teacher needs to understand how individuals learn motor skills and apply principles of motor learning during the planning and teaching of physical education to students with disabilities.</p> <p>9. Instructional Design and Planning Many of the principles addressed in human development, motor behavior, exercise science and curriculum theory must be developed before an APE teacher can provide services to meet legal mandates, educational goals and most importantly the unique needs of individuals with disabilities.</p> | <p>6. Planning and Instruction. Understand the importance of planning developmentally appropriate instructional units, which are based on relevant and appropriate assessments, to foster the development of a physically educated person with or without a disability.</p> |

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|---|---|--|
| <p>7. Student Assessment Physical education teachers understand and use the varied types of assessment and their contribution to overall program continuity and the development of the physical, cognitive, social, and emotional domains.</p> | <p>4. Measurement and Evaluation The APE teacher understands the mandates of legislation, the measurement of motor performance, motor development and the acquisition of motor skills for individuals with disabilities.</p> <p>8. Assessment The APE teacher should understand the process of assessment beyond data gathering to include measurements for the purpose of making decisions about special services and program components for individuals with disabilities.</p> <p>12. Student and Program Evaluation The APE teacher can evaluate entire programs, beyond just student assessment, to include an entire range of educational services. Adapted physical education programs or outcomes for students with disabilities are considered in this process.</p> | <p>7. Student Assessment Understand and use the varied types of assessment for program continuity, appropriate student placement, and the development of the physical, cognitive, social, and emotional domains for all students.</p> |
| <p>8. Reflection Physical education teachers understand the importance of being a reflective practitioner and its contribution to overall professional development and actively seek opportunities sustain professional growth.</p> | <p>12. Student and Program Evaluation The APE teacher can evaluate entire programs, beyond just student assessment, to include an entire range of educational services. Adapted physical education programs or outcomes for students with disabilities are considered in this process.</p> <p>13. Continuing Education The APE teacher will remain current in their field, they will take advantage of distance learning courses, workshops, seminars and presentations at conferences, conventions or in service training.</p> <p>14. Ethics The APE with APENS will strive at all times to adhere to the highest of ethical standards in providing programs and services for children and youth with disabilities.</p> | <p>8. Reflection Understand the importance of being a reflective practitioner and its contribution to overall professional development and actively seek opportunities sustain professional growth.</p> |
| <p>9. Technology Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.</p> | <p>13. Continuing Education The APE teacher will remain current in their field, the will take advantage of distance learning courses, workshops, seminars and presentations at conferences, conventions or in service training.</p> | <p>9. Technology Use information technology to enhance all students' learning, and personal and professional productivity.</p> |
| <p>10. Collaboration Physical education teachers understand the necessity of fostering collaborative relationships with colleagues, parents/guardians, and community agencies to support the development of a physically educated person</p> | <p>11. Consultation and Staff Development The APE teacher provides consultation and staff development activities making sure to address interdisciplinary cooperation as more students with disabilities are served in the general physical education setting.</p> | <p>10. Collaboration Understand the necessity of fostering collaborative relationships with colleagues, OT's, PT's, TR's, parents/guardians, and community agencies to support the development of a physically educated person</p> |

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| <p>3. Diverse Students Physical education teachers understand how individuals differ their approaches to learning, and create appropriate instruction adapted to these differences.</p> | <p>2. Motor Behavior The APE teacher should have knowledge of typical physical and motor development as well as understanding the influence of developmental delays on these processes. It also means understanding how individuals learn motor skills and apply principles of motor learning during the planning and teaching of physical education to students with disabilities.</p> <p>6. Unique Attributes of Learners The APE teacher needs to know the disability areas identified in the Individuals with Disabilities Education Act (IDEA) found within school age population. They should be able to treat all children as individuals and assess them to determine what needs they have for learning.</p> | <p>3. Diverse Learners Understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences</p> |
| | | |

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|---|--|--|
| <p>4. Management and Motivation Physical education teachers use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> | <p>7. Curricular Theory and Development When planning to teach physical education to students with disabilities, the APE teacher should recognize that certain Curriculum Theory and Development concepts, such as selecting goals based on relevant and appropriate assessments, must exist.</p> | <p>4. Management and Motivation Use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages all students, with and without disabilities, that encourages positive social interaction, active engagement in learning, and self-motivation.</p> |
| <p>5. Communication Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.</p> | <p>15. Communication The APE teacher must be able to effectively communicate with families and other professionals using a team approach in order to enhance service delivery to individuals with disabilities.</p> | <p>5. Communication Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings for all students with and without disabilities.</p> |
| <p>6. Planning and Instruction. Physical education teachers understand the importance of planning developmentally appropriate instructional units to foster the development of a physically educated person.</p> | <p>7. Curricular Theory and Development When planning to teach physical education to students with disabilities, the APE teacher should recognize that certain Curriculum Theory and Development concepts, such as selecting goals based on relevant and appropriate assessments, must exist.</p> <p>2. Motor Behavior The APE teacher needs to understand how individuals learn motor skills and apply principles of motor learning during the planning and teaching of physical education to students with disabilities.</p> <p>9. Instructional Design and Planning Many of the principles addressed in human development, motor behavior, exercise science and curriculum theory must be developed before an APE teacher can provide services to meet legal mandates, educational goals and most importantly the unique needs of individuals with disabilities.</p> | <p>6. Planning and Instruction. Understand the importance of planning developmentally appropriate instructional units, which are based on relevant and appropriate assessments, to foster the development of a physically educated person with or without a disability.</p> |