



National Association for
Sport and Physical Education

*an association of the American Alliance for Health,
Physical Education, Recreation and Dance*

NASPE Sets the Standard

GUIDANCE DOCUMENT

Guidelines for an Introductory Undergraduate Course In Physical Education Teacher Education

The intent of teacher education is to develop a person's skill, knowledge and ability to foster learning in pre-K–12 education settings. Preparation in this field of education carries added complexities, in that physical educators must address psychomotor, cognitive and affective goals. An introductory course for undergraduates should overview the disciplinary foundation, while underscoring the uniqueness, complexity and evolution of the field at large. Inherent in such an education are discipline-specific knowledge, physical competence and professionalism.

The purpose of this document is to provide guidelines for an introductory course in physical education teacher education that have been aligned with NASPE's National Standards for Initial Physical Education Teacher Education (NASPE, 2009). The content is outlined to offer the course in two different ways:

1. An early experience for those people already majoring in physical education teacher education.
2. A general education course offered to those who might be interested in considering a career as a physical education teacher. As a preliminary introduction to teaching and learning in the field of physical education, this course would provide an opportunity to initiate people to the profession.

Of emerging importance in physical education is the role of the profession in addressing sedentary lifestyles and the rise of associated health issues such as obesity, type II diabetes and cardiovascular disease. To address those health issues, educators are being asked to develop comprehensive physical activity programs that encourage behavior change. Teacher responsibilities such as those likely differ from teacher candidates' prior experiences in physical education.

These responsibilities should be identified and discussed in introductory undergraduate courses, and are included in this document under "Scientific and Theoretical Knowledge," as well as "Skill- and Fitness-Based Competence."

Prerequisites

This is designed to be an introductory course that invites people into teaching by providing them with an overview of the content and language that shapes their professional development. Basic dispositions such as caring, respect for others, curiosity and dedication to learning are examples of characteristics that one should bring to this course.

Guidelines for Course Learning Objectives for a One-Credit Course Offered to Student Majors Not in a Physical Education Teacher Certification Program

The course should be designed to have students meet the following objectives:

- I. Knowledge
 - a. Define a physically educated person in a standards-based accountability era.
 - b. Identify NASPE's National Standards for Physical Education and describe their relation to physical education instruction.
 - c. Summarize the characteristics of physical education programming that affect student learning and behavior (e.g., physical activity engagement, supportive confidence building environment, opportunities for developing self-responsibility).
 - d. Identify the elements of comprehensive school health and the place of physical education within the comprehensive school health model.
- II. Skill- and Fitness-Based Competence
 - a. Understand that motor competency is developed through age-appropriate experiences.
 - b. Know health-related fitness concepts and benefits of adhering to the U.S. Department of Health and Human Services' 2008 National Physical Activity Guidelines for Americans (HHS, 2008).
 - c. Identify evidenced-based physical activity interventions that can be applied to physical education.
- III. Professionalism
 - a. Identify appropriate and inappropriate teaching practices based on NASPE's Appropriate Practices documents.
 - b. Identify and describe teacher functions and how they differ from those of physical activity directors and coaches.
 - c. Recognize and value appropriate professional dispositions.
 - d. Reflect on personal career goals and their alignment with the profession.

Guidelines for Introductory PETE Course *(cont.)*

- IV. Authentic and Field Experiences (select one of the following)
 - a. Observation(s) in a high-quality education setting (live or video).
 - b. Community-service project involving physical activity.
 - c. Service-learning project that promotes physical activity engagement.

Guidelines for Course Learning Objectives for a Two- or Three-Credit Course Offered to Physical Education or Kinesiology Majors in a Teacher Certification Program

The course should be designed so that students meet the following objectives:

- I. Scientific and Theoretical Knowledge
 - a. Identify historical perspectives and current issues related to physical education and legislation.
 - i. Describe the evolution of the field of physical education, major influential legislation, and how the health and demographics of the U.S. population has changed.
 - ii. Identify public health issues and acknowledge the expanding role of physical education teachers in disease prevention.
 - iii. Identify the elements of comprehensive school health and the place of physical education within the comprehensive school health model.
 - b. Define a physically educated person in a standards-based accountability era.
 - c. Identify NASPE's National Standards for Physical Education and describe their relation to physical education instruction.
 - d. Summarize the characteristics of physical education programming that affect student learning and behavior (e.g., physical activity engagement, supportive, confidence-building environment, opportunities for developing self-responsibility, choice curriculum).
- II. Skill- and Fitness-Based Competence
 - a. Understand that motor competency is developed through age-appropriate experiences.
 - b. Know health-related fitness concepts and benefits of adherence to U.S. Department of Health and Human Services' 2008 National Physical Activity Guidelines for Americans (HHS, 2008).
 - c. Understand the socio-cultural factors associated with participating regularly in physical activity and how physical education programming can contribute to achieving that outcome.
 - d. Identify evidenced-based physical activity interventions that can be applied to physical education.
 - e. Participate in an initial physical fitness assessment.

Guidelines for Introductory PETE Course *(cont.)*

III. Professionalism

- a. Identify appropriate and inappropriate teaching practices based on NASPE Appropriate Practices documents.
- b. Identify and describe the professional behaviors of effective physical education teachers, and how they are alike and how they are different from those of coaches or other physical activity leaders.
- c. Describe the teacher career cycle and its relation to mastery teaching, professional development, National Board Certification and continuing education.
- d. Recognize and value professional dispositions.
- e. Provide an articulate description of the teacher candidate's goals in teaching physical education.
- f. Reflect on the teacher candidate's own professional potential.

IV. Authentic and Field Experiences

- a. Observe/assist pre-K–12 students in an education context.
- b. Analyze a teaching episode systematically, displaying best practice.
- c. Participate in a physical education micro-teaching episode.

Faculty

Those who teach undergraduate majors should hold degrees in physical education pedagogy, should have significant school teaching experience and should have completed advanced study and, preferably, a terminal degree in an area related to teaching physical education.

Resources

Adequate facilities and equipment include, but are not limited to, the following:

1. For observation purposes, access to children in an education context taught by a teacher who uses appropriate instruction practices, as delineated in NASPE's Appropriate Practices documents.
2. Facilities/equipment needed to assess physical fitness (i.e., Fitnessgram).
3. Adequate equipment to support micro-teaching episodes.

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