

Crosswalk: Former versus New Physical Education Prek-12 Program Standards

General Information about this Revision:		
<ul style="list-style-type: none"> » Changed language from “teacher of physical education” to “educational candidate”. » Moved planning from former standard 5 to proposed standard 3 (3a, 3b, 3d). » Included social-emotional components to standard 1 and 3. » Added a stand alone technology standard (Standard 6) » Added a standard to address health-related fitness (Standard 2) » Move portions of former standard 2 to proposed standard 3. 		
STANDARD 1		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 1: The teacher of physical education understands the concepts of physical education content and applies these concepts for the development of a physically educated learner.</p>	<p>Standard 1: Content and Foundational Knowledge:</p> <p>Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.</p>	<ul style="list-style-type: none"> • Standard 1 - The educational candidate demonstrates an understanding of specific content areas as well as specialized content areas including scientific, and theoretical foundations as opposed to stating they understand and apply general concepts. • The content knowledge is more specific to ensure the educational candidate is adequately prepared in each content area instead of listing specific activities within that content area to focus on. • Included sports skills. • Changed the wording to encompass both the knowledge and the application of knowledge in each component, which

		<p>allowed us to combine the two categories into one set of components.</p> <ul style="list-style-type: none"> • Included a social emotional component. • Changed motor movement to sensorimotor movement. • Changed the wording from fitness, to lifetime fitness. • Changed the wording from first-aid and emergency procedure to risk management to ensure we support prevention as well as response to injury. • Changed the wording from interdisciplinary to cross-curricular and changed content area to knowledge based core curriculum content areas.
STANDARD 2		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
None	<p>Standard 2: Skillfulness and Health-Related Fitness Physical education candidates are physically literate individuals who can demonstrate the knowledge to achieve and maintain skillful performance* and a health-enhancing level of physical activity and fitness. *(Skillful Performance) A person’s effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.</p>	<ul style="list-style-type: none"> • Note: Refer to Standards 1,3, and 5.

STANDARD 3		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 2: The teacher of physical education understands how individuals learn and develop, including special needs learners, and can provide safe, developmentally appropriate opportunities that support their physical, cognitive, social and emotional development in the physical education environment.</p>	<p>Standard 3: Planning and Implementation 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 PreK-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and critical thinking strategies to address the diverse needs of all students.</p>	<ul style="list-style-type: none"> • Moved from former Standard 2 to develop current Standard 3. • Most performance and knowledge indicators from former Standard 2 found into proposed Standard 3 components. • Exceptions: • Safety issues moved to Standard 4, component e. • Assessment performance was moved to Standard 5 including all components. However, component 3.a also includes language of ensuring that outcomes are measurable, developmentally appropriate, and performance-based. • A component was added to address the social-emotional development of all learners. This is component 3.f. • Added more adapted and inclusive language indicating the need to work and develop appropriate programming for all learners.
<p>Standard 5: The teacher of physical education plans and implements a variety of developmentally appropriate instructional strategies to develop</p>		<ul style="list-style-type: none"> • Moved from former Standard 5 to proposed Standard 3 (Component 3.a, 3.b. and 3.d).

physical educated individuals.		
STANDARD 4		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 4: The teacher of physical education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understands how individuals differ in their approaches to learning.</p>	<p>Standard 4: Instructional Delivery and Management Physical education candidates engage all students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, instructional and managerial skills to enhance student learning.</p>	<ul style="list-style-type: none"> • The use of verbal and nonverbal communication (former Standard 4) is addressed in Component 4.b. • The ability to use communication skills to address different approaches to learning is in Component 4.c. • References to “current technological Innovations” in former Standard 4, Knowledge 4 has been moved to proposed Standard 6.
<p>Standard 7: The teacher of physical education uses an understanding of individual group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</p>		<ul style="list-style-type: none"> • Former Standard 7 moved to proposed Standard 4, component 4.a.
STANDARD 5		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?

<p>Standard 6: The teacher of physical education understands and uses formal and informal assessment strategies to foster the learning and skill development of all learners in physical activity.</p>	<p>Standard 5: Assessment of Student Learning Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.</p>	<ul style="list-style-type: none"> • Former Standard 6 moved to proposed Standard 5. • The terms "formal and informal" can be found in Components 5.a and 5.b as they relate to pre-assessments and formative assessments. • The idea that assessment should be used to foster learning and skill development is further defined in proposed Standard 5 which states that assessment will be used to monitor students' progress and guide instructional decisions.
<p>STANDARD 6</p>		
<p>PREVIOUS STANDARDS</p>	<p>NEW STANDARDS</p>	<p>WHAT CHANGED?</p>
<p>Standard 4: The teacher of physical education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various physical activity settings and understands how individuals differ in their approaches to learning.</p>	<p>Standard 6: Technology Physical education candidates exhibit technological literacy, model appropriate digital citizenship, and engage students in technology use to enhance learning.</p>	<ul style="list-style-type: none"> • Former Standard 4 Knowledge was moved to proposed Standard 6, component 6.a. • Expand skills needed in this area.
<p>STANDARD 7</p>		
<p>PREVIOUS STANDARDS</p>	<p>NEW STANDARDS</p>	<p>WHAT CHANGED?</p>
<p>Standard 3: The teacher of physical education understands the need to foster relationships with</p>	<p>Standard 7: Professional Responsibility Physical education candidates demonstrate behaviors</p>	<ul style="list-style-type: none"> • Proposed Standard 7 expanded professional responsibilities that educational candidates

<p>colleagues, parents/guardians and other professionals in the learning community and seeks opportunities to grow professionally.</p>	<p>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.</p>	<p>need to model as they leave a professional program.</p>
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Proposed
Kansas Educator Preparation Program Standards for
Physical Education
Early Childhood through Late Adolescence/Adulthood
PreK-12

“Learner” is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
Component 1.a: Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
Component 1.b: Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
Component 1.c: Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
Component 1.d: Describe the historical, philosophical, social perspectives and legislation in general physical education and adapted physical education.
Component 1.e: Describe and apply content knowledge of enhanced physical activity and how it affects cognitive, affective and behavioral functioning.
Standard 2: Health-Related Fitness Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
Component 2.a: 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).*
*(Skillful Performance) A person’s effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.
Standard 3: Planning and Implementation 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 PreK-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and critical thinking strategies to address the diverse needs of all students.

<p>Component 3.a: Plan and implement appropriate short- and long-term objectives that are aligned with local, state and SHAPE America’s National Standards and Grade-Level Outcomes for PreK-12 Physical Education. Outcomes must be measurable, developmentally appropriate, and performance-based.</p>
<p>Component 3.b: Plan and implement progressive (over-time) and sequential content and skill development, allowing for individualized instruction, that aligns with short- and long-term plan outcomes, which address the diverse needs of all students.</p>
<p>Component 3.c: Plan for and manage resources, including adapted equipment, to provide active, fair and equitable learning experiences.</p>
<p>Component 3.d: Plan and implement instruction, specially designed when necessary, adding specific accommodations and/or modifications for all students.</p>
<p>Component 3.e: Plan and implement learning experiences that engage students in using critical thinking strategies appropriately to analyze their own performance.</p>
<p>Standard 4: Instructional Delivery and Management Physical education candidates engage all 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.</p>
<p>Component 4.a: Establish a caring and inclusive learning environment through constructive feedback and positive behavior management strategies that support relationship building.</p>
<p>Component 4.b: Employ verbal and/or nonverbal communication skills that clearly state the learning objectives to students during the lesson introduction and closure.</p>
<p>Component 4.c: Provide clear, accurate, and concise task instructions and cues to meet the needs of students with exceptionalities and different learning styles (e.g. auditory, visual, kinesthetic).</p>
<p>Component 4.d: Exhibit the ability to modify or adjust instructional activities in response to off-task behavior, schedule changes, and unanticipated classroom events.</p>
<p>Component 4.e: Execute effective management strategies for safety, efficient use of time, maximized participation, and student self-management.</p>
<p>Component 4.f: Utilize a variety of techniques to observe student performance and provide specific, individual or group feedback to include accommodations and modifications for the enhancement of student learning.</p>
<p>Standard 5: Assessment of Student Learning Physical Education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.</p>
<p>Component 5.a: Implement formal and/or informal pre-assessments and utilize data to plan developmentally appropriate learning experiences.</p>
<p>Component 5.b: Conduct formal and/or informal formative assessments to guide instructional strategies, student practice, and modification of learning objectives.</p>
<p>Component 5.c: Collect and utilize summative assessment data to evaluate and communicate student progress, inform curricular modifications, and reflect upon teacher effectiveness.</p>

Standard 6: Technology and Digital Citizenship. Physical education candidates exhibit technological fluency, model appropriate digital citizenship, and engage students in technology use to enhance learning.
Component 6.a: Select and utilize digital tools to create and implement innovative learning experiences that maximize student engagement with lesson content.
Component 6.b: Use technology for the collection, analysis, evaluation and communication of student performance and data.
Component 6.c: Facilitate student use of technology to meet learning outcomes in a safe, legal, and ethical manner.
Standard 7: Professional Responsibility 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.
Component 7.a: Engage in behavior that exhibits self-reflection, professional ethics, practice and cultural competence.
Component 7.b: Demonstrate the knowledge and importance of professional growth and collaboration in schools and/or professional organizations.
Component 7.c: Describe strategies for the promotion and advocacy of physical education and expanded physical activity opportunities for all.