The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The performance standards provide teacher preparation programs guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful beginning physical education teachers. Teaching physical education is a lifelong undertaking that is initiated in college course work, refined in field and performance experiences, and enhanced during professional teaching. The intent of these performance standards is to support teacher preparation programs having a comprehensive program of study that integrates the general education core, professional education, physical education content area study and a variety of field experiences to ensure teacher candidates meet all of the following standards.

**Standard 1: Content Knowledge**

Candidates demonstrate competency in physical education content and disciplinary concepts related to the development of a physically educated person.

<table>
<thead>
<tr>
<th>Course Name(s)/Number(s)</th>
<th>Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 360 Theory &amp; Methods Ind. &amp; Dual Sports</td>
<td>Supporting Explanation&lt;br&gt;1.1 Candidates identify critical elements of motor skill development and combine motor skills into appropriate sequences for the purpose of improving learning.</td>
</tr>
<tr>
<td>PE 361 Theory/Methods/Team Games &amp; Rec</td>
<td>1.2 Candidates demonstrate competency in a variety of physical activities including rhythmic activities; educational gymnastics; and individual, dual and team games and sports.</td>
</tr>
<tr>
<td>PE 301 Teach PE in Elem. School</td>
<td>1.3 Candidates understand, model and teach concepts related to skillful movement and physical activity, incorporating injury prevention and safety, game rules and strategies, lifetime activities, and recreational pursuits.</td>
</tr>
<tr>
<td>PE 303 Rhythmic Movement Educ.</td>
<td>1.4 Candidates describe, model and apply the concepts of health-related physical fitness, nutrition and exercise science—including anatomical, physiological, biomechanical and psychological—to motor skills and physical activity.</td>
</tr>
<tr>
<td>PE 360 Theory &amp; Methods Ind. &amp; Dual Sports</td>
<td>1.5 Candidates understand and explore the historical, philosophical, and sociological perspectives of physical education and the relationship of physical education to the total school program. They understand legal responsibilities when teaching physical education.</td>
</tr>
<tr>
<td>PE 361 Theory/Methods/Team Games &amp; Rec</td>
<td></td>
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<tr>
<td>PE 403 Teach PE/Wellness in Sec. School</td>
<td></td>
</tr>
<tr>
<td>PE 402 Human Motor Learning &amp; Performance</td>
<td></td>
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<tr>
<td>HLTH 202 Wellness: A Lifetime objective</td>
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<tr>
<td>BIOL 403 Physiology of Exercise</td>
<td></td>
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<tr>
<td>BIOL 407 Kinesiology</td>
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</tr>
<tr>
<td>HLTH 203 First Aid and Safety</td>
<td>1.6 Candidates understand and apply principles of safety, first aid, and cardio-pulmonary resuscitation (CPR) in dealing with accidents, illnesses, and other emergency situations.</td>
</tr>
</tbody>
</table>
| EDUC 350 Diversity in Schools, Homes, & Communities, PE 301 Teach PE in Elem. School, PE 403 Teach PE/Wellness in Sec. School | **Standard 2: Growth and Development**
Candidates understand how individuals learn and develop and can provide developmentally appropriate opportunities in physical education that support their physical, cognitive, social, and emotional development. |
| Supporting Explanation | 2.1 Candidates understand the biological, psychological, sociological, experiential, and environmental factors—such as neurological development, physique, gender, and socio-economic status—that impact developmental readiness to learn and implement appropriate learning and practice opportunities. |
| PE 313 Adapted PE, PE 301 Teach PE in Elem. School | 2.2 Candidates monitor individual and group performance in order to design safe instruction that meets the developmental needs of a diverse student population. |
| Supporting Explanation | **Standard 3: Management and Motivation**
Candidates use their understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. |
| PE 360 Theory & Methods Ind. & Dual Sports, PE 361 Theory/Methods/Team Games & Rec | 3.1 Candidates use managerial routines that create smoothly functioning physical education learning experiences. |
| PE 360 Theory & Methods Ind. & Dual Sports, PE 361 Theory/Methods/Team Games & Rec | 3.2 Candidates organize, allocate, and manage resources—such as students, time, space, equipment, activities, and teacher attention—to provide safe, active, and equitable learning experiences. |
| PE 301 Teach PE in Elem. School, PE 403 Teach PE/Wellness in Sec. School | 3.3 Candidates use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of the school. |
| PE 404 Measurement and Evaluation | 3.4 Candidates use strategies to help students demonstrate responsible personal and social behaviors—including mutual respect, support for others, safety, cooperation, and personal responsibility—to promote positive relationships and a productive physical education learning environment. |
| Supporting Explanation | **Standard 4: Planning and Instruction**
Candidates plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards. |
| PE 301 Teach PE in Elem. School, PE 403 Teach PE/Wellness in Sec. School, PE 360 Theory & Methods Ind. & Dual Sports, PE 361 Theory/Methods/Team Games & Rec | 4.1 Candidates design and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting. |
### Major Matrix
**Physical Education K-12 Licensure**

<table>
<thead>
<tr>
<th>Course Name(s)/ Number(s)</th>
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<tbody>
<tr>
<td>PE 360 Theory &amp; Methods Ind. &amp; Dual Sports PE 361 Theory/Methods/Team Games &amp; Rec</td>
<td>4.2 Candidates use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences</td>
</tr>
<tr>
<td>PE 360 Theory &amp; Methods Ind. &amp; Dual Sports PE 361 Theory/Methods/Team Games &amp; Rec PE 301 Teach PE in Elem. School</td>
<td>4.3 Candidates develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.</td>
</tr>
<tr>
<td>PE 301 Teach PE in Elem. School</td>
<td>4.4 Candidates develop a repertoire of direct and indirect instructional formats to facilitate student learning—such as asking questions, posing scenarios, promoting problem solving and critical thinking, and facilitating factual recall.</td>
</tr>
</tbody>
</table>

#### Standard 5: Assessment

**Supporting Explanation**
Candidates understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

| PE 404 Measurement and Evaluation | 5.1 Candidates identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias. |
| PE 404 Measurement and Evaluation | 5.2 Candidates use a variety of appropriate authentic and traditional assessment techniques, including both student self-assessment and peer assessment, to assess student understanding and performance, provide feedback, and communicate student progress for both formative and summative purposes. |
| PE 404 Measurement and Evaluation PE 403 Teach PE/Wellness in Sec. School | 5.3 Candidates interpret, reflect upon and use learning and performance data to make informed curricular and instructional decisions. |

#### Standard 6: Reflection, Professional Development and Leadership

**Supporting Explanation**
Candidates pursue lifelong learning through reflective practice, research, professional development and physical activity.

<p>| PE 404 Measurement and Evaluation | 1. The program of study in physical education enables teacher candidates to meet the performance standards in teaching physical education appropriate to grades kindergarten through grade twelve. Institutions of higher education develop a comprehensive program of study that integrates the standards in the general education core, professional education, and the major in physical education |
| <strong>Supporting Explanation</strong> |  |</p>
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<tr>
<td>EDUC 121 Introduction to Middle Grades, Secondary and K-12 Education</td>
<td>2. Institutions of higher education provide field experiences and clinical practice (enhanced student teaching or internship) that are well designed and sequenced to provide opportunities for candidates to apply their knowledge, skills and dispositions in a variety of settings appropriate to the content and level of the program. Field experiences are ongoing school-based opportunities in which candidates observe, assist, tutor, instruct or conduct applied research. Candidates study and practice in a variety of settings that include students of diverse backgrounds and learning needs. Clinical practice provides candidates with experiences that allow for full immersion in the school-based community allowing candidates to demonstrate competence in the professional role for which they are preparing.</td>
</tr>
<tr>
<td>EDUC 350 Diversity in Schools, Homes, &amp; Communities</td>
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</tr>
<tr>
<td>PE 103 Practicum in Physical Education I</td>
<td>3. Candidates have field experiences (not necessarily student teaching or internship) in elementary, middle and secondary grade levels.</td>
</tr>
<tr>
<td>PE 315 Practicum in Physical Education II</td>
<td></td>
</tr>
<tr>
<td>EDUC 463 Seminar in Student Teaching</td>
<td>4. Candidates have internship or student teaching experiences involving students in both elementary grades (K-4) and middle/secondary grades (5-12)</td>
</tr>
<tr>
<td>EDUC 465 Student Teaching: Placement I</td>
<td></td>
</tr>
<tr>
<td>EDUC 467 Student Teaching: Placement II</td>
<td>5. Candidates have internship or student teaching experiences under the supervision of a qualified physical education mentor or cooperating teacher and candidates are supervised by an appropriate higher education faculty member. In some cases, the candidate may move from school to school to follow a teacher who may be assigned to different schools.</td>
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<tr>
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<tr>
<td>EDUC 121 Introduction to Middle Grades, Secondary and K-12 Education</td>
<td>6. Institutions encourage candidates in physical education to develop a second teaching field.</td>
</tr>
<tr>
<td>EDUC 350 Diversity in Schools, Homes, &amp; Communities</td>
<td></td>
</tr>
<tr>
<td>PE 103 Practicum in Physical Education I</td>
<td>7. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating teacher preparation programs: Model Standards for Beginning Teacher Licensing: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (1992); Tennessee Curriculum Standards in physical education; Standards for Initial Programs in Physical Education, developed by the National Association for Sport and Physical Education (2001); and Moving into the Future: National Standards for Physical Education, NASPE (2004).</td>
</tr>
<tr>
<td>PE 315 Practicum in Physical Education II</td>
<td></td>
</tr>
<tr>
<td>EDUC 463 Seminar in Student Teaching</td>
<td>8. These standards become effective for candidates seeking licensure no later than September 1, 2009. Institutions will submit standards for conditional approval no later than September 1, 2006.</td>
</tr>
<tr>
<td>EDUC 465 Student Teaching: Placement I</td>
<td></td>
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<td>EDUC 467 Student Teaching: Placement II</td>
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