

Competencies for Teachers of Physical Education/Health, Grades K-12

2015

In addition to the Arkansas Teaching Standards, the teacher of Physical Education/Health, grades K-12, shall demonstrate knowledge and competencies in the following areas:

<p>1. Scientific and Theoretical Knowledge AAHE : NA NASPE: Standards 1, 2</p>	<ul style="list-style-type: none"> 1.1 Ability to describe and apply physiological and biomechanical concepts related to fundamental and skillful movement, physical activity, and fitness 1.2 Ability to describe and apply motor learning and psychological/behavioral theory related to fundamental and skillful movement, physical activity, and fitness 1.3 Ability to describe and apply growth and motor development theory and principles related to fundamental and skillful movement, physical activity, and fitness 1.4 Ability to identify historical, philosophical, and social perspectives of physical education issues and legislation 1.5 Ability to analyze and correct critical elements of motor skills and performance concepts 1.6 Ability to integrate knowledge and skills from multiple subject areas in physical education. 1.7 Ability to describe and apply concepts of conditioning practices and principles, including frequency, intensity, time/duration, and the role of exercise 1.8 Ability to teach a variety of physical fitness and recreational activities to promote lifelong fitness
<p>2. Knowledge and Application AAHE: Standard I NASPE: NA</p>	<ul style="list-style-type: none"> 2.1 Ability to describe and apply concepts related to personal health care, including human anatomy and physiology, nutrition, mental and emotional health, consumer health, health insurance and health insurance laws, drug use and abuse, refusal skills, safety, risk avoidance and management, basic first aid, cardiopulmonary resuscitation, and injury prevention 2.2 Ability to describe and apply concepts related to family living and sex education, including human reproduction, psychosocial development, dating and marriage, conflict resolution, parenting, family and societal problems, gerontology, and death 2.3 Ability to describe and apply age-appropriate concepts relating to physical, emotional, and sexual abuse, including avoidance, reporting, and advocacy 2.4 Ability to describe and apply concepts relating to community health, diseases, and disorders, including environmental issues, health agencies, health careers, communicable diseases, chronic and genetic diseases, mental and emotional illnesses and disorders, and disease prevention, treatment, and control 2.5 Ability to integrate health education concepts into other disciplines

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<p>3. Planning and Implementation</p> <p>AAHE: Standard III</p> <p>NASPE: Standard 3</p>	<p>3.1 Ability to design and implement short- and long-term plans that are linked to program and instructional goals, as well as a variety of student needs</p> <p>3.2 Ability to develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and /or national standards</p> <p>3.3 Ability to design and implement content that is aligned with lesson objectives</p> <p>3.4 Ability to plan for and manage resources to provide active, fair and equitable learning experiences</p> <p>3.5 Ability to plan progressive and sequential instruction that addresses the needs of all students</p> <p>3.6 Ability to implement and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities</p> <p>3.7 Ability to use available technology in physical education/health class to enhance instructional effectiveness and student learning outcomes</p>
<p>4. Instructional Delivery and Management</p> <p>AAHE : Standard IV</p> <p>NASPE: Standard 4</p>	<p>4.1 Ability to demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats</p> <p>4.2 Ability to implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences</p> <p>4.3 Ability to provide effective instructional feedback for skill acquisition, student learning, and motivation</p> <p>4.4 Ability to recognize the changing dynamics of the environment and adjust instructional tasks based on student responses</p> <p>4.5 Ability to use managerial rules, routines, and transitions to create and maintain a safe and effective learning environment</p> <p>4.6 Ability to implement strategies to help a diverse student population demonstrate responsible and respectful personal and social behaviors in a productive learning environment</p>
<p>5. Impact on Student Learning</p> <p>AAHE : Standard V</p> <p>NASPE: Standards 3, 5</p>	<p>5.1 Ability to use data to guide development of instruction and assessment of student learning</p> <p>5.2 Ability to select or create appropriate rubrics that will measure student achievement of goals and objectives</p> <p>5.3 Ability to use appropriate assessments to evaluate student learning before, during, and after instruction</p> <p>5.4 Ability to utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions</p> <p>5.5 Ability to understand the effects of students' prior knowledge</p>

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	<p>and experience on the concepts of the content areas</p> <p>5.6 Ability to analyze and use data collected in student assessments to develop and revise future instruction</p>
<p>6. Professionalism</p> <p>AAHE : Standards VI, VII, VIII</p> <p>NASPE: Standards 2, 4, 6</p>	<p>6.1 Ability to work collaboratively with colleagues, parents/guardians, and the community to support students' learning and well-being</p> <p>6.2 Ability to demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals</p> <p>6.3 Ability to participate in activities that enhance collaboration and lead to professional growth and development</p> <p>6.4 Ability to demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers</p> <p>6.5 Ability to communicate in ways that convey respect and sensitivity</p> <p>6.6 Ability to keep abreast of new skills and techniques on current teaching practices</p> <p>6.7 Ability to connect to everyday life and lifelong learning by modeling concepts of physical fitness and health</p> <p>6.8 Ability to become an effective advocate for the physical education/health teaching profession through continued professional growth and promotion of physical fitness and healthy lifestyles within the community</p>
<p>7. Disciplinary Literacy*</p> <p>CCSS-ELA</p>	<p><u>Reading in Science and Technical Subjects, Grades K-12</u></p> <p>Reading competencies for literacy in science and technical subjects for grades K-12 include the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <p>7.1 Citing specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p>7.2 Determining the central ideas or conclusions of a text; summarizing complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms</p> <p>7.3 Following precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyzing the specific results based on explanations in the text</p> <p>7.4 Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades K-12</p>

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	<p>text and topics</p> <p>7.5 Analyzing how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas</p> <p>7.6 Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved</p> <p>7.7 Integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>7.8 Evaluating the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information</p> <p>7.9 Synthesizing information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p> <p>7.10 Reading and comprehending a variety of scientific and technical documents appropriate for instruction within the K-12 text complexity band</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades K-12</u></p> <p>Writing competencies for literacy in history/social studies, science, and technical subjects for grades K-12 will be demonstrated by</p> <p>7.11 Writing opinion pieces on topics or texts, supporting a point of view with reasons and information by</p> <ul style="list-style-type: none"> • Introducing a topic or text clearly, stating an opinion, and creating an organizational structure in which ideas are logically grouped to support the writer’s purpose • Providing logically ordered reasons that are supported by facts and details • Linking opinion and reasons using words, phrases, and clauses • Providing a concluding statement or section related to the opinion presented <p>7.12 Writing arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> • Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s),distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
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	<ul style="list-style-type: none"> • Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. • Using words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Providing a concluding statement or section that follows from or supports the argument presented <p>7.13 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes by</p> <ul style="list-style-type: none"> • Introducing a topic and organizing complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension • Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic • Using varied transitions and sentence structures to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts • Using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers • Providing a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic) <p>7.14 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>7.15 Developing and strengthening writing as needed by planning,</p>
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	<p>revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>7.16 Using technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>7.17 Conducting short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, in order to demonstrating understanding of the subject under investigation</p> <p>7.18 Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assessing the strengths and limitations of each source in terms of the specific task, purpose, and audience, integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and following a standard format for citation</p> <p>7.19 Drawing evidence from informational texts to support analysis, reflection, and research</p> <p>7.20 Writing routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
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***Disciplinary Literacy Competencies for K-6 and 6-12**

Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8, 9-10, and 11-12 are presented in grade bands that are divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.

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