2008 National Initial Physical Education Teacher Education Standards
National Association for Sport and Physical Education (NASPE)

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Elements – Teacher candidates will:
1.1   Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
1.2   Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
1.3   Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
1.4   Identify historical, philosophical, and social perspectives of physical education issues and legislation.
1.5   Analyze and correct critical elements of motor skills and performance concepts.

Standard 2: Skill and Fitness Based Competence*
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

Elements – Teacher candidates will:
2.1   Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
2.2   Achieve and maintain a health-enhancing level of fitness throughout the program.
2.3   Demonstrate performance concepts related to skillful movement in a variety of physical activities.

* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).

Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Elements – Teacher candidates will:
3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
3.3 Design and implement content that is aligned with lesson objectives.
3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.
3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Elements – Teacher candidates will:
4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Elements – Teacher candidates will:
5.1   Select or create appropriate assessments that will measure student achievement of goals and objectives.
5.2   Use appropriate assessments to evaluate student learning before, during, and after instruction.
5.3   Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Elements – Teacher candidates will:
6.1   Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
6.2   Participate in activities that enhance collaboration and lead to professional growth and development.
6.3   Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
6.4   Communicate in ways that convey respect and sensitivity

Note: Throughout the standards and elements and rubrics, which follow, the term *teacher candidate* refers to pre-service teachers in an initial preparation program. In the rubrics, the term *teacher candidate* will be abbreviated to "TC".

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of a physically educated person.

Element Statement	Unacceptable	Acceptable	Target
1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	TC applies physiological and biomechanical concepts in planning for and delivering instruction. Skill cues are appropriate in plan, but TC fails to use the identified skill cues during the lesson. TC instruction for skillful movement, physical activity or fitness is given using generalized terms and is concerned with the "how" of the movement, physical activity, or fitness. TC fails to meet the criterion score established by the program on selected assessments in physiology and/or biomechanics.	TC appropriately applies physiological and biomechanical concepts in planning for and delivering instruction. Skill cues identified in the plan are used during the lesson. TC instruction for skillful movement, physical activities, or fitness includes the "how" and "why" of the movement, physical activity, or fitness. TC meets the criterion score established by the program on selected assessments in physiology and biomechanics.	TC appropriately applies physiological and biomechanical concepts in planning for and delivering instruction for all stages of student proficiency. Skill cues are identified in the plan and are consistently used during the lesson. TC instruction for skillful movement, physical activity, or fitness includes the "how" and "why" of the movement, physical activity, or fitness. TC exceeds the criterion score established by the program on selected assessments in physiology and biomechanics.

Element Statement	Unacceptable	Acceptable	Target
1.2 Describe and apply motor learning and psychological/ behavioral theory related to skillful movement, physical activity, and fitness.	TC demonstrates knowledge of the various theories, but fails to apply theories to teaching. Practice conditions used for skill acquisition do not allow for individual differences. TC uses punitive measures to control behavior. TC fails to meet the criterion score established by the program on assessments in motor learning and/or psychological/ behavioral theory.	TC demonstrates knowledge of the various theories and applies the theories to teaching. Practice conditions allow for individual differences. TC controls student behavior through the use of proactive strategies (i.e. catch them when they are good, awarding positive behavior, etc.). TC meets the criterion score established by the program on assessments in motor learning and psychological/behavioral theory.	TC appropriately applies motor learning, psychological, and behavioral theory in planning for and delivering instruction. Practice conditions allow for individual differences and practice conditions are adjusted based on student responses. TC controls student behavior using proactive strategies including encouraging student self-responsibility. TC exceeds the criterion score established by the program on assessments in motor learning and psychological/ behavioral theory.

Element Statement	Unacceptable	Acceptable	Target
1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.	TC applies motor development theory and principles in planning for the lesson, but fails to account for developmental differences during instruction and practice activities. TC fails to meet the criterion score established by the program on assessments in motor development.	TC appropriately applies motor development theory and principles in planning for and delivering instruction. TC plans and implement lessons that are developmentally appropriate (neither too hard nor too easy). TC demonstrates application of motor development theory by using developmentally appropriate teaching cues, and planning developmentally appropriate practice opportunities. TC meets the criterion score established by the program on assessments in motor development.	TC appropriately applies motor development theory and principles in planning for and delivering instruction (for all stages of student proficiency); evidence is provided by P-12 students' changes in behavior (learning occurs) in skillful movements, physical activities, and personal fitness. TC exceeds the criterion score established by the program on assessments of motor development.

Element Statement	Unacceptable	Acceptable	Target
1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.	TC fails to meet criterion scores established by the program on assessments in historical, philosophical, and social perspectives. Evidence could include projects, assignments, departmental examinations, state or national licensure tests.	TC meets criterion scores established by the program on assessments in historical, philosophical, and social perspectives. Evidence could include projects, assignments, departmental examinations, state or national licensure tests.	TC exceeds criterion scores established by the program on assessments in historical, philosophical, and social perspectives. Evidence could include projects, assignments, departmental examinations, state or national licensure tests.
1.5 Analyze and correct critical elements of motor skills and performance concepts.	TC can analyze, detect, and correct critical elements for all fundamental movement skills for at least one stage of proficiency in either a verbal or written format. TC can identify key elements of motor skills, but feedback on the skills is non-specific. Lessons focus on skills without consideration for the context in which skills are executed. TC provides limited feedback to students on the effective use of tactics and strategies.	TC analyzes, detects, and corrects elements of all fundamental movement skills using skill cues linked to the identified critical elements. TC provides specific, corrective feedback on critical elements for motor skills. Lessons focus on skills with consideration for the context in which skills are executed. TC identifies objectives related to decision making and the use of strategies and tactics. TC provides feedback to students on the effective use of strategies and tactics.	TC analyzes, detects, and corrects all students' fundamental movement skills using skill cues linked to the identified critical elements. TC provides specific, corrective feedback on critical elements for both motor skills and tactics. TC identifies objectives related to decision making and the effective use of strategies and tactics and plans practice activities congruent to objectives. TC provides specific, corrective feedback to students on the effective use of strategies and tactics.

Standard 2: Skill and Fitness Based Competence
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards.

Element Statement	Unacceptable	Acceptable	Target
2.1 Demonstrate personal competence* in motor skill performance for a variety of physical activities and movement patterns.	TC can demonstrate all fundamental movement skills at the automatic stage, but only in isolation (a non-authentic environment; not within a variety of physical activities or in coordination with other movement patterns). TC demonstrates movement skills at the control level. Skills competency is at the recreational level of motor performance.	TC demonstrates all fundamental movement patterns at the automatic stage in an authentic environment. TC demonstrates the ability to combine movement patterns into a sequence. TC demonstrates movement skills at the utilization level across a variety of physical activities. TC demonstrates competency in a variety physical activities.	TC demonstrates all fundamental movement patterns at the automatic stage in an authentic environment. TC demonstrates the ability to combine and adapt skills during game play. TC consistently performs at the utilization level of motor competency across all activities. TC demonstrates proficiency in a variety of physical activities.
*TC competence will be defined by the program and assessed accordingly. All programs will ensure that teacher candidates with documented disabilities are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competency in movement fundamentals, performance concepts, and fitness based on their ability.			

Element Statement	Unacceptable	Acceptable	Target
2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.	TC performs below the age- and gender-specific levels for one or more of the 5 components of health-related physical fitness (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) using standards established by national, state or program level testing.	TC meets the age- and gender-specific levels for each of the 5 components of health-related physical fitness (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) using standards established by national, state or program level testing.	TC exceeds the age- and gender-specific levels for each of the 5 components of health-related physical fitness (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) using standards established by national, state or program level testing.

*TC competence will be defined by the program and assessed accordingly.
All programs will ensure that teacher candidates with documented disabilities are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competency in movement fundamentals, performance concepts, and fitness based on their ability.

Element Statement	Unacceptable	Acceptable	Target
2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.	TC cannot select what to do and/or cannot execute that selection appropriately in the authentic environment for a variety of physical activities. TC uses ineffective strategies in attempting to create open space (offensive tactics) or close open space (defensive tactics) while participating in physical activity.	TC correctly selects what to do and executes that selection appropriately in the authentic environment for a variety of physical activities. TC can apply strategies that effectively create open space (offensive tactics) and close open space (defensive) tactics while participating in physical activity.	TC correctly selects what to do and executes that selection appropriately in a variety of activities. TC executes advanced strategies using skills at appropriate times and/or appropriate situations. In addition, TC anticipates and gains an advantage while participating in physical activity.
*TC competence will be defined by the program and assessed accordingly. All programs will ensure that teacher candidates with documented disabilities are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competency in movement fundamentals, performance concepts, and fitness based on their ability.			

Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Element Statement	Unacceptable	Acceptable	Target
3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.	TC fails to make both long and short term plans. Planning is limited to daily lesson plans with no plan for long term instructional goals for the unit. Lesson objectives are not aligned with identified long term goals (unit). Planned learning activities are out of alignment with instructional or programmatic goals.	TC designs and implements short and long term plans. Learning activities are congruent with short term (lesson objectives) and long term (unit objectives) goals and are linked directly to student needs. TC uses strategies such as backward mapping in planning short and long term goals.	TC designs and implements short and long term plans using such strategies as backward mapping to ensure learning is sequential. Short and long term goals are linked directly to student learning activities. Short and long term goals inform instruction and learning activities and allow for differentiate instruction and multiple means of teaching sequences.
3.2 Develop and implement appropriate (e.g. measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state, and/or national standards.	Objectives are inappropriate for the subject area/developmental level of learners by being either too difficult or too easy. Objectives only contain performance. Objectives are appropriate, but TC fails to align objectives with local, state, and/or national standards.	Objectives are appropriate for subject area/developmental level of learners, are connected appropriately to the standards, and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable and most objectives identify criteria.	Objectives are appropriate for the subject area/developmental level of learners, are explicitly connected to the standards, and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives incorporate multiple domains of learning or content areas. Objectives are measurable and each contains criteria for student mastery.

Element Statement	Unacceptable	Acceptable	Target
3.3 Design and implement content that is aligned with lesson objectives.	TC selects model/approach that is incongruent with the subject matter/content, student population, and/or goals/objectives. Teaching approach does not consider the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and/or the context (open or closed environment) in which the skill/activity will be performed. Students participating in the learning activities fail to achieve the lesson objectives.	TC selects teaching approach/model based on developmental level of students, context of the class, and the context in which the skill/activity will be performed. Teaching approach is congruent with the goals/objectives, the number of students in the class, pre-assessment of students' developmental levels, available equipment, space, and context (open or closed environment) in which the skill/activity will be performed. Learning activities allow students to achieve objectives.	TC selects teaching approach/model that is congruent with the goals/objectives and facilitates mastery. The approach/model selected maximizes practice opportunities, allows for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in appropriate environments related to the context (open or closed environment) in which the skill/activity is performed. Learning activities allow students to achieve objectives.
3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.	TC does not plan or minimally plans for adaptations based on individual differences (abilities/needs/interests). Instruction is not individualized and a "one size fits all" approach is taken. TC uses one instructional model/approach throughout the lesson. TC does not make adaptations or offer choices in equipment, space use, or practice tasks based on individual differences.	TC plans for instructional adaptations for individual differences (abilities/needs/interest). TC can articulate an appropriate rationale for adaptations. TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. TC provides student choices in equipment, space, or level of practice tasks based on individual differences.	TC's plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. Students are given multiple choices (equipment, space, etc.) within practice tasks based on individual differences.

Element Statement	Unacceptable	Acceptable	Target
3.5 Plan and adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	TC fails to account for student exceptionalities or differences within the class based on factors such as gender, class, ethnicity, race, physical or mental handicap, or socioeconomic status. TC does not make accommodations for the diversity found within the student population. Failure to account for exceptionalities would include such components as the choices of units to be taught, selection of students chosen to demonstrate, degree of inclusion reflected in bulletin boards or other displays, and grouping of students for instruction or play. TC fails to collaborate with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities.	TC accounts for student exceptionalities or differences within the class by planning and implementing lessons that make modifications based on factors such as gender, class, ethnicity, race, physical or mental handicap, or socioeconomic status. TC demonstrates teaching behaviors that reflect thoughtful consideration of exceptionalities through such behaviors as the selection of units to be taught, inclusion of diversity in bulletin boards and other displayed materials, using a variety of students to demonstrate, and grouping students for instruction and play. TC collaborates with the IEP team on the implementation of lessons that meet the needs of students with disabilities.	TC accounts for exceptionalities among students or makes accommodations for the diversity found within the student population using creativity and foresight. It is clear from the TC's behaviors that components such as the selection of units of instruction, materials selected for display, the selection of students to demonstrate, and methods of grouping students that exceptionalities and diversity found within the student population and have driven instructional decision making. TC collaborates with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities.

Element Statement	Unacceptable	Acceptable	Target
3.6 Plan and implement progressive sequential instruction that addresses the diverse needs of students.	Learning tasks are inappropriate for the developmental levels of students by being either too difficult or too easy. TC fails to make adjustments to tasks to accommodate students' developmental levels by increasing or decreasing task complexity. The sequence of the lesson may be illogical, with gaps in progressions. Learning/practice tasks are arranged randomly in the lesson with steps between progressions either too large or too small to facilitate skill mastery. TC fails to pre-assess students to determine an appropriate starting point. Students are grouped for convenience (by gender, age, etc.) without consideration of the objectives for the lesson.	TC considers the context of the teaching environment and that the context is reflected in the planning and implementation of lessons. Multiple methods are used to convey content. TC groups students in a variety of ways based on objectives for lessons. All students are expected to learn and achieve mastery. Learning tasks are appropriate for the developmental levels of students by providing appropriate challenges for students (task are neither too easy nor too difficult for students). TC makes some adjustments to tasks to accommodate students' developmental levels, but adjustments are across the entire class and not individualized. Progressions are sequential and progressive with no gaps. Task complexity is appropriate for skill and developmental levels of students. The sequence of the lesson(s) is logical, with few gaps in progressions. Learning/practice tasks are arranged in sequential and progressive steps to facilitate learning. TC pre-assesses students to determine an appropriate starting point.	Learning objectives and tasks are appropriate for the developmental level of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult). TC makes adjustments to tasks based on student performance (increasing or decreasing tasks complexity). Adjustments are both across the entire class and individualized. The sequence of the lesson is logical with no gaps in progressions. Learning/practice tasks allow students to begin and end at different levels based on individual readiness. Progressions are sequential with opportunities for students to extend tasks to increase or decrease the challenge. TC individualizes starting points for students based on student pre-assessment. TC sets high expectations for all students.

Element Statement	Unacceptable	Acceptable	Target
3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	TC does not make appropriate use of the available technology. TC demonstrates limited knowledge of current technology and its applications in a physical activity setting. TC's use of technology does not align with lesson objectives.	TC integrates learning experiences that involve students in the use of available technology. TC demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting. TC's use of technology is aligned with lesson objectives.	TC integrates learning experiences that require students to use various technologies in a physical activity setting. TC demonstrates mastery of current technologies and uses the technology to enhance student learning. TC incorporates technology such as pedometers, video, etc. to provide feedback to students. TC's use of technology is aligned with lesson objectives.

Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Element Statement	Unacceptable	Acceptable	Target
4.1 Demonstrate effective verbal and nonverbal communication skills across a variety of instructional formats.	TC's verbal interactions have an occasional mistake in grammar, poor diction, and/or inappropriate language for the age and skill level of students. The pacing of verbal communication is consistently either too fast or too slow, and there is little variation in tone and inflection. All communication is verbal with no other form of communication used.	TC's verbal interactions have an occasional mistake in grammar or the occasional use of an inappropriate a regional colloquialism. Pacing of verbal communication is neither too fast nor too slow with some variation in tone and inflection. Verbal and nonverbal communication is used throughout the lesson. TC uses alternative forms of communication such as tasks sheets, bulletin boards, etc. to communicate content.	TC uses proper grammar and diction. Pacing of verbal communication is appropriate for age group (neither too fast nor too slow) and is varied in tone and inflection. Multiple forms of communication such as tasks sheets, bulletin boards, etc. are used throughout the lesson.
4.2 Implement effective demonstrations, explanations, instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	TC either provides no demonstration or an incorrect demonstration during the instructional episode. TC provides either too few or too many instructional cues or prompts for the developmental level of students. Instructional cues are incorrect or do not identify key elements of the skill/strategies.	TC provides an effective demonstration/model during the instructional episode. TC creates instructional cues or prompts that identify key elements of the skill/strategies and are appropriate for the developmental level of students. TC repeats the cues/prompts multiple times during the lesson.	TC provides an effective demonstration/model during the instructional episode. TC creates innovative instructional cues/prompts to facilitate learning including such things as rhymes or finding ways to make abstract concepts concrete. TC consistently repeats the instructional cues or prompts throughout the lesson.

Element Statement	Unacceptable	Acceptable	Target
4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.	TC provides generalized feedback without connecting the feedback to a specific response. Feedback is motivational and not corrective. Feedback is provided to the group as a whole.	TC provides both generalized and corrective feedback that is well-timed. Feedback is linked directly to student responses. A combination of positive, specific and corrective feedback is used. Both individual and group feedback is given.	TC provides positive, specific, corrective feedback that is well-timed. Feedback is linked directly to student responses and identifies key elements. Both individual and group feedback is given.
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	TC delivers lessons by remaining on script without regard to student responses. TC fails to recognize changes in the teaching environment or fails to make adjustments based on changes in the environment.	TC makes adjustments to planned lesson based on student responses. TC demonstrates flexibility in the lesson or with students by adjusting lesson based on student responses**.**	TC demonstrates flexibility and creativity when adjusting the lesson based on student responses. TC appropriately responds to teachable moments during the lesson.

Element Statement	Unacceptable	Acceptable	Target
4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.	TC has ineffective rules or has difficulty in implementing classroom rules. Rules lack clarity or are stated in language inappropriate for the age group. Managerial routines are not present and no systems are in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. Arrangement of students does not allow them to practice tasks. Spacing for tasks impedes student practice (too close or too far apart).There is not a clear stop and start signal in place. Behavior issues are addressed insufficiently or ineffectively.	TC has established rules for the classroom and consistently enforced these rules. Rules are stated in developmentally appropriate language. Managerial routines are present and a system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. There is a clear stop and start signal in place. Effective use of space is evident in the lesson (students are neither too far or too close together). Behavior issues are immediately, efficiently, and effectively addressed by such proactive strategies as student prompts. TC creates a supportive environment that invites student participation.	TC has established rules that are logical, reasonable, and developmentally appropriate with clear consequences for discipline issues. Rules are consistently enforced. Managerial routines are present and innovative such as multiple equipment distribution points. Stop and start signals are clear and creative. Space use is maximized through careful planning with students participating in the organization of the space for their use. Students consistently self-manage their behavior during lessons. TC creates a supportive environment where students are encouraged and supported.
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	TC relies on direct instruction for each lesson. Students are not allowed to make decisions in the context of the class. Student's only choice is to participate or not to participate in the lesson.	TC selects both direct and indirect instructional approaches including task and inquiry (problem solving). Students are given choices throughout the lesson about equipment, starting points, or partners or groups.	TC selects both direct and indirect instructional approaches including cooperative learning, peer teaching, and child-designed instruction. Students are given multiple choices during the lesson.

Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Element Statement	Unacceptable	Acceptable	Target
5.1 Select or create appropriate assessments that will measure student achievement of the goals and objectives.	TC shows no evidence (or minimal evidence) of planning for formal or informal assessment. There is no plan for record keeping or analysis of data. Assessments do not match/measure the lesson objectives and/or standards. Some of the objectives are not assessed.	TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc) regularly. TC has a plan for record keeping and analysis of data. Planned assessments are appropriate for the lesson and/or standards. Student progress is recorded.	TC uses assessments to plan future lessons. On-going assessments as well as summative and formative assessments are used in many contexts. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators).
5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.	TC demonstrates no evidence (or minimal evidence) of planning for formal or informal assessment. If assessment is used, it only occurs after instruction. Assessments do not match the lesson objectives and/or standards. Learning/practice opportunities are not based on pre-assessments. Instruction is informed by instructional plan with no regard for pre-assessments or formative assessments. Grades are determined by "effort" or "participation."	TC uses appropriate strategies to assess student learning (paper and pencil tests, observational checklists, etc) regularly. Planned assessments are appropriate for the lesson and/or standards. Record keeping provides information on student learning. Learning/practice opportunities are based on pre-assessments. Assessment occurs throughout the unit of instruction and is used to inform instruction, provide feedback, communicate progress and determine grades.	TC uses multiple assessments. On-going assessments as well as summative and formative assessments are used in many contexts. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators). Assessments are used to inform instruction, provide feedback, communicate progress and determine grades. Learning/practice opportunities are based on pre-assessments. Formative assessments are used which allow students to achieve mastery on summative assessments.

Element Statement	Unacceptable	Acceptable	Target
5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.	TC plans lessons without considering previous accomplishments. Plans lessons according to teaching preferences vs. student needs. Learning/practice opportunities are not based on pre-assessments and students' developmental levels.	TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, or implement change based on reflection. Changes based on reflection are placed into action in lessons.	TC uses a reflective cycle (description of teaching, justification of teaching, performance, critique of teaching, setting of goals) to modify instruction, change teacher performance, and implement change based on reflection. Changes based on reflection are placed into action in lessons. Short and long term goals are modified based on the reflective cycle.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Element Statement	Unacceptable	Acceptable	Target
6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	TC demonstrates characteristics of "motor elitism" by providing more feedback to highly skilled students. TC excludes students during the lesson by having them participate less often in drills, games, or physical activity. TC fails to make adaptations in lesson for underperforming students.	TC provides equal amounts of feedback to students regardless of skill level. All students are encouraged to participate and equitable opportunities for participation in drills, games or physical activity are provided. TC makes adaptations in lesson for underperforming students.	TC provides equal amounts of feedback to students regardless of skill level. All students are encouraged to participate and equitable opportunities for participation in drills, games, or physical activity are provided. TC makes adaptations in lesson for underperforming students. TC sets high expectations for all students.

Element Statement	Unacceptable	Acceptable	Target
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.	TC participates in professional growth and development opportunities when directed to do so. TC meets the minimum professional development requirements for the program. TC fails to document any collaboration with faculty, parents, supervising teachers and/or service projects as required by the program.	TC participates in professional growth and development opportunities when they are offered. TC participates in professional opportunities beyond the program requirements, such as major's club, attendance at state conventions, health fairs, and Jump/Hoop for Hearts activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects as required by the program.	TC takes every opportunity to participate in professional development opportunities. TC participates in professional opportunities beyond the program requirements, such as making presentations at professional conventions, providing leaderships in student groups, and planning activities. TC documents collaboration with faculty, parents, supervising teachers and/or service projects beyond program requirements.

Element Statement	Unacceptable	Acceptable	Target
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	TC dresses inappropriately for school setting in violation of school and university dress codes. TC fails to maintain confidentiality regarding colleagues, students, or families. TC demonstrates favoritism for specific students or groups of students. TC has inappropriate contact with students outside of the classroom or uses inappropriate language with or around students. TC exhibits behaviors that are indicative of gender or racial bias.	TC's dress is consistent with school and university guidelines. TC maintains confidentiality regarding colleagues, students, or families. TC demonstrates behaviors that are consistent with equitable treatment for all students. TC maintains professional relationships with students in and out of the school setting.	TC's dress exceeds the requirements of the school and university guidelines. TC maintains confidentiality regarding colleagues, students, or families. TC demonstrates behaviors that are consistent with equitable treatment for all students and foster an environment where all students are respectful of each other. TC maintains professional relationships with students in and out of the school setting.
6.4 Communicate in ways that conveys respect and sensitivity.	TC interacts with others in a professional manner, but sometimes resorts to the use of "slang" terms during conversations with students. TC sometimes "puts down" students in front of classmates. TC occasionally demonstrates behaviors or language that is insensitive to culturally differences..	TC attempts to teach in a culturally responsive way. TC demonstrates respect for cultural differences and exhibits teaching behaviors that are inclusive. TC avoids sarcasm and "put downs" while interacting with students.	TC teaches using culturally responsive approaches. TC demonstrates respect for cultural differences and creates an atmosphere in the classroom that is inclusive. TC never uses "put downs" or sarcasm while teaching.

Glossary of Terms

Notes:

1. The reader of this document should become thoroughly familiar with the Glossary of NCATE Terms as found in the NCATE Unit Standards in *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education,* found at http://www.ncate.org/public/standards.asp. The following Glossary of Terms is supplemental and specific to the NASPE Initial PETE Standards 2008.

2. Throughout the standards and elements, the term ***teacher candidate*** refers to pre-service teachers in an initial preparation program. The term ***student*** refers to the school-age (K-12) student.

3. Throughout the standards and elements the term **physically educated individuals** refers to NASPE's (2004) definition of a physically educated person:
   ● *has* learned skills necessary to perform a variety of physical activities:
   ● *knows* the implications of and the benefits involvement in physical activities;
   ● *does* participate regularly in physical activity;
   ● *is* physically fit;
   ● *values* physical activity and its contribution to a healthy lifestyle.

Instructional Feedback	Specific, intentional, well-timed augmented information provided by the teacher candidate to the student which serves the primary purpose of increasing student motor skill learning and performance. Some intentional feedback (used sparingly) may also serve to increase motivation and/or reinforce appropriate behaviors during practice or performance.
Assessments/Appropriate Assessments	Tools and strategies used to gather information about a K-12 student's level of achievement. Assessments are used to make inferences about the level of student learning and to inform about the teacher candidate about the enhancement of student learning. Appropriate assessments are linked to lesson/unit goals and objectives, conducted within the context of instruction, and match the developmental level of both the student and the teacher candidate.
Critical Elements	Essential components of skillful movements (e.g. in throwing, the elements include arm, body, and leg actions).
Developmentally Appropriate	The outcome of a developmentally and instructionally appropriate program of physical education is an individual who has the knowledge, skills and confidence to become and remain physically active for a lifetime. Appropriate instruction in physical education incorporates the best-known practices, derived from both research and teaching experiences, into a pattern of instruction that maximizes opportunities for learning and success for all students. (NASPE, 2008) Developmentally appropriate instruction

takes into account the fact that "developmental change is qualitative, sequential, directional, cumulative, multifactorial, and individual." (NASPE, 1995, p. 17)

Dispositions	The attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These professional dispositions support student learning and development (NCATE, 2008).
Diverse Student Needs/ Student Diversity	Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, geographical area, and developmental differences.
Health-Enhancing Fitness	Intentional and systematic physical activity that positively enhances the components of personal physical fitness (i.e. cardiovascular and muscular). Improving these components reduce the risk of disease and illness and enhance overall health and well-being.
Instructional Cues and Prompts	Verbal cues that direct or focus the student's attention to the key elements of a skill or prompts the student to perform key movement components of skills (e.g. "platform with arms" for volleyball forearm pass).
Instructional Feedback	Specific, intentional, well-timed augmented information provided by the teacher candidate to the student which serves the primary purpose of increasing student motor skill learning and performance. Some intentional feedback (used sparingly) may also serve to increase motivation and/or reinforce appropriate behaviors during practice or performance.
Instructional Formats	Teaching approaches ranging from direct to indirect.
Learning Experiences	Planned instructional activities to help meet learning goals and objectives for K-12 students.
Movement Patterns	Fundamental movements are the essential building blocks to skillful movement. These include locomotor (i.e. jumping and running), nonlocomotor (i.e. bending and stretching), and manipulative (i.e. striking and throwing) movement patterns.
Non-Verbal Communication	Techniques of communicating that use expressions, gestures, body posture, and/or signals rather than the spoken word. May also include materials, technology, and alternative resources such as task cards or poster boards.
Performance Concepts	Knowledge and action concepts related to the skillful performance of movement and fitness activities. This includes the aspects of (1) correct selection or "what" to do (i.e. when to

choose a drop shot or why choose low repetitions for strength training) when performing a skill; and (2) correct <u>execution</u> or "how" to do a skill (i.e. execute a wrist flick or speed of lowering the weight in a repetition) (Rink, 2003).

Personal Competence in Motor Skill Performance	The teacher candidate demonstrates movement skills and movement patterns at a level necessary to perform a variety of physical activities. Teacher candidates are expected to be minimally competent in many movement forms and proficient in a few movement forms (NASPE, 2004). Teacher preparation programs may assess personal competence of teacher candidates in a variety of ways.
Personal Competence in Health-Enhancing Fitness	The teacher candidate demonstrates he/she is physically fit and does participate regularly in physical activity that enhances personal fitness and overall health (NASPE, 2004). Teacher preparation programs may assess the achievement and maintenance of health-enhancing levels of physical fitness in teacher candidates in a variety of ways.
Physically Educated Individuals	See Note 3.
Reflection	Mental process of the teacher candidate in which he/she considers relevant instructional and contextual factors (i.e. student diversity, developmental differences, type of motor skill), the achievement of student learning outcomes, and the use of assessment data to modify instruction and enhance future student learning. This is the last element of the reflective cycle.
Reflective Cycle	The systematic and comprehensive process of using assessment data to inform the teacher candidate about student achievement of learning outcomes, and the modification of instruction, (based on assessment data) to enhance student learning.
Short and Long Term Plans	Short term plans refers to daily lesson plans, while long term plans refers to unit plans (weeks or collection of daily lessons). Daily lesson plans comprise unit plans.
Students	School-aged K-12 Students.
Teacher Candidates	Pre-service teachers in an initial teacher education program.
Technology	Tools appropriately used to work effectively with students and increase student learning and performance. Technology is either discipline-specific or tailored to achieve lesson/unit learning goals and objectives.
Variety of Physical Activities	Specific motor skills and activities that together constitute K-12 physical education. These may include but are not limited to: aquatics, dance and rhythms, fitness activities, fundamental

motor skills, lifetime leisure activities, outdoor activities, sports (team, individual, and dual).

Resource List for Glossary

National Association for Sport and Physical Education (In press). *Appropriate Instructional Practices Guidelines for High School Physical Education*. Reston, VA: Author.

National Association for Sport and Physical Education (1995). *Developmentally Appropriate Physical Education Practices for Children*. Reston, VA: Author.

National Association for Sport and Physical Education (2004). *Moving into the Future: National Standards for Physical Education* (2nd Edition). Reston, VA: Author.

National Council for Accreditation of Teacher Education (2008). Professional Standards for Accreditation of Teacher Preparation Institutions. Washington, DC: Author.

Rink, J. (2003). Motor Learning in *Concepts and Principles of Physical Education. What Every Student Needs to Know*, (2nd edition). Edited by Bonnie Mohnsen. Reston, VA: NASPE.

Selected Reference List

Standard 1   Scientific and Theoretical Knowledge

Borko, H., Liston, D., & Whitcomb, J. (2006). A conversation of many voices: Critiques and visions of teacher education. *Journal of Teacher Education, 57*(3), 199-204.

Clark, C. M., & Peterson, P. L. (1986). Teachers' thought processes. In M. C. Wittrock (Ed.), Handbook of Research on Teaching. New York: Macmillan.

Cochran-Smith, M., & Zeichner, K. M. (Eds.). (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*. Mahwah, NJ: LEA Publications.

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education, 57*(3), 300-314.

Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.

Kelly, P., Hickey, C., & Tinning, R. (2000). Producing knowledge about physical education pedagogy: Problemizing the activities of expertise. *Quest, 52*(3), 284-296.

Kennedy, M. M. (2006). Knowledge and vision in teaching. *Journal of Teacher Education, 57(3)*, 205-211.

Liston, D., Whitcomb, J., & Borko, H. (2006). Too little or too much: Teacher preparation and the first years of teaching. *Journal of Teacher Education, 57*(4), 351-358.

Rink, J., French, K., Lee, A., Solmon, M., & Lynn, S. (1994). A comparison of pedagogical knowledge structures of preservice students and teacher educators in two institutions. *Journal of Teaching in Physical Education*, *13*, 140-162.

Standard 2   Skill and Fitness Based Competence

Barfield, J. P., Bennett, J., Folio, M. R., & Killman, C. (2007). Disability rights in higher education: Ensuring kinesiology program and accreditation standards do not discriminate. *Quest, 59(4)*, 384-397.

Castelli, D. & Williams, L. (2007). Health-related fitness and physical education teachers content knowledge, *Journal of Teaching Physical Education, 26(1)*.

Chepko, S. F., & Aronld, R.k. (2000). *Guidelines for Physical Education Programs: Grades K-12 Standards, Objectives, and Assessments.* Boston, MA: Allyn and Bacon.

National Association for Sport and Physical Education (2004). *Moving into the Future: National Standards for Physical Education* (2nd Edition). Reston, VA: Author.

Peterson, S., Byrne, H., & Cruz, L. (2003). The reality of fitness for pre-service teachers: What physical education majors "know and can do." *The Physical Educator, 60*(1), 5-18.

Rovegno, I. (1993). Content-knowledge acquisition during undergraduate teacher education: Overcoming cultural templates and learning through practice. *American Educational Research Journal, 30*, 611-642.

Shulman, L. (1986). Paradigms and research agendas in the study of teaching. In M.C. Wittrock (Ed.), *Handbook of Research on Teaching* (3rd ed., pp. 3-36). New York: Macmillan.

Shulman, L. S. (1987). Knowledge in teaching: Foundations of the new reform. *Harvard Educational Review, 57*(1), 1-22.

Shulman, L. (2004a). Those who understand: Knowledge growth in teaching (pp. 189-216). In L. Shulman and S. M. Wilson (Eds.) *The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach*. San Francisco: Jossey-Bass.

Shulman, L. (2004b). Knowledge and teaching: Foundation of the new reform (pp. 217-248). In L. Shulman and S. M. Wilson (Eds.) *The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach*. San Francisco: Jossey-Bass.

Shulman, L. (2004c). Disciplines of inquiry in education (pp. 276-307). In L. Shulman and S. M. Wilson (Eds.) *The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach*. San Francisco: Jossey-Bass.

Shulman, L. (2004d). Aristotle had it right (pp. 399-416). In L. Shulman and S. M. Wilson (Eds.) *The Wisdom of Practice: Essays on Teaching, Learning, and Learning to Teach*. San Francisco: Jossey-Bass.

Siedentop, D. (1999). *The context for teacher education: Will PETE be on the inside or outside?* Keynote address at the National Association for Sport and Physical Education Physical Education Teacher Education Conference, Bloomingdale, IL.

Siedentop, D. (2002). Content knowledge for physical education. *Journal of Teaching in Physical Education, 21*(4), 368-377.

Tinning, R. (2002). Engaging Siedentopian perspectives on content knowledge for physical education. *Journal of Teaching in Physical Education*, *21*(4), 378-391.

Zeigler, E. F. (2003). Guiding professional students to literacy in physical activity education. *Quest, 55*(4), 285-305.

Standard 3   Pedagogical Content: Plan and Implement

Griffey, D.C., & Housner, L.D. (1991). Differences between experienced and inexperienced teachers' planning decisions, interactions, student engagement, and instructional climate. *Research Quarterly for Exercise and Sport, 62*, 196-204.

Griffin, L., Dodds, P., & Rovegno, I. (1996). Pedagogical content knowledge for teachers: Integrate everything you know to help students learn. *Journal of Physical Education, Recreation, and Dance*, *67*(9), 58-61.

Housner, L.D. & Griffey, D. C. (1985). Teacher cognition: Differences in planning and interactive decision making between experienced and inexperienced teachers. *Research Quarterly for Exercise and Sport, 56*(1), 45-53.

McCullick, B., Schempp, P., Hsu, S. H., Jung, J. H., Vickers, B., & Schuknecht, G. (2006). An analysis of the working memories of expert sport instructors. *Journal of Teaching in Physical Education, 25*(2), 149-165.

Palmer, S. E. & Hildebrand, K. (2005). Designing appropriate learning tasks: The environmental management model. *Journal of Physical Education, Recreation & Dance, 76*(2), 48-56.

Rink, J. (2004). It's okay to be a beginner. *Journal of Physical Education, Recreation & Dance, 75*(6), 31-34.

Rovegno, I. (1995). Theoretical perspective on knowledge and learning and a student teacher's pedagogical content knowledge of dividing and sequencing subject matter. *Journal of Teaching in Physical Education*, *14*, 284-304.

Standard 4   Pedagogical Skill: Instructional Delivery and Management

Andrew, M. D., Cobb, C. D., & Giampietro, P. J. (2005). Verbal ability and teacher effectiveness. *Journal of Teacher Education*, *56*(4), 343-354.

Berliner, D. C. (1986). In pursuit of the expert pedagogue. *Education Researcher, 15*, 5-13.

Berliner, D. C. (1994). Expertise: The wonder of exemplary performances. In J. Mangieri & C. Block (Eds.), *Creating powerful thinking in teachers and students: Diverse perspectives* (pp. 161-186). Fort Worth, TX: Harcourt Brace College.

Carter, K., Cushing, K., Sabers, D., Pinnegar, S., & Berliner, D. C. (1987). Processing and using information about students: A study of expert, novice, and postulant teachers. *Teaching and Teacher Education, 3*(2), 147-157.

Carter, K., Cushing, K., Sabers, D., Stein, P. & Berliner, D. C. (1988). Expert-novice differences in perceiving and processing visual classroom information. *Journal of Teacher Education, 39*(3), 25-31.

Dodds, P. (1994). Cognitive and behavioral components of expertise in teaching physical education. *Quest*, *46*, 153-163.

Ericsson, K. A. (2003). Development of elite performance and deliberate practice: An update from the perspective of the expert performance approach. In J.L. Starkes & K. A. Ericsson (Eds.), *Expert performance in sports: Advances in research in sport expertise* (pp. 49-83). Champaign, IL: Human Kinetics.

Ericsson, K. A. & Smith, J. (1991). *Toward a general theory of expertise*. Cambridge: Cambridge University Press.

Garrahy, D., Coleman, M., & Jones, D. L. (2005, April). Preservice teacher gender beliefs and practices during an elementary physical education practicum. In R. Gabbei (Chair), *Studying the impact of gender in physical education*. Symposium at the American Alliance for Health, Physical Education, Recreation, and Dance Conference, Chicago, IL.

Garrahy, D. A., Cothran, D. J., & Kulinna, P. H. (2005). Voices from the trenches: An exploration of teachers' management knowledge. *The Journal of Educational Research*, *99*(1), 56-58.

Graham, K.C., French, K. E., Wood, A. M. (1993). Observing and interpreting teaching-learning processes: Novice PETE students, experienced PETE students, and expert teacher educators. *Journal of Teaching in Physical Education, 13*(1), 46-61.

Grenier, M. (2007). Inclusion in physical education: From a medical model to social constructivism. *Quest, 59(3).*

Hyland, N. E. (2005). Understanding diversity through social and community inquiry: An action-research study. *Journal of Teacher Education, 56*(4), 367-381.

Manross, D., & Templeton, C. (1997). Expertise in teaching physical education. *Journal of Physical Education, Recreation, and Dance*, *68*(3), 37-41.

McCaughtry, N. & Rovegno, I. (2003). Development of pedagogical content knowledge: Moving from blaming students to predicting skillfulness, recognizing motor

development, and understanding emotion. *Journal of Teaching in Physical Education, 22*(4), 355-368.

Owens, L. (2006). Teacher radar: The view from the front of the class. *Journal of Physical Education, Recreation, & Dance*, *77*(4), 29-33.

Rovegno, I., Chen, W., & Todorovich, J. (2003). Accomplished teachers' pedaogogical content knowledge of teaching dribbling to third grade children. *Journal of Teaching in Physical Education, 22*(4), 246-449.

Schempp, P.G. & Johnson, S. W. (2006). Learning to see: Developing the perception of an expert teacher. *Journal of Physical Education, Recreation & Dance, 77*(6), 29-34.

Schempp, P.G., Manross, D., Tan, S.K.S., & Fincher, M.D. (1998). Subject expertise and teachers' knowledge. *Journal of Teaching in Physical Education, 17*, 342-356.

Schempp, P.G., Tan, S., & McCullick, B. (2002). The practices of expert teachers. *Teaching and Learning, 23*, 99-106.

Smith, T. W. & Strahan, D. (2004). Toward a prototype of expertise in teaching: A descriptive study. *Journal of Teacher Education, 55*(4), 357-371.

Starkes, J. L., Helson, W., & Jack, R. (2001). Expert performance in sport and dance. In R. Singer, C. Janelle, & H. Hausenblas (Eds.), *Handbook of sport psychology* (2nd ed., pp. 174-204). New York: Macmillan.

Standard 5   Impact on Student Learning

Barrett, K. R. & Collie, S. (1996). Children learning lacrosse from teachers learning to teach it: The discovery of pedagogical content knowledge by observing children's movement. *Research Quarterly for Exercise and Sport, 67*(3), 297-309.

Burden, Jr., J. W., Hodge, S. R., O'Bryant, C. P., & Harrison, Jr., L. (2004). From colorblindness to intercultural sensitivity: Infusing diversity training in PETE programs. *Quest, 56*(2), 173-189.

Chen, W., Rovegno, I., Todorovich, J. & Babiarz, M. (2003). Third grade children's movement responses to dribbling tasks presented by accomplished teachers. *Journal of Teaching in Physical Education, 22*(4), 450-466.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*(2), 106-116.

Goodway, J. D. (2002, April). Assessment of preservice teachers using teacher work sample. In S. Stroot (Chair), *Work sample methodology: Assessing the preservice*

teacher's effectiveness. Symposium conducted at the meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, San Diego, CA.

Loughran, J. J. (2002). Effective reflective practice: In search of meaning in learning about teaching. *Journal of Teacher Education*, *53*(1), 33-43.

Rovegno, I. (1992). Learning to teach in a field-based methods course: The development of pedagogical content knowledge. *Teaching and Teacher Education, 8*(1), 69-82.

Sleeter, C. E. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness, *Journal of Teacher Education*, *52*(2), 94-106.

Stroot, S. (2002, April). Teacher work sample methodology: A new strategy for physical education teacher education. In S. Stroot, (Chair), *Work sample methodology: Assessing the preservice teacher's effectiveness*. Symposium conducted at the meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, San Diego, CA.

Standard 6   Professionalism

Ferro, J. M. (2000). Reflective practice and professional development. *ERIC Digest*, Retrieved July 11, 2007, from http://www.ericdigests.org/2001-3/reflective.htm

Hargreaves, A. & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey/Bass.

Hutzler, Y. (2003). Attitudes toward the participation of individuals with disabilities in physical activity: A review. *Quest 55*(4), 347-373.

McFalls, E. L. & Cobb-Roberts, D. (2001). Reducing resistance to diversity through cognitive dissonance instruction: Implications for teacher education. *Journal of Teacher Education, 52*(2), 164-172.

O'Sullivan, M., & Deglau, D. (2006). Principles of professional development. *Journal of Teaching in Physical Education*, *25*, 441-449.

Rovegno, I. (1994). Teaching within a curricular zone of safety: School culture and the situated nature of student teachers' pedagogical content knowledge. *Research Quarterly in Exercise and Sport, 65*(3), 269-279.

Rovegno, I. & Brandhauer, D. (1997). Psychological dispositions that facilitated and sustained the development of knowledge of a constructivist approach to physical education. *Journal of Teaching in Physical Education, 16*(2), 136-141.

In General

Ayers, S. F. & Griffey, L. D. (2008). A descriptive analysis of undergraduate PETE programs. *Journal of Teaching in Physical Education, 27(1),* 51-67.

Cochran-Smith, M. (2005). Studying teacher education: What we know and need to know. *Journal of Teacher Education, 56*(4) 301-306.

Dyson, B., Griffin, L. L., & Hastie, P. (2004). Sport education, tactical games, and cooperative learning: Theoretical and pedagogical considerations. *Quest, 56*(2), 226-240.

Gore, J. M. (2001). Beyond our differences: A reassembling of what matters in teacher education. *Journal of Teacher Education, 52*(2), 124-135.

Hall, T. J. & Smith, M. A. (2006). Teacher planning, instruction, and reflection: What we know about teacher cognitive processes. *Quest, 58(4).*

Kirk, D. & Macdonald, D. (2001) The social construction of PETE in higher education: Toward a research agenda. *Quest, 53*(4), 440-456.

Lawson, H. A. (1993). Dominant discourses, problem setting, and teacher education pedagogies: A Critique. *Journal of Teaching in Physical Education*, *12*(2), 149-160.

Mohnsen, B. (2003). *Concepts and principles of physical education: What every student needs to know* (2nd ed.). Reston, VA: National Association for Sport and Physical Education.

Murray, F. B. (2001). The overreliance of accreditors on consensus standards. *Journal of Teacher Education, 52*(3), 211-222.

Murray, F. B. (2005). On building a unified system of accreditation in teacher education. *Journal of Teacher Education, 56*(4), 307-317.

National Association for Sport and Physical Education (1995). *Looking at physical education from a developmental perspective: A guide to teaching.* Reston, VA: Author.

National Association for Sport and Physical Education. (2001). *Standards for Advanced Programs in Physical Education Teacher Education.* Retrieved August 15, 2008 from http://www.aahperd.org/naspe/pdf_files/standards_advanced.pdf

National Association for Sport and Physical Education. (2007). *What constitutes a highly qualified physical education teacher?* Retrieved August 15, 2008 from http://www.aahperd.org/naspe/pdf_files/HiQualified.pdf

National Council for the Accreditation of Teacher Education (2008). Unit Standards in
        Professional Standards for the Accreditation of Teacher Preparation Institutions.
        Rretrieved August 15, 2008 from
        http://www.ncate.org/public/standards.asp?ch=4

Pullin, D. (2004). Accountability, autonomy, and academic freedom in educator
        preparation programs. *Journal of Teacher Education, 55*(4), 300-312.

Rink, J. (2007). What knowledge is of most worth? Perspectives on kinesiology from
        pedagogy. *Quest*, *59*, 100-110.

Strotsky, S. (2006). Who should be accountable for what beginning teachers need to
        know? *Journal of Teacher Education, 57(3)*, 256-268.

Tamir, E. & Wilson, S. M. (2005). Who should guard the gates? Evidentiary and
        professional warrants for claiming jurisdiction. *Journal of Teacher Education,*
        56(4), 332-342.

Tinning, R. (1991). Teacher education pedagogy: Dominant discourses and the process
        of problem-setting. *Journal of Teaching Physical Education*, *11*(1), 1-20.

Wise, A. E. (2005). Establishing teaching as a profession: The essential role of
        professional accreditation. *Journal of Teacher Education, 56*(4), 318-331.