

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION
Master of Arts in Physical Education
Master of Arts in Teaching Program in Physical Education

PROGRAM OVERVIEW

To enhance the physical educator's understanding and knowledge of human movement, the graduate program in Physical Education seeks to encompass the elements of biological study, fitness, wellness, health, recreation, and physical education into a directed, comprehensive study of the discipline and how to teach it. The graduate program must be broader than the undergraduate's physical education preparation, and to that end, will be a multi-disciplinary study that aims to help in-service teachers prepare for the teaching of physical education at all levels of learning and curriculum preparation. The program will seek to challenge the graduate student in all areas of advanced university study relative to the discipline and to teacher-effectiveness.

The physical education program is administered through the Department of Health, Physical Education, and Recreation within the School of Education. The department is physically housed in the Jones Athletic Building. The program is represented on the Teacher Education Committee by the department chair, Dr. Tommy Thompson.

Program of Study

The program goals and objectives along with course requirements are as follows:

Program Goals and Objectives

The graduate program in Physical Education is designed

1. To prepare physical educators in the field of human movement physiology as it relates in the teaching of physical education, athletics, and leisure activities;
2. To extend the graduate student's understanding of the basic principles of educational management, supervision, leadership, and/or administration;
3. To help the graduate student to understand the role of educational psychology in teaching, coaching, and administration;
4. To stress the importance of a sound understanding of legal issues in schools, athletes, recreation, and any movement education facility
5. To help the graduate student to construct curriculum design in various phases of health, wellness, fitness, physical education, recreation, etc.;
6. To provide an expanded grasp of research trends in the teaching of human movement and healthful living;
7. To help the graduate student to understand the principles of facilities, finances, budgeting, funding, etc., in a variety of sectors;
8. To help the graduate student to develop the ability to objectively review educational issues affecting students, families, sports, and schools.

STANDARDS FOR PHYSICAL EDUCATION TEACHERS

Standards and Indicators

Standard 1: Content Knowledge

A physical education teacher understands physical education content, sub-disciplinary concepts, and tools of inquiry related to the development of a physically educated person. This standard represents the discipline specific content and skill knowledge.

Physical Education Teachers:

Indicator 1: Identify critical elements of motor skill performance, and combine motor skills into developmentally appropriate sequences.

Indicator 2: Demonstrate competent motor skill performance in a variety of physical activity categories consistent with the North Carolina Standard Course of Study, *Healthful Living, K-12* (Physical Education component).

Indicator 3: Describe performance concepts and strategies related to skillful movement and physical activity.

Indicator 4: Describe and apply bioscience and psycho-social concepts to skillful movement, physical activity, and fitness.

Indicator 5: Understand and debate current physical education/activity issues and laws based on historical, philosophical, sociological, psychological, and economical perspectives.

Indicator 6: Demonstrate knowledge of approved local, state, and national content standards (e.g. Physical Education, K-12).

Indicator 7: Demonstrate knowledge of principles related to organization and administration of physical education programs.

Standard 2: Growth and Development

A physical education teacher understands how individuals learn and develop in order to provide opportunities that support physical, cognitive, social, and emotional development. The focus of this standard is application of growth and development concepts to specific teaching experiences.

Physical Education Teachers:

Indicator 1: Monitor individual and group performance in order to ensure safe instruction that meets learner developmental needs in the physical, cognitive, and social/emotional domains.

Indicator 2: Understand the biological, psychological, sociological, experiential, and environmental factors that impact the ability to learn and refine movement skills.

Indicator 3: Identify, select, and implement developmentally appropriate learning/practice opportunities based on understanding the interaction of the learner, the learning environment, and the activity/task to promote learning.

Standard 3: Management and Motivation

A physical education teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students.

Physical Education Teachers:

Indicator 1: Use managerial routines that create productive learning experiences and environments.

Indicator 2: Organize, allocate, and manage resources to provide active and equitable learning experiences.

Indicator 3: Use a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school.

Indicator 4: Use strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment.

Indicator 5: Develop effective behavior management strategies.

Standard 4: Communication

A physical education teacher uses knowledge of effective verbal, nonverbal, and multi-media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior.

Physical Education Teachers:

Indicator 1: Communicate in ways that demonstrate sensitivity to all learners.

Indicator 2: Communicate managerial and instructional information in a variety of ways.

Indicator 3: Describe and demonstrate effective communication skills.

Indicator 4: Describe and implement strategies for enhancing interpersonal communication among learners in physical activity settings.

Standard 5: Pedagogy

A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on local, state, and national content standards (e.g., Physical Education, K-12). This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills.

Physical Education Teachers:

- Indicator 1: Identify, develop, and implement developmentally appropriate program and instructional goals.
- Indicator 2: Create developmentally appropriate short and long-term plans that are linked to program goals, learner needs, and performance levels.
- Indicator 3: Select and implement instructional strategies, based on content, learner needs, facilities and equipment, context, and safety issues, to enhance learning in the physical activity setting.
- Indicator 4: Design and implement learning experiences that are safe, developmentally appropriate, relevant, and based on principles of effective instruction.
- Indicator 5: Apply pedagogical and sub-disciplinary knowledge in developing and implementing effective learning environments and experiences.
- Indicator 6: Provide learning experiences that allow learners to integrate knowledge and skills from multiple content areas.
- Indicator 7: Select and utilize teaching resources and curriculum materials.
- Indicator 8: Select developmentally appropriate instructional cues and prompts to link physical education/activity concepts to appropriate learning experiences.
- Indicator 9: Develop a repertoire of direct and indirect instructional strategies to accommodate student learning in movement settings.

Standard 6: Learner Assessment

A physical education teacher understands and uses assessment to foster physical, cognitive, social, and emotional development of learners in physical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.

Physical Education Teachers:

- Indicator 1: Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.
- Indicator 2: Use a variety of appropriate authentic and traditional assessment techniques to assess learner performance, provide feedback, and communicate learner progress.
- Indicator 3: Involve learners in self and peer assessment.
- Indicator 4: Interpret and use performance data to make informed curricular and instructional decisions.

Standard 7: Technology

A physical education teacher uses a variety of technologies to enhance learning, as well as personal and professional productivity.

Physical Education Teachers:

Indicator 1: Demonstrate knowledge of current technologies and their application in physical education.

Indicator 2: Design, develop, and implement learning activities that integrate information technology.

Indicator 3: Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Standard 8: Diverse Learners

A physical education teacher understands how individuals differ in their approaches to learning, and therefore creates appropriate instruction adapted to these differences. Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners.

Physical Education Teachers:

Indicator 1: Identify, select, and implement appropriate instruction that is sensitive to strengths/weaknesses, multiple needs, learning styles, and/or experiences of learners.

Indicator 2: Identify and/or use appropriate strategies, services, and resources to meet diverse needs of all learners.

Indicator 3: Create a learning environment that respects and incorporates learners' cultural experiences

Standard 9: Reflection & Professional Growth

A physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and fellow professionals) and seeks opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates.

Physical Education Teachers:

Indicator 1: Apply the five-step NC Performance-Based Licensure Product reflection cycle to reflect on teacher candidates' actions and learner responses in order to improve instruction and enhance learning.

Indicator 2: Use available resources to develop as a physical education professional.

Indicator 3: Construct a plan for continued professional growth.

Standard 10: Collaboration

A physical education teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well-being. This standard also encourages teacher candidates to seek opportunities to promote and advocate for quality physical education.

Physical Education Teachers:

Indicator 1:Pursue productive relationships with parents/guardians and school colleagues, to support learner growth and well-being.

Indicator 2: Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.

Indicator 3:Actively participate in physical education/activity professional organizations.

Indicator 4:Identify and seek community resources to enhance physical education opportunities

Master of Arts and Master of Arts in Teacher Licensure Areas

Standard 1: Candidate Knowledge, Skills, and Dispositions

Standard 1: Instructional Expertise

The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.

Indicators:

1. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research.
2. The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.
3. The candidate monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.
4. The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.
5. The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.
6. The candidate uses technology to create learning environments that support students' learning.
7. The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.

Standard 2: Knowledge of Learners

The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

Indicators:

1. The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.
2. The candidate designs and delivers instruction that is responsive to differences among all learners.

3. The candidate reflects on and modifies instruction that fosters student learning.
4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.
5. The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.

Standard 3: Research

The candidate uses research to examine and improve instructional effectiveness and student achievement.

Indicators:

1. The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.
2. The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.
3. The candidate investigates educational problems through action research.

Standard 4: Content Knowledge

The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.

Indicators:

1. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.
2. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.
3. The candidate demonstrates theoretical and applied advanced content knowledge.
4. The candidate understands current knowledge and trends in education.

Standard 5: Professional Development and Leadership

The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.

Indicators:

1. The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.
2. The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.
3. The candidate participates, formally and informally, in appropriate professional communities.
4. The candidate participates in collaborative leadership to address educational problems.
5. The candidate provides leadership in working with parents and strengthening the home-school partnership.