**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Add Endorsement  Course Audit**

**Transcript Review Worksheet**

**Endorsement # 08 – Physical Education**

**Instructional Level Options: Grades PreK – 6, 7-12, or PreK – 12**

*The holder is authorized to teach physical education in grades PreK – 6, 7-12, or PreK – 12 as specified on the endorsement.*

**In order to qualify for this endorsement, the candidate shall demonstrate the following:**

| **Content**  **Topic** | **College/**  **University** | **Course**  **Name/Number** |
| --- | --- | --- |
| 1. **Scientific and Theoretical Knowledge -**   Physical educators know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. |  |  |
| 1.1. Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical domains and age-appropriate indicators of physical development |  |  |
| 1.2. Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically literate individuals. In a variety of educational settings, they will describe and apply: |  |  |
| 1.2.1. physiological and biomechanical concepts  related to skillful movement, physical activity  and fitness |  |  |
| 1.2.2. motor development theory |  |  |
| 1.2.3. psychological and/or behavioral theory |  |  |
| 1.3. Identify historical, philosophical and social perspective of physical education issues and legislation. |  |  |
| 1.4. Understand the core tenets of Physical Literacy and demonstrate the scientific and theoretical knowledge, skill-based competence, planning and implementation, and instructional delivery and management to help students achieve physical literacy. |  |  |
| 1.5 Recognize and understand the effects of age, gender, class, and size upon physical activity preferences and participation and create safe spaces for all students to become physically literate. |  |  |
| 1.6. Adopt strategies for modifying instruction in order to be sensitive to students’ diverse physical abilities, skills, learning styles, and prior experiences. |  |  |
| 1.7. Adopt techniques for designing, implementing, adapting, and extending physical education learning experiences to meet the needs of all students. |  |  |
| **2. Planning, Implementation, and Assessment**  Physical educators plan, implement, and assess developmentally appropriate, standards-based learning experiences aligned with state and national standards to address the diverse needs of all students.  Physical educators will: |  |  |
| 2.1. Design and implement short- and long-term plans that are linked to program and instructional goals, as well as a variety of student needs. |  |  |
| 2.2. Develop and implement measurable, developmentally appropriate, performance-based lessons with content, goals and objectives aligned with state learning standards. |  |  |
| 2.3. Plan for and manage resources to provide active, fair, equitable, and flexible learning experiences. |  |  |
| 2.4. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. |  |  |
| 2.5. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students. |  |  |
| 2.6. Select or create appropriate assessments that will measure student achievement of goals and objectives. |  |  |
| 2.7. Use appropriate assessments to evaluate student learning before, during, and after instruction. |  |  |
| 2.8. Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions. |  |  |
| 3. Instructional Delivery and Management--Physical educators use effective pedagogical skills and strategies to facilitate development of physical literacy in response to unique and diverse needs. Physical educators will: |  |  |
| 3.1. Demonstrate effective verbal and non-verbal communication skills across a variety of personalized instructional pathways (EQS 2120.2). |  |  |
| 3.2. Demonstrate how to connect cross-content concepts and uses differing perspectives and strategies to engage learners in acquisition of transferable skills (e.g. clear and effective communication, creative and practical problem solving, responsible and involved citizen) (EQS 2120.6). |  |  |
| 3.3. Provides multiple effective instructional strategies and feedback (peer, self-evaluation, and teacher feedback) for skill acquisition, student learning, and motivation within a multi-tiered system of supports (EQS 2120.1) (EQS 2120.2). |  |  |
| 3.4. Creates and adapts a dynamic environment that supports individual and group learning by encouraging positive social interactions and active engagement in learning and self-motivation (EQS 2120.2). |  |  |
| 3.5. Implements rules, routines, transitions, and positive behavior management strategies to create and maintain a safe, inclusive, and effective learning environment. |  |  |
| 3.6. Employs technological tools that facilitate learning and assessment of physical education and engage students in practical application of technological tools in the monitoring and improvement of their own Physical Literacy. |  |  |
| 4. Professionalism and Leadership**-**-Physical educators demonstrate dispositions essential to becoming effective professionals. Physical educators will: |  |  |
| 4.1. Demonstrates dispositions/behaviors that all students can become physically literate individuals. |  |  |
| 4.2. Demonstrate behaviors that are consistent with the professional best practice as established by SHAPE AMERICA. |  |  |
| 5. Skill-Based and Fitness-Based Competence-- Physical educators are physically literate individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as defined in state standards. Physical educators will: |  |  |
| 5.1. Demonstrate personal competence in motor skills performance for a variety of physical activities and movement patterns. |  |  |
| 5.2. Demonstrate performance concepts related to skillful movement in a variety of physical activities. |  |  |
| 5.3. Document and reflect upon their own personal fitness and develop a plan to achieve their fitness goals. |  |  |
| **Additional Requirements:** |  |  |
| Praxis II Subject Assessment  Physical Education - Test Code 5095 |  |  |
| **Current CPR with Automated External Defibrillator (AED) Certification** |  |  |
| Current First Aid Certification |  |  |
| A minimum of a practicum, or the equivalent, in physical education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in physical education at **both** the PK-6 and 7-12 instructional levels is required. |  |  |