

Physical Education Standards

Second Edition

for teachers of students ages 3–18+

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*National Board Certification
Promotes Better Teaching,
Better Learning, Better Schools*

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Preface

About the National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (National Board) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. The founding mission of the National Board is to advance the quality of teaching and learning by

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- providing a national voluntary system certifying teachers who meet these standards; and
- advocating related education reforms to integrate National Board Certification into American education and to capitalize on the expertise of National Board Certified Teachers.

Recognized as the “gold standard” in teacher certification, the National Board believes higher standards for teachers means better learning for students.

Founded in 1987, the National Board began by engaging teachers in the development of standards for accomplished teaching and in the building of an assessment—National Board Certification—that validly and reliably identifies when a teacher meets those standards. Today, there are 25 certificate areas that span 16 content areas and four student developmental levels. The essence of the National Board’s vision of accomplished teaching is captured in the enduring document *What Teachers Should Know and Be Able to Do*, at the heart of which are the Five Core Propositions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

The National Board believes that board certification should become the norm, not the exception, and should be fully integrated into the fabric of the teaching profession. In other professions, such as medicine, engineering, and architecture, board certification has helped to create a culture of accomplished practice and is a major reason why those professions are held in such high regard by the public. Those professions did what teaching must now do: strengthen the coherent pipeline of preparation that begins in pre-service and continues through board certification and beyond, with each step engineered to help teachers develop toward accomplished. More than 110,000 teachers had achieved board certification by 2014, a number which represents the largest group of identified teaching experts in the country. Given the size of the teaching workforce, however, this sizable number represents fewer than 3 percent of teachers.

For most children that means they go through their entire schooling without being taught by a board-certified teacher. Each teacher who pursues board certification helps to close this gap, strengthening the profession and the quality of teaching and learning. In a world where board certification is the standard that all teachers aspire to and most achieve, students experience accomplished teaching throughout their schooling, unleashing their potential.

About the Standards

Every child deserves an accomplished teacher—one who is qualified to equip students with the skills to succeed in a global community. The core mission of the National Board for Professional Teaching Standards is to create field-specific standards for accomplished teaching that are grounded in the Five Core Propositions and that articulate the actions that accomplished teachers employ to advance student learning. Each standards document represents a professional consensus on the attributes of practice that distinguish accomplished teaching in that field. Many school systems use the standards as the basis for ongoing professional development, and many colleges and universities incorporate the standards into their undergraduate and graduate teacher education programs.

Standards are developed and revised by a committee of 12–15 members who are representative of accomplished professionals in their field. A majority of standards committee members are practicing Board certified teachers. Other committee members are experts in academic content and child development, including teacher educators, researchers, and other professionals in the relevant field. Standards are disseminated widely for public comment and subsequently revised as necessary before adoption by the National Board's Board of Directors.

Throughout the development of both the standards and the certification process, the National Board ensures broad representation of the diversity that exists within the profession; engages pertinent disciplinary and specialty associations at key points in the process; collaborates closely with appropriate state agencies, academic institutions, and independent research and education organizations; and establishes procedures to detect and eliminate instances of external and internal bias.

National Board Standards and certifications are defined by the developmental level of the students and by the subject or subjects being taught. Teachers select the subject area that makes up the substantive focus of their teaching. They may choose Generalist certificates if they do not focus on one particular subject area in their practice. The four overlapping student developmental levels (listed below) indicate the age of the majority of their students.

- Early Childhood (EC)—ages 3–8
- Middle Childhood (MC)—ages 7–12
- Early Adolescence (EA)—ages 11–15
- Adolescence and Young Adulthood (AYA)—ages 14–18+

About Certification

National Board Certification® is a voluntary, standards-based process designed for teachers to transform the Five Core Propositions into practice. In order to be eligible for certification a teacher must

- Hold a baccalaureate degree from an accredited institution¹;
- Have a minimum of three years' teaching experience at the early childhood, elementary, middle school, or high school level; and
- Where it is required, hold a state teaching license.

The assessments, aligned with the Five Core Propositions and the standards, are designed so that teachers demonstrate their practice by providing evidence of what they know and do. The evidence-based assessment honors the complexities and demands of teaching.

In 2014, the National Board initiated revision of the assessment to make the process more flexible, affordable, and efficient for teachers. In all certificate areas, candidates for National Board Certification are now required to complete four components: three portfolio entries, which are submitted online, and a computer-based assessment, which is administered at a testing center. Teachers develop portfolio entries that require analysis of their practice as it relates to student learning and to being a reflective, effective practitioner. Designed to capture what a teacher knows and is able to do in real time and in real-life settings, the portfolio consists of description, analysis, and reflection focused on student learning that is captured on video and in student work samples. The process requires teachers to reflect on the underlying assumptions of their practice and the impacts of that practice on student learning.

Teachers also demonstrate content knowledge by responding to open-ended and multiple choice questions delivered at a secure testing site. The assessment center component complements the portfolio, validates that the knowledge and skills exhibited in the portfolio are accurate reflections of what a candidate knows, and provides candidates with opportunities to demonstrate knowledge and skills not sampled in the portfolio.

Assessments are based on the standards and are developed for every certificate area by educators who specialize in the same content and student developmental level as the candidates. Educators who are themselves practitioners in the certificate area score the submitted portfolio entries. They must successfully complete intensive training and qualify for scoring on the basis of their understanding of National Board Standards and scoring guidelines.

¹ Candidates registering for the Career and Technical Education certificate are required to hold a bachelor's degree only if their state required one for their current license.

Foundation of National Board Certification for Teachers

Five Core Propositions

The National Board framework for accomplished teaching was established in its 1989 publication, *What Teachers Should Know and Be Able to Do*. The Five Core Propositions serve as the foundation for all National Board standards and assessments, defining the level of knowledge, skills, abilities, and commitments that accomplished teachers demonstrate. Teachers embody all Five Core Propositions in their practices, drawing on various combinations of these skills, applications, and dispositions to promote student learning.

1. Teachers are committed to students and their learning.

Accomplished teachers base their practice on the fundamental belief that all students can learn and meet high expectations. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and understanding of their students' interests, abilities, skills, knowledge, language, family circumstances, and peer relationships. They view students' varied backgrounds as diversity that enriches the learning environment for every student.

Accomplished teachers understand how students develop and learn. They consult and incorporate a variety of learning and development theories into their practice, while remaining attuned to their students' individual contexts, cultures, abilities, and circumstances. They are committed to students' cognitive development as well as to students' ownership of their learning. Equally important, they foster students' self-esteem, motivation, character, perseverance, civic responsibility, intellectual risk taking, and respect for others.

2. Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings. While maintaining the integrity of disciplinary methods, content, and structures of organization, accomplished teachers develop the critical and analytical capacities of their students so they can think for themselves.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and draw upon pedagogical and subject matter understandings to anticipate challenges,

modify their practice, and respond to students' needs. They also demonstrate a commitment towards learning about new strategies, instructional resources, and technology that can be of assistance. Their instructional repertoire and professional judgment allow them to generate multiple paths to knowledge in the subjects they teach, and they are adept at teaching students how to pose and solve their own problems so they can continue exploring and advancing their understanding.

3. Teachers are responsible for managing and monitoring student learning.

Accomplished teachers view themselves as facilitators of student learning within dynamic instructional settings. They create, enrich, maintain, and alter learning environments while establishing effective ways to monitor and manage those environments and the student learning that occurs within them. They possess a comprehensive knowledge of instructional methods, know when each is appropriate, and can implement them as needed. They use instructional time constructively and efficiently, customizing physical layout, resources, and instructional methods. They enlist the knowledge and support of a wide range of stakeholders to provide their students with enriched opportunities to learn. They understand the strengths and weaknesses of pedagogical approaches they may take, as well as the suitability of these approaches for particular students.

Accomplished teachers know how to engage students in varied settings and group configurations. They create positive and safe learning environments that guide student behavior and support learning, allowing the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students and value student engagement, supporting them as they face and learn from challenges.

Accomplished teachers assess the progress of individual students as well as that of the class as a whole. They apply their knowledge of assessment to employ multiple methods for measuring student growth and understanding. They use the information they gather from monitoring student learning to inform their practice, and they provide constructive feedback to students and families. They collaborate with students throughout the learning process and help students engage in self-assessment.

4. Teachers think systematically about their practice and learn from experience.

Accomplished teachers possess a professional obligation to become perpetual students of their craft. Committed to reflective learning, they are models of educated persons. They exemplify the virtues they seek to inspire in students—curiosity, honesty, fairness, respect for diversity and appreciation of cultural differences—and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter, and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in established theories, but also in reason born of experience. They engage in lifelong learning, which they seek to encourage in their students.

Accomplished teachers seek opportunities to cultivate their learning. Striving to strengthen their teaching and positively impact student learning, teachers use feedback and research to critically examine

their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

5. Teachers are members of learning communities.

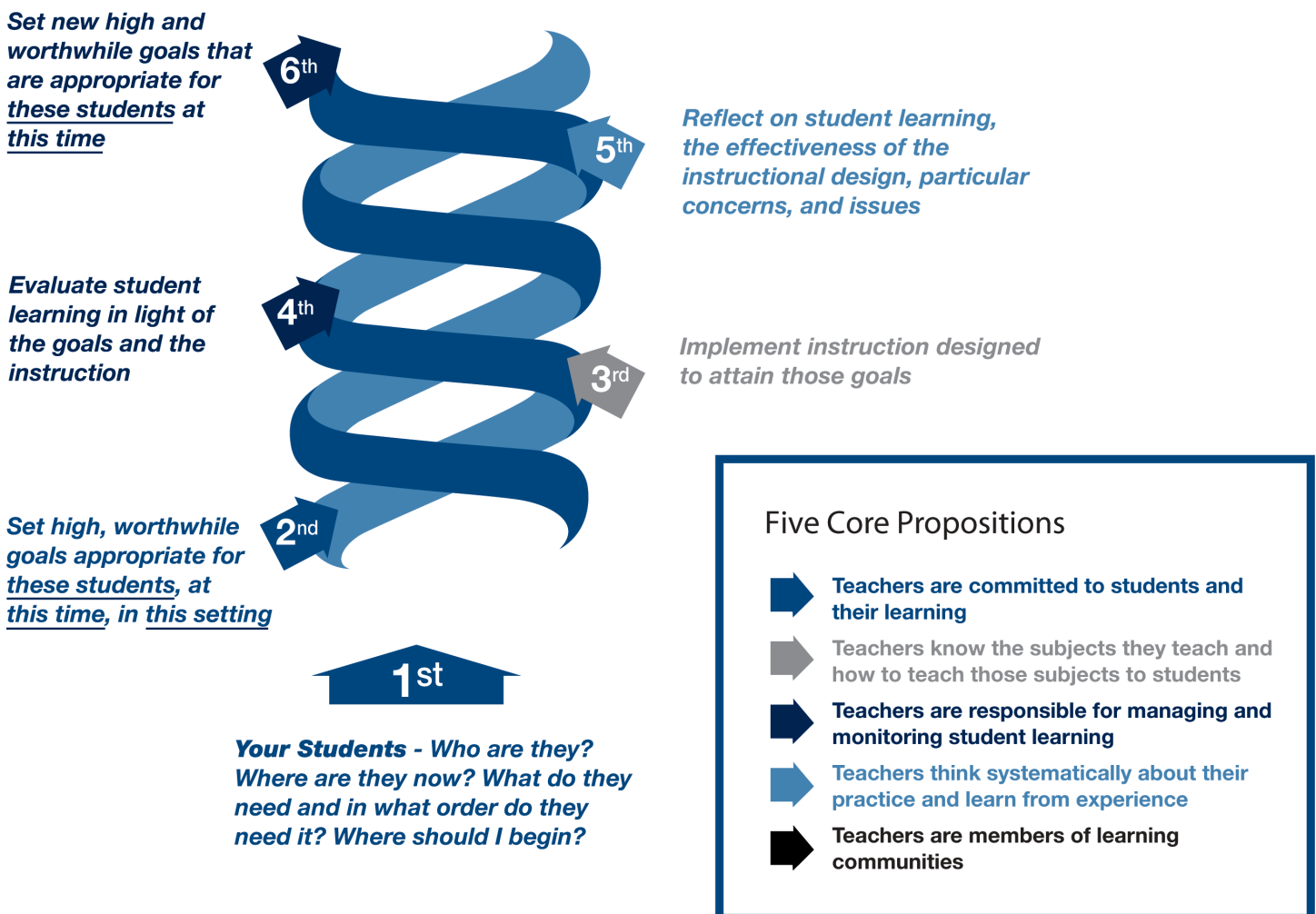
Accomplished teachers participate actively in their learning communities to promote progress and achievement. They contribute to the effectiveness of the school by working collaboratively with other professionals on policy decisions, curriculum development, professional learning, school instructional programs, and other functions that are fundamental to the development of highly productive learning communities. They work collaboratively and creatively with families and the community, engaging them productively in the work of the school and cultivating students' connections with the opportunities, resources, and diversity they afford.

Accomplished teachers can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives and their knowledge of student needs. They are knowledgeable about and can advocate for specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Architecture of Accomplished Teaching

The Architecture of Accomplished Teaching provides a view of how the use of the Five Core Propositions and the standards that are developed from them result in student learning. As depicted in the Architecture of Accomplished Teaching illustration, shown below, one strand represents teaching practice as grounded in the Five Core Propositions, while the other strand represents the teacher's impact on students and their learning.

The Architecture of Accomplished Teaching: *What is underneath the surface?*



The National Board program certifies accomplished teachers who positively influence student learning through effective teaching practice. The process includes the core propositions for all teachers, a common set of accomplished teaching standards specific to the content field and students' developmental levels, and a set of evidence-based assessments specific to the field that certify what accomplished teachers know and do.

Standards

Introduction

This document describes what accomplished teachers should know and be able to do. It examines the deep and profound knowledge they have of their students and their subject matter. It discusses how this knowledge informs the meaningful curricular choices accomplished teachers make, the inclusive learning environments they create, and the effective instructional strategies they employ. More specifically, the standards within this document address how accomplished physical education teachers convey the concepts and principles their students need to maintain personal well-being through lifelong physical activity and healthy lifestyle practices.

The Mission of Accomplished Physical Educators

Quality physical education programs empower young people to realize their fullest potential. The role that physical educators play is thus vital to the development of strong, capable, confident adults. Scientific evidence continues to demonstrate a close connection between physical and intellectual maturation, indicating ever increasingly that physical movement directly impacts academic performance and professional achievement. Accomplished educators across all fields and disciplines thus understand the critical responsibility that physical education teachers have and the significance of the mission they undertake.

Accomplished physical educators nurture their students' ability to learn. As professionals, they are uniquely trained to incorporate cognitive and psychomotor demands into activities that exercise thinking and motor skills concurrently. These teachers require their students to think flexibly and act within the moment. They create lessons that challenge students to analyze their objectives in dynamic situations and determine the best utilization of resources to achieve their goals. Whether working alone or in teams to perfect movement forms, devise sports strategies, or perform real-world tasks, the students of accomplished physical educators strengthen their agility holistically by using their minds as well as their bodies to solve problems.

Accomplished physical educators teach their students that seemingly insurmountable conditions can be mastered. Acting as mentors, they encourage their students to acknowledge the capabilities they possess and persevere in the goals they pursue. These teachers foster a love of physical movement that compels students to become independent learners. When students experience success, they gain confidence in themselves and the people with whom they interact. They also acquire respect for their bodies and begin to assume responsibility for their well-being. These dispositions motivate students to challenge themselves in all aspects of their lives. The affective benefits of a quality physical education program are exponential.

Common Themes of Accomplished Teaching

Physical education is an essential component of educational plans from early childhood through young adulthood. The classroom objectives of accomplished physical educators support local, state, and national learning standards as part of a comprehensive approach to the instruction of our students. Physical education teachers optimize their practice in various ways to meet and exceed their learning objectives. The committee responsible for the second edition of these standards does not claim this document to be definitive in its exploration of accomplished teaching, nor does the committee wish to be prescriptive in the endorsement of any specific method or technique. The committee would, however, like to direct the reader's attention to a set of common themes uniting the twelve interrelated standards appearing in this document.

Wellness

In 1997, an initial standards committee stressed the importance of encouraging students to adopt regular physical activity. While the current committee agrees that physical activity is certainly critical to the maintenance of good health, it places equal emphasis on the significance of wellness practices. The committee believes that wellness concepts should be viewed as integral to quality physical education and thus interwoven with physical activity throughout school curricula. This belief is reflected in the title of Standard IV—*Wellness within Physical Education*, as well as the standards as a whole. Physical fitness, health and body awareness, spiritual well-being, and meaningful social engagement represent the cornerstones of a sound physical education, each supporting and strengthening the others within a balanced approach to living. In the classroom and throughout the community, accomplished physical educators continuously strive to help their students embody wellness in the pursuit of an active, healthy life.

Diversity and Inclusion

Accomplished physical educators are dedicated to teaching every student in their classrooms. They understand their students represent diverse groups and backgrounds, each with a unique set of needs and abilities, and they know how to modify instructional strategies to engage every student. Accomplished physical education teachers respect their students' individual qualities, address biases that arise in the learning environment, and nurture feelings of mutual respect among their students. The examples of accomplished teaching that appear in Standard VI—*Diversity and Inclusion*, as well as those included throughout the standards, demonstrate this fundamental understanding of multiculturalism while stressing a steadfast commitment to inclusive teaching practices.

Collaboration and Partnerships

The learning environment of accomplished physical education teachers extends well beyond the classroom. These educators continually seek opportunities to reinforce student learning through team teaching, interdisciplinary instruction, school activities, family outreach, and community involvement. To address the whole child, they strive to ensure that physical activity and wellness concepts permeate all aspects of their students' lives. Accomplished teachers inspire people to join their mission for quality physical education and act as resources to create a culture of learning. Sharing ideas and exchanging best practices down the hall or across the world is thus a common theme in this document, as well as the subject of Standard X—*Collaboration and Partnerships*.

Technology

Accomplished teachers stay in touch with current technology and its applications in the field of physical education. They utilize technology to augment various aspects of their instruction, from researching developments in the field to assessing student performance; tracking student progress; and communicating with students, families, and colleagues in virtual classrooms. Technology helps accomplished physical educators motivate their students by providing them with exciting learning experiences using media they find relevant. Effective uses of technology are illustrated throughout these standards.

Assessment

Accomplished physical education teachers use assessment to support the learning objectives of their students and promote the educational objectives of their programs. They administer assessments strategically to establish curricular goals, guide classroom instruction, monitor student progress, and adjust teaching strategies as needed. By making students active participants in this process, teachers encourage them to take ownership of their physical well-being. The aggregate data that teachers acquire help them advocate for student learning by demonstrating the measurable benefits of physical education to colleagues and administrators. Though discussed at length in Standard VIII, assessment is an ongoing activity for accomplished physical educators and is thus referenced throughout the standards.

Creativity and Imagination

Expert instruction in physical education is a science and an art. Accomplished physical educators understand the mechanics of movement and appreciate the strength and beauty of the human body in motion. When they instruct their students, they not only show them how to perfect movement forms, they also impart the sheer joy of moving.

Accomplished physical educators achieve these goals through the creativity of their teaching practice. Examples of accomplished teaching throughout the standards demonstrate this quality in different contexts and applications, such as lesson design or task modification. The addition of numerous dance examples in particular reinforces the understanding that this document is intended for a broad audience of practitioners with a wide variety of expertise. Accomplished physical education teachers come to the classroom with unique backgrounds and experiences, and they use their imaginations to immerse their students in learning experiences.

Creativity and imagination help accomplished physical educators overcome obstacles as well. Every teacher has difficulties with which to contend, be they class size, budget constraints, or resource deficiencies. Accomplished physical educators recognize how serious these challenges can be, but they refuse to be disempowered by them. They instead face seemingly insurmountable situations with the same determination they encourage in their students. Through innovation, outreach, and persistent advocacy, accomplished physical education teachers transcend any limitations that threaten to impede student learning.

Reflection

Reflection is the hallmark of accomplished practice. As a pervasive theme, as well as the topic of Standard IX—*Reflective Practice*, it is the key to understanding how accomplished physical educators

gain insight and perspective. Careful reflection fosters a sense of awareness that allows accomplished teachers to sustain a productive learning dynamic. It is an ongoing process, an intentional commitment to analyze the instructional decisions, learning outcomes, and professional development goals that impact classroom instruction. Meaningful reflection distinguishes the practice of accomplished physical educators, rewarding them with control and finesse in the classroom.

Revisions to *Physical Education Standards*

The field of physical education has changed considerably since the last edition of these standards was published in 1999. While agreeing with many of the views expressed in the previous edition, the current committee has updated the standards substantially to reflect recent developments within the profession. What follows is a list of the structural revisions inherent within the second edition of *Physical Education Standards*.

- *Promoting an Active Lifestyle* was revised and expanded to create Standard IV—*Wellness within Physical Education*, which adopts a more holistic approach to physical education and lifelong learning. Wellness is recognized as an essential aspect of physical education throughout these standards.
- *Sound Teaching Practices and Student Engagement in Learning* were united to form Standard VII—*Teaching Practices*, which views classroom instruction as an organic process in which pedagogical strategies and student motivation are closely interrelated. Based on this same approach, *High Expectations for Learners* was eliminated and its concepts used to inform Standard VII as well as Standard V—*Learning Environments*.
- *Reflective Practice and Professional Growth* was divided into two standards (Standard IX—*Reflective Practice* and Standard XI—*Professional Growth*) to focus attention on each subject and thereby emphasize the significance of both.
- *Collaboration with Colleagues and Family and Community Partnerships* were combined to create Standard X—*Collaboration and Partnerships*, which views educational communities as expansive networks in which multiple stakeholders—colleagues, families, and community members—work together to meet the needs of students.
- Standard XII—*Advocacy* is new to the document. This standard discusses the professional imperative of assuming leadership roles within schools and communities to promote the importance of quality physical education.

A Final Note

The committee responsible for the second edition of *Physical Education Standards* hopes this document will engage and inspire teachers throughout the profession. Whether educators are new to the classroom, in the process of applying for National Board Certification, or advancing their careers otherwise, the committee invites them to read these standards and reflect on their mission as teachers. Each of us has an impact on our students, our colleagues, and our communities. Accomplished physical educators channel their energy positively to improve their practice as teachers, assert their strength as leaders, and transform the well-being of those around them. Passionate about promoting quality physical education programs, accomplished teachers advocate persistently for their students and their profession. This committee shares their dedication and challenges other physical educators to join their movement.

Developing High and Rigorous Standards for Accomplished Practice

Physical Education Standards, Second Edition, describes what accomplished teachers should know and be able to do. The standards are meant to reflect the current professional consensus about the essential aspects of accomplished practice. The deliberations of the Physical Education Standards Committee were informed by various national and state initiatives on student and teacher standards that have been operating concurrently with the development of National Board Standards. As the understanding of teaching and learning continues to evolve over the next several years, these standards will be updated again.

An essential tension of describing accomplished practice concerns the difference between the analysis and the practice of teaching. The former tends to fragment the profession into any number of discrete duties, such as designing learning activities, providing quality explanation, modeling, managing the classroom, and monitoring student progress. Teaching as it actually occurs, on the other hand, is a seamless activity.

Everything an accomplished teacher knows through study, research, and experience is brought to bear daily in the classroom through innumerable decisions that shape learning. Teaching frequently requires balancing the demands of several important educational goals. It depends on accurate observations of particular students and settings, and it is subject to revision on the basis of continuing developments in the classroom.

The paradox, then, is that any attempt to write standards that dissect what accomplished teachers know and are able to do will misrepresent, to a certain extent, the holistic nature of how teaching actually takes place. Nevertheless, the fact remains: certain identifiable commonalities characterize the practice of accomplished teachers. The standards that follow are designed to capture the knowledge, artistry, proficiency, and understandings—both deep and broad—that contribute to the complex work that is accomplished teaching.

The Standards Format

Accomplished teaching appears in many different forms, and it should be acknowledged at the outset that these specific standards are not the only way it could have been described. No linearity, atomization, or hierarchy is implied in this vision of accomplished teaching, nor is each standard of equal weight. Rather, the standards are presented as aspects of teaching that are analytically separable for the purposes of this standards document but that are not discrete when they appear in practice.

Standard Statement: This is a succinct statement of one vital aspect of the practice of the accomplished teacher of physical education. Each standard is expressed in terms of observable teacher actions that have an impact on students.

Elaboration: This passage provides a context for the standard, along with an explanation of what teachers need to know, value, and do if they are to fulfill the standard. The elaboration includes descriptions of teacher dispositions toward students, their distinctive roles and responsibilities, and their stances on a range of ethical and intellectual issues that regularly confront them.

In addition, throughout the document are examples illustrating accomplished practice and demonstrating how decisions integrate various individual considerations and cut across the standard document. If the standards pull apart accomplished teaching into discrete elements, the examples put them back together in ways more clearly recognizable to teachers. Because the National Board believes there is no single right way to teach students, these examples are meant to encourage teachers to demonstrate their own best practice.

Physical Education Standards Statements

The National Board for Professional Teaching Standards has organized the standards for accomplished teachers of physical education into the following twelve standards. These standards have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching and often occur concurrently because of the seamless quality of accomplished practice. These standards serve as the basis for National Board Certification in Physical Education.

Standard I: Knowledge of Students

Accomplished teachers attain knowledge of their students' unique qualities and characteristics to build positive relationships and create meaningful learning experiences that cultivate beneficial attitudes toward lifelong physical activity and wellness.

Standard II: Knowledge of Subject Matter

Accomplished teachers utilize the depth and breadth of their content knowledge to develop physically educated learners.

Standard III: Curricular Choices

Accomplished teachers make purposeful curricular choices that address student needs and interests by promoting comprehensive physical education programs in support of lifelong physical activity and wellness.

Standard IV: Wellness within Physical Education

Accomplished teachers interweave wellness throughout their curricula to provide students with the information and experiences they need to make independent choices that positively affect their health and lifelong well-being.

Standard V: Learning Environment

Accomplished teachers set high expectations and create positive, well-managed classroom environments that engage all students within a safe and respectful culture of learning.

Standard VI: Diversity and Inclusion

Accomplished teachers create inclusive and productive learning environments that are safe, fair, and equitable for all students. They promote healthy social interactions within their schools and communities by teaching students to embrace their uniqueness and respect the diversity of others.

Standard VII: Teaching Practices

Accomplished teachers implement effective teaching practices that set high expectations and maximize student engagement to advance student learning and promote lifelong well-being.

Standard VIII: Assessment

Accomplished teachers select, design, and utilize assessments to improve student learning, modify instruction, enhance physical education programs, and demonstrate professional accountability.

Standard IX: Reflective Practice

Accomplished teachers engage in meaningful introspection that challenges, informs, and guides all aspects of pedagogy and professional growth for the purpose of improving student learning.

Standard X: Collaboration and Partnerships

Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning.

Standard XI: Professional Growth

Accomplished teachers are respected leaders who diligently pursue personal and professional growth to improve teaching practices and meet the diverse needs of students.

Standard XII: Advocacy

Accomplished teachers are effective advocates for quality physical education. They create opportunities to promote wellness and healthy lifestyles among students, colleagues, families, and community members.

Standard I

Knowledge of Students

Accomplished teachers attain knowledge of their students' unique qualities and characteristics to build positive relationships and create meaningful learning experiences that cultivate beneficial attitudes toward lifelong physical activity and wellness.

Accomplished physical education teachers are committed to the belief that all students can learn and benefit from a healthy, active lifestyle.¹ Physical education teachers are dedicated to knowing their students as individuals, and they utilize this knowledge to improve teaching and learning. They nurture positive relationships that help students feel valued, build their self-confidence, and motivate them to learn. An appreciation of the unique qualities and characteristics of students informs the instructional choices and teaching practices of accomplished teachers. They combine their knowledge of students with their expertise in physical education to determine how they can best meet the needs of single students as well as groups of learners. Physical education teachers know that developing strong relationships with students can inspire a passion for physical activity and wellness by promoting trust and encouraging a disposition for lifelong learning.

Respecting Students as Individuals

Accomplished teachers embrace their students' unique traits. They understand that students possess a wide array of similarities and differences, and they respect each student's ethnic heritage, religious background, body image, sexual orientation, family configuration, socioeconomic status, ability level, and primary language.² For example, a teacher who knows that a student will be fasting as part of a religious observation may plan modifications with the student and monitor the student's activity. Accomplished physical education teachers are attuned to their students' attitudes, abilities, personal interests, motivations, and prior learning experiences, as well as their learning styles. A teacher may thus have students journal about an upcoming activity to reflect on what they know, what they want to learn, how they hope to learn it, and what they believe they might gain from the experience. Physical education teachers obtain knowledge about their students intentionally and use this information carefully to build productive relationships and shape instructional decisions.

¹ All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished physical education teachers.

² The terms *family* and *parent* are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

Gaining Insight about Students

To learn how students express themselves and demonstrate their abilities, accomplished physical education teachers observe their students in different settings and listen to them in various contexts. Teachers create opportunities for purposeful dialogue so they can become better acquainted with their students and build trusting relationships. To this end, a teacher may watch a student at an afterschool event to learn about other aspects of that student's personal interests and social interactions and then use the information to work more effectively with the student. Physical education teachers forge meaningful connections with students by remaining alert and attentive to significant developments in their daily lives.

Accomplished physical education teachers enhance their understanding of students by collaborating with colleagues and family members. Within the school environment, teachers exchange information in meetings and conferences to gain insight about their students. They have similar conversations with parents and families. For instance, when creating a behavioral plan, a physical education teacher may visit a student's home or speak with a parent to obtain an understanding of the student's life outside the educational setting. Physical education teachers implement a variety of methods to learn about their students and the individual needs they have.

Accomplished teachers contextualize the knowledge they gain through a careful study of their students over time. For example, a physical education teacher may use a district database system to acquire information about one student's health status, another student's academic progress, and yet another student's language growth. Researching pertinent information about students provides teachers with further insight to their students' social, emotional, and physical development. The broad and deep understanding that accomplished teachers have of their students helps them determine how best to support and extend their students' learning experiences. Accomplished physical education teachers consider multiple perspectives diligently when evaluating the needs of their students.

Creating Positive Learning Experiences

Accomplished physical education teachers reflect on their knowledge of individual students to create positive learning experiences. Teachers enhance student learning by utilizing different grouping strategies, teaching cues, management techniques, transitions, progressions, and modifications to equipment and space based on the awareness they gain about their students. When preparing for instruction, accomplished teachers consider variables such as class size, skill levels, and developmental levels relative to students' physical, emotional, cognitive, and social characteristics. Teachers adapt lessons for each class to meet their students' individual needs. They understand the importance of responding to their students in positive, personal ways, and they celebrate their students' efforts and accomplishments to build effective, supportive relationships with them. Accomplished teachers acknowledge their students as individuals, understand how they function within groups, and manage group dynamics to ensure that every student can enjoy

a successful outcome within a productive learning environment.¹ (See [Standard VII—Teaching Practices](#).)

Conclusion

Accomplished physical education teachers strive to become trusted partners within their students' support systems. They create opportunities for students to develop their skills in emotionally, physically, and socially safe environments. Recognizing their important place in the lives of students, teachers cultivate learning experiences that allow students to interact with one another and express themselves in ways that are not readily available in other academic areas. Physical education teachers communicate enthusiasm for their subject matter in a positive, caring manner that demonstrates the respect and appreciation they have for the skills, abilities, qualities, and characteristics of each student. Accomplished teachers believe that knowing students is vital to shaping meaningful relationships with them and fostering beneficial attitudes toward lifelong physical activity.

¹ In this document, the terms *learning environment* and *classroom environment* are used interchangeably, since the classrooms of physical education teachers vary based on the different locations in which they instruct their students.

Standard II

Knowledge of Subject Matter

Accomplished teachers utilize the depth and breadth of their content knowledge to develop physically educated learners.

The teaching practice of accomplished physical education teachers is based on a strong and substantial foundation of subject area knowledge. Physical education teachers are well prepared and passionate about meeting the psychomotor, cognitive, and affective needs of all students. Familiar with human anatomy and physiology, kinesiology and biomechanics, and exercise physiology, teachers apply their knowledge of these fields effectively and appropriately within educational planning and instruction. Accomplished teachers comprehend how the human body ages and matures; their mastery of motor learning concepts and principles informs their practice. An understanding of various movement forms allows accomplished teachers to provide their students with comprehensive, developmentally appropriate physical education programs. Teachers utilize their knowledge of physical activity and wellness, as well as the sociology and psychology of movement, to instruct their students. When teaching, they follow and apply established protocols that are based on a firm grasp of legal and safety guidelines. Their application of technology to enhance professional development, facilitate class instruction, and support student success reveals their confident awareness of how to use available resources. Finally, their familiarity with current issues and trends in physical education helps accomplished teachers appreciate the social developments affecting their professional responsibilities as physical education teachers.

Exercise Science

Accomplished physical education teachers are knowledgeable in human anatomy and physiology, kinesiology and biomechanics, and exercise physiology. They utilize these fields when teaching students how the human body functions and moves. For example, a teacher may employ exercise physiology to explain how exercise recovery relates to motor performance so students can understand the effect that exercise has on bodily systems. Similarly, a teacher may demonstrate how the biomechanical principles of force, time, flow, and effort relate to various movement activities by showing students how to throw a ball with various force patterns so they can hit targets at a range of distances. Accomplished teachers understand that the laws of exercise science contextualize student learning, providing students with the knowledge they need to maintain healthy bodies.

Motor Development and Motor Learning

Accomplished physical education teachers understand how children's bodies grow and mature. They have a thorough knowledge of motor development concepts and principles, such as the relationship between gross and fine motor skills or the distinction between static and dynamic balance. Accomplished teachers recognize that students mature physically and cognitively at different rates. Physical education teachers utilize their understanding of motor development to guide all students through developmentally appropriate movements that enhance their acquisition of motor skills. Accomplished teachers recognize their students' readiness to learn and can evaluate critical elements that may promote or inhibit their mastery of motor skills. Physical education teachers apply their knowledge of motor learning to engage students safely in the development of mature motor patterns. To enhance learning, they monitor interaction between the learner, the environment, and the task, making adjustments as needed based on an understanding of how these factors affect each other. Teachers are familiar with and apply a variety of effective learning strategies and methods when teaching different motor skills. They use developmentally appropriate progressions during instruction, focusing on the mechanics of movement as the sequence is experienced by the learner. Accomplished physical education teachers advance their students from the performance of basic movement skills to the application of complex movement patterns. They ensure that students master these movements before combining skills and patterns to achieve the goal of moving fluidly, precisely, and effectively in dynamic settings.

Movement Forms in Context

Understanding the scope and sequence of movement forms from pre-kindergarten through twelfth grade, accomplished teachers teach their students elements, strategies, and tactics of movement forms in a multitude of settings. Physical education teachers know that younger students focus on learning basic movement forms, requiring nonlocomotor, locomotor, and manipulative skills, and that older students focus on utilizing the same movement forms when participating in more complex fitness activities, dance, cooperative games, sports, and other lifetime activities. Accomplished teachers therefore realize that older students learning an invasion game require a fundamental mastery of skills such as dodging and fleeing to maintain possession of the ball. Similarly, teachers may have students use their mastery of motor skills and movement patterns creatively by guiding students to embody connections between physical movement, personal meaning, and aesthetic expression in dance. Physical education teachers understand and effectively incorporate purposeful play and improvisation within lessons for students of all ages and abilities. Skillfully guiding students to discover, create, solve problems, negotiate rules, and resolve conflicts interdependently represents a crucial goal of physical education programs. Accomplished teachers synthesize critical concepts of movement forms in a developmentally appropriate manner.

Physical Activity and Wellness

Accomplished physical education teachers have a comprehensive understanding of wellness and how it relates to leading a healthy, active life. They identify the relationship between the skill- and health-related components of physical fitness for their students within daily activities. For example, a teacher may communicate how muscular endurance is important when hiking long distances as well as when shoveling snow. Physical education teachers understand that achieving wellness requires the adoption of positive lifestyle behaviors that lead to improved health, enriched quality of life, and increased longevity. These behaviors include daily physical activity, proper nutrition, stress management, adequate sleep, regular physical examinations, personal safety, and emotional health. Accomplished teachers provide their students with the knowledge they need to embody well-being and dedicate themselves to maintaining personal health.

Sociology and Psychology of Movement

Accomplished physical education teachers are cognizant of sociological and psychological principles related to physical activity, sport, and movement. They instruct their students in ethical practices associated with physical activity, such as fair play, sporting behavior, team selection, cooperation, personal responsibility, citizenship, and respect for oneself and others. Aware of the association between performance and self-esteem, teachers motivate students to express themselves in positive ways, learn self-discipline, and develop an appreciation of their identities as individuals. Accomplished teachers help students gain an understanding of themselves and guide students to establish productive behavioral expectations within group settings.

Legal and Safety Issues

Accomplished physical education teachers know the applicable local, state, and federal laws and initiatives relating to the successful participation of all students on a social, emotional, and physical level. Teachers are similarly aware of current negligence-prevention and safety procedures, as well as liability and negligence issues related to school law. They are therefore familiar with the legal implications of regulations such as Title IX, Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Improvement Act (IDEIA), and the Americans with Disabilities Act (ADA). Accomplished physical education teachers are fully competent in student placement and guidance processes, such as the referral and evaluation of students supported by individualized education programs. Teachers use their knowledge of guidelines and mandates proactively to create effective, productive learning environments for their students.

Accomplished physical education teachers are committed to working with students to create safe learning environments. They vigilantly observe and teach safety guidelines and procedures across all activities. Physical education teachers know the mechanics of skill development and use that knowledge to teach skill progressions effectively. When demonstrating skills, they emphasize safe and

responsible behavior. Physical education teachers inspect all equipment routinely and require students to be responsible for maintaining proper condition and fit. They hold students accountable for demonstrating responsible behavior and strive to have them internalize safety procedures for a lifetime of careful practice.

Technology

Accomplished physical education teachers are proficient in current technology both to enhance their acquisition of subject matter knowledge and to utilize it within their instruction. They use technology to conduct research, investigating current trends to consider how these may impact student learning. For example, a teacher may use information technology tools such as the Internet or social media to gain more information about the physiological and biomechanical skills required in a set of movement genres. Teachers also employ technology to support student learning via skill analysis and feedback, fitness and nutritional tracking, data collection, and communication with parents and guardians. Physical education teachers anticipate technological advances that may affect the learning environment. As part of their dedication to professional growth, they incorporate the most appropriate technological resources available to enrich their teaching practice and reinforce student learning.

Current Issues and Trends in Physical Education

Accomplished teachers are conversant in the influence that current issues and trends have on the structure and objectives of contemporary physical education programs. They know how the history and development of physical education and sport impact teaching practices in an ongoing manner. Physical education teachers adjust their teaching practice based on a thoughtful assessment of new curricular models and research. They remain informed about social, political, and economic issues influencing physical education within their region and are aware of how these issues affect their profession on a local, state, national, and global level. Accomplished teachers understand how these factors shape learning goals and objectives and help to define the changing roles teachers fulfill within schools and communities. Physical education teachers adapt their practice to meet student needs and address the health issues students face, be that the threat of obesity or any other concern impacting their personal wellness and affecting their productivity as members of society.

Conclusion

Accomplished physical education teachers use the depth and breadth of their content knowledge when planning, designing, implementing, and assessing teaching activities. They carefully reflect on the knowledge they possess to enhance student learning. The subject-matter knowledge of physical education teachers informs their curricular choices and their presentation of skills and content. Accomplished physical education teachers are experts, distinctly aware of what their students need to know and be able to do, as well as how they need to learn it. Accomplished teachers use the considerable and significant body of knowledge they acquire to impart the sound tenets of a quality physical education.

Standard III

Curricular Choices

Accomplished teachers make purposeful curricular choices that address student needs and interests by promoting comprehensive physical education programs in support of lifelong physical activity and wellness.

Accomplished teachers engage students in balanced physical education curricula that address skill development, movement concepts, health-and skill-related fitness, personal and social responsibility, lifelong activities, and the benefits of physical activity. Teachers demonstrate creativity and resourcefulness in the delivery of required curricula or the design of curricular components. When making decisions related to curricula, they address learning standards written on a district, state, or national level as relevant and follow a systematic process of selecting, planning, evaluating, and adapting curricula to meet the needs and interests of their students within a comprehensively conceived physical education program. Accomplished physical education teachers incorporate community resources, interdisciplinary opportunities, and technological tools to enhance their curricula. They reflect thoughtfully to implement curricular choices that benefit student learning.

Student Needs and Interests

Accomplished teachers know that effective physical education curricula are relevant, structured, and intentionally designed to help learners enjoy lifelong physical activity and wellness. Teachers use various strategies to gain information about their students and analyze this data to determine which activities may best meet their learning needs and interests. For example, a teacher may review student fitness data in concert with current research and popular trends to refine the curriculum for a specific class. Physical education teachers take their students' interests into consideration as much as possible when making curricular choices. For example, a teacher who has a student with an extracurricular interest in fencing may have the student bring fencing gear into class and provide a brief demonstration that might inspire students to seek out new experiences. Accomplished teachers empower students to experiment with their knowledge and skills in a wide range of physical activities to help students become independent learners who value lifelong activity.

Accomplished physical education teachers select activities that are aligned with standards and plan their implementation carefully to create curricula that focus on their students' holistic needs. They evaluate their students' physical, emotional, cognitive, and social development and address these factors when making curricular choices.

Accomplished teachers ensure that students progress from learning fundamental skills to applying mature motor patterns in authentic, dynamic situations. They use curricula that target specific populations such as students with exceptionalities or those with health concerns. Teachers recognize prevalent health issues within their communities, such as type 2 diabetes or heart disease, and consider these factors when assessing teaching content. For example, a teacher in a school with a prevalently obese population may develop an exercise curriculum to address student health needs. Accomplished teachers use their curricula to meet the comprehensive needs of their students and support healthy lifestyle choices.

Accomplished physical education teachers value and respect the diverse learners within their classrooms. They intentionally select or create curricula that meet their students' unique needs based on language preference, socioeconomic status, gender, sexual orientation, skill level, exceptionality, and religious practice. For example, a teacher may implement a curriculum with multicultural components that introduces students to new ideas and experiences and helps them develop their appreciation of diversity through dance, sports, leisure, and recreational activities. Physical education teachers choose inclusive curricula that represent the changing demographics of their schools and honor the cultural influence of diverse learners.

Community Resources

Accomplished teachers expand their curricular choices to reflect community interests and capitalize on natural resources while promoting lifelong physical activity and wellness for their students. Teachers collaborate with local agencies and individuals to understand the culture of their communities, educate themselves about the availability of recreational areas and equipment, and identify regional resources that support student interests. These resources may include sidewalks, paths, and trails; lakes, rivers, and oceans; or other recreational areas and facilities. For example, a river beside a school may inspire a physical education teacher to design canoeing, rafting, or water safety lessons. Teachers understand that the setting and environment of their schools and communities can and should affect curricular design. They use equipment, facilities, and resources creatively to enhance the scope and depth of the curricula they employ.

Interdisciplinary Opportunities

Incorporating various modalities within their curricula, accomplished teachers enhance learning by having students utilize different skills while exploring physical education. Teachers support this objective further by providing their students with interdisciplinary experiences that strengthen their cognitive abilities by requiring them to engage concepts held in common, if approached differently, by multiple subject areas. To this end, physical education teachers partner with other teachers, collaborating with their colleagues by designing units for joint or solo instruction within their respective classrooms. For example, a physical education teacher and a mathematics educator may teach angle concepts in the context of basketball. Alternatively, a science teacher might introduce the concept of levers and fulcrums

that a physical education teacher reinforces in a tumbling and gymnastics unit. Accomplished physical education teachers recognize the importance of working with teachers from other disciplines to design curricula that enrich student learning in creative and innovative ways.

Technology

Technology supports the curricula of accomplished teachers in various ways. Physical education teachers use it responsibly to gather and evaluate student interests and to research learning resources so they can make informed decisions while selecting curricular content. They also employ technology to impact student learning more directly by providing students with helpful tools to explore educational topics and increase their engagement with learning objectives. Teachers use technology to enhance their measurement of students' physical and cognitive abilities. They analyze assessment results to modify curricula quickly based on student learning and to provide students with immediate feedback that can motivate and inspire them to achieve learning objectives. Physical education teachers are cognizant of the technology available to them within the classroom and apply it based on their curricular goals as well as their students' preferences and aptitudes. Accomplished teachers utilize technology in numerous aspects of curricular design and modify it to benefit their students in relevant and insightful ways.

Reflection

Reflection is an ongoing daily process that accomplished physical education teachers rely on to improve all aspects of their teaching, including the creation or modification of curricula in support of student learning. Teachers use reflection to plan, adjust, and adapt their curricula to meet standards and learning objectives. They contemplate their students' needs and interests as well as the value of educational resources and interdisciplinary opportunities. Teachers also evaluate their own strengths, weaknesses, and passions and the ways they can augment curricula based on their individual qualities. For example, an experienced dance teacher who finds that a dance curriculum lacks components fundamental to sequential movement may strengthen learning objectives by integrating more complex techniques that will help improve student performance. The advantages of personal expertise and the brilliance of professional inspiration distinguish the accomplished teacher from the competent one. Reflection allows physical education teachers to modify and enhance their curricula so their students can reach their fullest potential.

Conclusion

Accomplished physical education teachers are consummate professionals who refine curricula with flexibility and ingenuity to meet the diverse needs and interests of their students. They provide students with educational opportunities through the judicious use of community resources, interdisciplinary lessons, and technological tools. Physical education teachers reflect carefully and consistently on the curricular choices they make to enhance student learning.

Standard IV Wellness within Physical Education

Accomplished teachers interweave wellness throughout their curricula to provide students with the information and experiences they need to make independent choices that positively affect their health and lifelong well-being.

Accomplished physical education teachers are passionately committed to teaching students how they can lead healthy, active lifestyles and take ownership of their personal well-being. Teachers create learning experiences that encourage students to nurture beneficial attitudes and behaviors they can utilize throughout their adult lives. Teachers understand that fitness primarily targets physical activity and nutrition, while wellness addresses the interrelatedness of physical, emotional, spiritual, mental, and cognitive aspects of well-being. They recognize that wellness constitutes a core component of effective physical education programs. Accomplished physical education teachers interweave physical fitness activities and wellness concepts intentionally throughout daily lessons and their curricula as a whole. Familiar with research on cognition demonstrating that students who are physically fit learn and perform better than those who are not, accomplished teachers convey the critical role that a quality physical education plays in developing strong bodies and minds. As leaders within their schools, they collaborate with other educators to ensure that wellness concepts permeate student learning inside and outside the classroom.

Instructional Strategies within the Classroom

Accomplished physical education teachers implement lessons that meet student interests and maximize participation while incorporating rigorous physical activities. To provide a strong foundation for their programs, they integrate a wide variety of physical fitness activities within their curricula, such as somatic studies, dance, resistance training, aerobics, core strengthening, and interactive gaming. They also teach students a diverse range of lifetime fitness activities, such as pickleball, tennis, golf, swimming, biking, rollerblading, and snowshoeing. Within each lesson, accomplished teachers consistently strive to increase the quality of their students' physical activity. For example, while teaching lacrosse, a teacher may limit team sizes and organize multiple games to increase activity time for all students. Accomplished teachers motivate their students by engaging them in challenging physical activities they can enjoy in the present and appreciate in the future.

Understanding that each student's interests, fitness levels, and personal needs are unique, accomplished teachers differentiate instruction to accommodate individual learners efficiently and effectively. For instance, a physical education teacher who is teaching step aerobics may demonstrate both beginning and advanced step patterns so students can select the level that best meets their fitness needs. Teachers educate their students about how increasing their activity levels can decrease their risk of hypokinetic conditions such as heart disease, type 2 diabetes, and obesity. They design lessons and learning objectives that promote high levels of safe physical activity for all students, including those with injuries, exceptionalities, and chronic or acute medical conditions.

Accomplished physical education teachers instruct their students in how to develop individualized comprehensive fitness programs. Using a variety of assessment strategies, they show students different ways to measure their fitness levels, set personal goals, and track their progress. For example, a teacher may motivate students by using technology to record and analyze their daily activity and revise their personal fitness plans based on the data gathered. Accomplished teachers encourage students to share their individualized plans with family members to garner support at home and help them adhere to the lifestyle choices they make. Teachers use regular physical activity to build their students' self-confidence and create opportunities for self-expression while promoting positive social experiences.

Accomplished physical education teachers show their students that behavioral choices related to issues such as sleeping and eating habits, stress management, breathing techniques, substance abuse, personal safety, and screen time can impact their personal well-being. Teachers emphasize the importance of making healthy choices that are consistently and coherently integrated within their students' lives. For example, a teacher may show students how to make informed decisions regarding food and exercise equipment so they can become critical consumers. Teachers help students realize how cultural and social influences affect them and provide students with strategies to identify the impact these influences may have on their ability to lead healthy lives. For example, a teacher working with students to develop personal fitness programs might ask them to analyze the intrinsic and extrinsic motivators, as well as personal obstacles, influencing the choices they make. An accomplished teacher would then demonstrate to students how their beliefs and attitudes affect their ability to maintain a sense of well-being. Throughout their curricula, physical education teachers create relevant, thought-provoking learning experiences that illustrate the power of positive decision making.

Instructional Strategies outside the Classroom

Accomplished teachers furnish their students with opportunities to extend their involvement in physical activities, make sound nutritional choices, and pursue personal well-being outside the classroom. For example, a teacher may give students a weekend assignment to perform a physical activity, take a picture of the setting, write a description of the activity, and reflect on the assignment. Accomplished physical education teachers offer their students options to explore lifetime fitness

activities on their own. They help students identify local recreational activities based on their preferences and community resources. Teachers provide their students with positive reinforcement to sustain the practice of lifelong wellness.

Collaboration plays an important part in the outreach efforts of accomplished physical education teachers. When working with other educators, teachers help develop cross-disciplinary curricula that focus on wellness. An early childhood physical education teacher may thus partner with a classroom teacher to develop an activity break that focuses on breathing techniques to reduce stress. Teachers coordinate and promote physical activities for students, families, staff, and community members in their schools and beyond the classroom. An accomplished teacher may thus organize a fun run for students and staff, a fitness night for families, or a Special Olympics event involving the community at large. Physical education teachers encourage an ongoing attention to wellness in all aspects of their students' lives.

Importantly, accomplished teachers demonstrate leadership within their districts and advocate for all staff to promote and model wellness behaviors. For example, a physical education teacher may create a list of nutritious snacks or healthy recipes for parents to reference at home. A teacher might also survey staff needs and interests to design a comprehensive after-school wellness program. Physical education teachers serve as positive role models who participate actively on district wellness teams and help guide wellness policies within their schools.

Conclusion

Accomplished physical education teachers are dedicated to helping students build a foundation of physical fitness for their future. Maintaining an awareness of current trends and research, physical education teachers integrate all components of wellness within their curricula and promote them throughout their schools and communities. Accomplished teachers fulfill a crucial role to ensure that students can develop sound bodies and minds. They equip students with the knowledge and experience they need to make independent decisions about their personal health and lifelong wellness. Physical education teachers understand the impact they have on social infrastructures based on the important contributions they make to wellness within their school and local communities.

Standard V

Learning Environment

Accomplished teachers set high expectations and create positive, well-managed classroom environments that engage all students within a safe and respectful culture of learning.

Accomplished physical education teachers nurture student learning by creating, maintaining, and enhancing positive classroom environments. They make the best possible use of their space and equipment, implementing effective strategies to meet the diverse needs of all students while ensuring their safety and active participation. Accomplished teachers establish routines and procedures that encourage students to take responsibility for their classrooms. They ensure that lessons are rigorous and stimulating, and they articulate clear expectations to foster student success.

Providing students with the freedom to demonstrate their creativity and imagination constructively, accomplished physical education teachers encourage students to cultivate meaningful learning experiences. Teachers design instruction that addresses individual student needs while remaining sensitive to group dynamics and providing students with valuable opportunities to develop supportive relationships. Teachers organize physical activities that maximize student participation and instill in students the importance of remaining physically active. Accomplished teachers reflect on all aspects of the learning environment, making skillful adjustments to heighten the quality of their students' educational experience.

Creating a Positive Learning Environment

Accomplished teachers design their physical environments to enhance instruction and support student success. They plan lessons based on the diverse interests and abilities of their students and use their classrooms purposefully to create dynamic environments that inspire, challenge, and motivate students to learn. For example, a teacher may build a stimulating obstacle course or station circuit to engage students in activities that teach them spatial concepts based on their relationship to the physical environment. Physical education teachers promote a sense of discovery in their students while establishing safe and secure environments that reinforce feelings of trust, responsibility, and mutual respect. They nurture learning by minimizing distractions and freeing students to develop their skills and enjoy physical activity within aesthetically appealing, age-appropriate environments. To this end, a teacher may display informative posters or use visual learning aids that represent the diversity of all students with images to which individuals can relate and by which they feel inspired. Accomplished physical education teachers raise their students' curiosity

and build their confidence by creating inviting, inclusive classrooms amenable to student learning.

Managing a Well-Organized Environment

Accomplished physical education teachers evaluate every aspect of the learning environment to maintain the functionality of their resources and guarantee the safety of their students. They observe legal liabilities methodically by inspecting the condition of their equipment regularly, documenting the status of their facilities carefully, and resolving any issues or problems immediately. An accomplished physical education teacher checking a climbing wall would examine the holds to make sure they are securely fastened and keep a log tracking the use of belaying ropes to determine when new ropes must be acquired. Accomplished teachers routinely monitor environmental factors before, during, and after classroom activities, adapting instruction as needed to ensure student safety within the learning environment.

Accomplished physical education teachers manage their classrooms to engage students constructively in daily routines and procedures. They emphasize the value of caring for the classroom environment, using this process to instill in their students a sense of respect for themselves and their peers. The students of accomplished teachers take pride in tending to equipment and contributing to the maintenance of their classrooms because they are sufficiently confident to take ownership of their learning environments. Physical education teachers utilize structure and order strategically to establish clear expectations for their students and promote their individual growth.

Accomplished teachers manage their physical space to encourage the active participation of students and help them learn. They employ effective organizational strategies to run their classrooms efficiently, planning their use of space to ensure that it supports their lessons. A teacher may thus place equipment on the floor prior to class so that students can immediately position themselves for an initial warm-up. Accomplished physical education teachers consistently make the best use of their space and time. They maximize participation within their classrooms by ensuring that every student has an active role within an activity or exercise.

Accomplished physical education teachers design and adapt learning environments to promote equitable access and maximize participation for all students. For instance, a teacher with a student who uses a wheelchair may ensure that there are wide pathways between equipment so the student can maneuver independently throughout the classroom as comfortably and confidently as other students. Another teacher with a student who has a visual impairment may routinely use auditory signals or tactile signposts to address the same goal of providing the student with equal access to the learning environment. In both instances, accomplished teachers may alter their classrooms to support different activities, but they make sure that students with exceptionalities have stable, reliable access to learning environments that support their opportunity to succeed. Physical education teachers address the individual needs of their students within the learning environment and make

modifications to use equipment as effectively as possible. For example, during a strength and conditioning unit, a teacher may maximize space and time by having students work in pairs when they are learning the front squat; one student may execute the lift using a wooden dowel or hockey stick while the other may provide verbal cues and practice effective spotting techniques. Accomplished teachers employ their resources wisely, structuring their learning environments to engage all students and help them achieve their highest potential.

Creating an Environment of Respect and Rapport

Accomplished physical education teachers choose their words and actions carefully to establish respect and rapport with their students. Teachers develop an understanding with their students that helps them sustain productive learning environments free from bullying. Physical education teachers involve students in the creation of rules, policies, and procedures, making them partners in learning and collaborative decision making. Highly sensitive to the tone they set with students, teachers model positive, constructive behavior. For example, a teacher encountering a behavioral issue may ask students to characterize their behavior, explain why it was disruptive, and suggest how they might resolve the situation. Involvement in this type of problem solving helps students feel a sense of ownership for the organization and management of their classrooms. Accomplished teachers use reciprocal communication to demonstrate respect for their students' thoughts and to establish the expectation that they will receive the same consideration in return. Teachers engage their students in dialogue continually to promote responsible behavior and motivate students to help maintain welcoming learning environments.

Establishing High Expectations for Learners

Accomplished teachers consistently communicate high expectations for their students. They challenge learners physically and intellectually, helping students set goals that encourage self-discovery and develop the higher-level thinking skills of analysis, interpretation, evaluation, and synthesis. To this end, a physical education teacher may task students with transporting an object from Point A to Point B without dropping the object; the task may initially seem straightforward but factors such as the weight of the object, the length between points, and the number of students per team would require students to strategize cooperatively so they could reach a common goal. Accomplished teachers integrate problem solving and critical thinking within physical activities. They understand the importance of promoting quality participation in activities that engage students fully within the learning environment.

Accomplished physical education teachers encourage students to help establish and maintain high expectations. Teachers have conversations with students that explore their understanding of respect, individuality, personal attitude, effort, and learning outcomes. For example, as part of an initial class session, an accomplished teacher may discuss a goal for students to leave each class more physically educated than when they entered; the teacher may not only describe this goal, but also invite students to consider the meaning it holds for them. Teachers

structure activities within the learning environment to help students understand their learning objectives. For instance, an accomplished teacher may support the high expectations established within classroom routines and procedures by preparing an entry activity that is described on a white board so students entering class can begin their task independently. Physical education teachers know that students feel more comfortable when they understand expectations and that their sense of ease can enhance productivity and contribute to a better learning environment.

Establishing a Culture for Learning

Accomplished teachers motivate students to value physical education. They create supportive learning environments in which students are free to express themselves constructively and explore new possibilities for movement. Teachers help students feel comfortable investigating the way movement communicates meaning in a variety of dance forms and modes of physical activity. They show students the benefits of excellent health and wellness, facilitating learning experiences that provide students with opportunities to direct their own learning process and develop a growing sense of independence. In the classrooms of accomplished teachers, students experience the joy of physical movement, the satisfaction of challenging themselves, and a thoughtful appreciation of why it is so important to maintain lifelong physical fitness.

Accomplished physical education teachers create a socially cohesive environment that couples the pursuit of self-discovery with the dedication of working to achieve common learning goals. Teachers recognize the correlation between forming cooperative work groups and building productive classrooms. They interest students in activities and motivate them to participate in the learning environment by challenging students to work interdependently in various ways. Using small-, large-, and whole-group settings, physical education teachers engage students in different modes of interaction. They provide students with numerous roles and responsibilities, ensuring that all students, regardless of their developmental stage or ability, are challenged at an appropriate level. The students of accomplished teachers establish inclusive communities based on mutual trust and respect. They become active members of the learning environment and view themselves as important contributors to the overall success of the class. As they become stronger partners in the learning process, these students steadily gain greater confidence to act autonomously in the pursuit of personal health and fitness.

Conclusion

Accomplished physical education teachers reflect on their learning environments to ensure they promote student success. Teachers know that trust and respect represent the cornerstones of a thriving, productive learning environment. They understand the vital role that communication plays within this setting and recognize its power to facilitate student learning and inspire positive attitudes toward physical education. Teachers convey their expectations for students clearly and consistently, fostering safe, secure environments in which students take ownership for the management of their classrooms and gradually assume responsibility for the direction

of their education. Accomplished teachers demonstrate a passion and excitement for physical education that motivates students to become fully involved in learning activities. Their students feel the freedom to be creative and the confidence to take responsible and potentially rewarding risks. Accomplished teachers strive to engage their students in productive learning environments that empower them to enjoy lifelong physical activity.

Standard VI

Diversity and Inclusion

Accomplished teachers create inclusive and productive learning environments that are safe, fair, and equitable for all students. They promote healthy social interactions within their schools and communities by teaching students to embrace their uniqueness and respect the diversity of others.

Accomplished physical education teachers understand that we all have diverse characteristics. To create classrooms that are safe, fair, and equitable for everyone, teachers respect their students as individuals. Physical education teachers maintain the inclusive quality of their learning environments through a thoughtful process of reflection on the personal and social dynamic within the classroom. Teachers understand that the demographics of their school and local community are dynamic, and they appreciate the diversity of students entering their classrooms. Teachers are sensitive to the unique physical, cognitive, and emotional characteristics of their students. They consider factors such as ethnic heritage, religious background, body image, sexual orientation, family configuration, socioeconomic status, ability level, and primary language when reflecting on how to improve their teaching practices and nurture their students. Accomplished teachers create welcoming, interactive classroom environments in which their students feel comfortable to learn and grow. They establish high expectations for all students, integrating instructional content and pedagogical strategies to meet the diverse learning needs within their classrooms. By thoughtfully incorporating inclusive, multicultural lessons, accomplished teachers plan and implement varied and challenging curricula that benefit all students.

Creating Positive, Productive Classroom Environments

Through a careful consideration of their attitudes and experiences, accomplished teachers recognize the biases, or perceived sets of assumptions, that they hold. Physical education teachers address these biases vigilantly to improve their teaching practices and support student learning. They educate themselves by collaborating with colleagues, families, therapists, administrators, and relevant school personnel to learn how they can provide a supportive and productive learning environment for all students. For example, a teacher might collaborate with other educators to help acquire resources for families that are economically disadvantaged due to homelessness or migrant employment. Eager to ensure that all students have equal access to learning experiences, teachers seek professional development to augment the instruction of their students further. For example, in a school with an increased number of students for whom English is a new language, a physical education teacher

may seek the assistance of a language learning specialist to create an effective learning environment. Physical education teachers collaborate with specialists and consult community resources as needed to address questions and gain useful information that will help them enrich the educational experience of all students.

To design meaningful learning experiences that challenge students individually, accomplished physical education teachers modify and adapt their teaching practices, classroom resources, and activities innovatively. For example, a teacher may have a student with a sensory impairment learn new skills through a repetitive closed skill station in a quiet, darker, or smaller environment that does not overstimulate the nervous system. A teacher may also position a student with attention deficit disorder toward the front of the class and use visual prompts such as picture symbols, storyboards, video demonstrations, or assistive technology to maximize student attention and support successful learning. As appropriate, accomplished teachers structure environments utilizing instructional strategies and prompts that best meet the individual needs of their students.

Accomplished physical education teachers foster safe learning environments that acknowledge the perspectives of individuals as well as those of groups. Teachers achieve a balanced dynamic by consistently promoting lesson objectives that value respect, empathy, and responsibility. They explicitly model responsive, considerate behaviors and attitudes within the classroom. When physical education teachers realize that students are being bullied because of individual differences such as socioeconomic status or sexual orientation, they address the behavior immediately and develop activities that increase peer empathy. Teachers are cognizant of student biases that affect the learning environment, and they take immediate steps to ensure that every student remains successfully engaged in classroom activities.

Accomplished teachers show students how to recognize bias in themselves, their peers, and their communities. Using terminology that is current and culturally appropriate, teachers educate their students in the importance of avoiding language that denigrates people based on ethnic heritage, religious background, body image, sexual orientation, family configuration, socioeconomic status, ability level, or primary language. Physical education teachers engage students in dialogues and activities to analyze and actively dispel stereotypes. They serve as advocates for change, striving to eradicate bias through ongoing lesson objectives that focus on celebrating the similarities and differences between students.

Integrating Inclusive and Multicultural Activities Meaningfully

Accomplished physical education teachers hold themselves and their students accountable for promoting supportive classroom climates that foster individual success and growth. Teachers understand that students enter the classroom with diverse attitudes, prior experiences, and differing abilities. Physical education teachers gather information about their students from a variety of sources so they can tailor lessons that engage the entire class. They structure yearly plans that carefully address diverse needs and interests while promoting active, healthy lifestyles. For

example, an accomplished teacher may use live interactive video to communicate with a class from South America and co-teach a session on the popular Brazilian game of peteca. Alternatively, a physical education teacher may celebrate diversity by incorporating key words and phrases from different languages within lessons or by creating a dynamic multilingual word wall that grows and changes throughout the year. Accomplished teachers incorporate inclusive and multicultural activities meaningfully within their curricula.

Accomplished physical education teachers vary their teaching style based on the activity as well as the differing cognitive, affective, and physical abilities and limitations inherent among their students. For example, a teacher may employ a reciprocal teaching strategy to pair students based on their skill level; in this instance, novice students might benefit from imitating and adopting the proper form modeled by their more skilled partners, while advanced students might hone their understanding of skill concepts by analyzing and evaluating the performance of their less skillful peers. In this situation, both groups would improve their skill levels while learning the value of cooperation and mutual respect. Accomplished physical education teachers adjust their teaching practice and strategies as needed to ensure that all students experience challenge and success.

Conclusion

Accomplished teachers embrace the diverse qualities and characteristics of their students, recognizing that the high expectations they have for students must be individualized based on their needs and experiences. Physical education teachers design instruction in which multicultural and inclusive lessons are integrated seamlessly throughout the year to create a challenging, engaging learning environment. Their knowledge of students' legal rights and protections, as delineated within pertinent laws such as the Individuals with Disabilities Education Improvement Act (IDEIA), informs their practice by supporting their implementation of appropriate curricula. In every aspect of their preparation and instruction, accomplished physical education teachers demonstrate care and diligence for their students. They ensure that their students receive a quality physical education that builds their sense of self-confidence and prepares them for a lifetime of healthy social interaction.

Standard VII

Teaching Practices

Accomplished teachers implement effective teaching practices that set high expectations and maximize student engagement to advance student learning and promote lifelong well-being.

Accomplished physical educators utilize highly effective teaching practices to instruct and motivate their students. Such teachers are characterized by their strong passion for teaching, thorough mastery of subject matter, and expert knowledge of the pedagogy unique to physical education. Teachers establish high expectations for their students and dedicate themselves to creating mature, responsible, independent learners, capable of leading healthy, physically active lives and enjoying lifelong wellness. Physical education teachers engage students in purposeful, developmentally appropriate activities that encourage maximum participation and support student success within positive learning environments. Teachers reflect on the effectiveness of their lessons and adjust their teaching practice as needed to improve their instruction of students. Accomplished teachers implement physical education programs that are relevant for their students and responsive to their individual needs.

Creating High Expectations for Learners

Accomplished teachers understand that quality physical education optimizes motor skills development for the greater enjoyment of physical activity and fitness. Physical education provides students with the skills and knowledge they need to acquire and sustain wellness. It challenges students to develop their character and realize their potential as productive citizens and future leaders. Accomplished teachers believe that physical education represents an integral component of a comprehensive education, and they act as devoted advocates for physical education and the physical activity of all students. Teachers therefore hold high expectations for themselves, their physical education programs, and the learners in their classrooms.

Accomplished teachers clearly define and assert meaningful lesson objectives to help students achieve their maximum potential. They carefully design lessons to inspire and educate students so they can lead healthy lives. Physical education teachers consistently direct students to higher levels of achievement, involving them in setting achievable goals to improve motor skills and movement patterns and help them enhance their fitness. The effective instruction of accomplished physical education teachers embraces more than the psychomotor domain of learning. It challenges students cognitively and affectively as well by addressing the impact that

physical activity has on their bodies and exploring ideas and emotions related to health and wellness.

Accomplished physical education teachers intentionally promote critical thinking. Planning purposeful lessons and employing effective teaching strategies, they require students to analyze and solve problems, reflect on their thoughts and actions, and pursue independent learning. Physical education teachers design learning experiences that inspire students to synthesize their knowledge and determine their best strategy. For example, an accomplished teacher may ask students to explain and demonstrate an appropriate situation in which to employ a “give-and-go” strategy during an activity. Teachers encourage improvisation and experimentation. To this end, a teacher may challenge students to combine steps, pathways, and rhythms they have learned to create and perform their own fluid sequence of movements. Physical education teachers recognize that activities like this one help students think critically and develop problem-solving skills.

Accomplished teachers use the overtly demonstrative nature of physical activity to observe and guide the formation of personal and social responsibility. They understand that traits such as respect and integrity are teachable within a comprehensive education. For instance, a student’s willingness to follow game rules when the student thinks no one is watching—or readiness to call a personal penalty during game play—provide concrete examples of honesty and trustworthiness. Physical education teachers reinforce behaviors like these and utilize them as teaching opportunities for the benefit of all their students. Teachers use instructional moments that are spontaneous as well as those that are more carefully planned to teach their students purposeful lessons about mature behavior.

Accomplished teachers understand that wellness represents an overarching objective for all students. Physical education teachers incorporate this value within their curricula to help students embody the habits and principles of holistic wellness. Teachers seamlessly introduce activities that educate students about nutrition, stress management, self-confidence, personal reflection, and the significance of goal setting. They instill the importance of maintaining high expectations for health and fitness throughout personal wellness journeys. Teachers encourage and recognize their students’ demonstration of best effort and individual progress toward meeting personal goals. Accomplished physical education teachers provide their students with opportunities to achieve their maximum potential in all areas of learning in support of lifelong wellness.

Ensuring Student Engagement

Accomplished physical education teachers ensure student success by focusing instruction on individual needs and interests and demonstrating care and concern for each student. Teachers vary their pedagogical approach strategically to provide students with authentic connections to their content area. Physical education teachers collaborate with teachers in other disciplines to create a wide range of learning experiences for their students, inside and out of the classroom.

Accomplished teachers are skilled at capturing the excitement of physical activity and conveying the sense of belonging associated with sports and other group activities. They recognize that such experiences can impact students' lives in meaningful ways. Physical education teachers differentiate instruction to ensure participation and encourage the success of students at all ability levels. They identify student readiness to participate in activities and adjust their instruction to meet the individual needs of all learners, including those with exceptional needs as well as those for whom English is a new language. Accomplished teachers demonstrate skill and creativity when using instructional tools to target students with varied learning styles—visual, auditory, read-write, or kinesthetic—and thereby to support the effective instruction of all students. Physical education teachers thoughtfully determine which approach will assist each student in the most productive way.

Accomplished teachers create authentic learning experiences that help motivate students to apply healthy lifestyle concepts beyond the physical education classroom. For example, teaching students to in-line skate may seem more valuable when lessons are moved from the gym to community bike trails, skating parks, or a skating rink. Accomplished physical education teachers inspire students to become involved in the learning process and create a healthy vision for themselves. A teacher may, for instance, have students design personal pyramids of daily physical activity based on their own interests, skill competence, and wellness goals. Accomplished teachers encourage individual effort and facilitate cooperative learning concurrently so that students can meet their personal goals while contributing to their classmates' educational outcomes.

Accomplished physical education teachers integrate technology capably to enhance student engagement and learning. For example, a teacher may use heart-rate monitors or pedometers to assess, analyze, and record physical activity and skill progress or to provide students with immediate feedback on their fitness effort so they can increase the level of their activity from moderate to vigorous. Alternatively, a teacher may use social networking to collaborate with colleagues and develop a variety of learning activities. Physical education teachers realize that it is paramount to use technology effectively for preparation as well as instruction. Teachers remain open to learning about advances and developments that can help them improve student achievement.

Accomplished physical education teachers have a wide repertoire of effective methods they employ to gain the attention of students and help them remain focused. For example, a teacher may play exciting music, set specific time limits, or provide feedback to increase time on task and inspire students to maintain a high level of effort. Accomplished teachers modify their environments and activities as needed to optimize learning. They enhance the social interaction of students and maximize class participation by utilizing grouping strategies that respect the developmental level of every student and safeguard individual dignity. Physical education teachers employ local resources to engage students in different learning experiences. A teacher may thus convene a class session at a public golf course or encourage students to participate in a regional fun run. Through physical education associations,

alliances, and initiatives, teachers connect their students with learners worldwide and involve them in effective, creative programs sponsored by the larger health and fitness community. Accomplished teachers use a variety of educational strategies and settings to motivate and encourage their students to participate in challenging physical activities.

To encourage the integration of healthy lifestyle concepts throughout the school day, accomplished physical education teachers collaborate with educators in other disciplines. A physical education teacher may work with other teachers to structure activity breaks as opportunities to increase student attention and decrease anxiety. A physical education teacher may also partner with music, art, social studies, or mathematics teachers to design activities in which students enhance their enjoyment of physical activity while utilizing skills required in multiple subject areas. Accomplished teachers recognize the benefit of incorporating other educational content within physical activities when logical connections between subject areas can support student learning. A physical education teacher might have students use reading comprehension and problem solving skills to analyze information in a scavenger hunt and discover the route through an adventure course. A teacher might also have students calculate probability and percentages during free-throw shooting. Accomplished teachers purposefully seek ways to strengthen educational experiences and reinforce student learning by collaborating creatively with educators from other disciplines.

Accomplished physical education teachers utilize effective teaching practices and employ positive behavioral management strategies during every aspect of the classroom experience. They serve as mentors, developing meaningful relationships with their students to help them overcome difficulties, accept challenges, and achieve previously unattainable goals. Physical education teachers utilize feedback that is specific and constructive to engage students and help them build self-confidence. Teachers promote a sense of community within each class, encouraging students to work together, meet challenges cooperatively, and celebrate group success. To protect and nurture classroom communities, teachers quickly and firmly address bullying, harassment, harsh criticism, or inappropriate student remarks of any kind. Physical education teachers maintain fair and equitable learning environments by using inclusive, age-appropriate language when speaking with their students. They model considerate modes of interaction to teach and reinforce their students' understanding of and respect for differences in gender, culture, and ability. An accomplished teacher may thus pause within a lesson to address and explain the rationale for gender differences within fitness assessment guidelines. Physical education teachers ensure that students understand their expectations for appropriate interaction and work with students to foster mutually supportive learning environments.

Implementing Effective Pedagogy

Accomplished teachers are thoughtful about the lessons they design. They have expert knowledge of physical education content and a strong understanding of their learning environments. Physical education teachers pace and demonstrate concepts

and progressions effectively, and they implement instructional strategies appropriately for all students. Teachers observe, analyze, and assess their students, using suitable teaching opportunities to provide them with positive and timely feedback.

Knowing that students acquire motor skills progressively, accomplished teachers design their instruction by sequencing motor development in a suitably logical order. They teach skills within the appropriate context, in combination with the complementary development of related skills. Physical education teachers look for signs of maturing ability and address developmental variations as they occur. For instance, a teacher might design catching activities that advance from collecting a rolled ball to controlling a bounced ball and, finally, to catching a ball in flight. To improve skill development, accomplished teachers analyze student skills along a task analysis continuum and provide their students with feedback that targets critical elements and concepts. Physical education teachers give their students an appropriate amount of time to practice the skills they learn and provide them with opportunities for success at suitably challenging levels of difficulty.

Accomplished physical education teachers use a variety of strategies to meet the diverse needs of their learners, employing visual, auditory, read-write, or kinesthetic directions and descriptions as appropriate. Physical education teachers develop and utilize cue words and whole-part instructions to break complex skills into more simple components for the purposes of explanation and presentation. As experts in their field, and as educators knowledgeable about their students, accomplished teachers are familiar with instructional analogies and metaphors to which their students can relate. For example, an elementary teacher might compare a golf putt to the swing of an elephant's trunk, while a high school teacher might draw an analogy between the putt and the action of a pendulum. Accomplished physical education teachers provide their students with effective demonstrations and explanations of critical skills, concepts, and activities.

Accomplished physical education teachers modify goals and strategies as necessary to meet the challenges offered by student interest, physical and cognitive abilities, learning styles, and developmental levels. For example, to accommodate a variety of skill levels in a throwing lesson, a teacher may set up learning stations in which advanced students pass to teammates while defended, intermediate students work on lead passes, and novice students throw to a stationary target. Physical educators design instruction that is similarly appropriate for students with exceptionalities. Teachers apply their knowledge of students' medical conditions to deliver safe, effective instruction that meets students' needs. For example, a student who has atlantoaxial instability cannot safely perform a forward roll but may be challenged to complete a similar objective by executing a log roll. Accomplished teachers recognize circumstances that are unique to each learner and adjust their instruction accordingly.

Accomplished teachers use the physical setting of their classrooms as an effective teaching tool. They move purposefully throughout the gymnasium or playing area during instruction, keeping a broad field of vision for better management of the

learning environment. They understand how their placement can facilitate smooth learning transitions as well as the quick reorganization of groups and individuals to make optimal use of class time and space. To ensure that conditions remain safe, physical education teachers instruct students about guidelines regarding the maintenance of personal and general space and plan their lessons appropriately. For example, when teaching space is limited, an accomplished teacher may create learning stations or employ modified equipment to accommodate larger groups of students within smaller areas. Physical education teachers plan, monitor, and modify their use of space to provide students with safe and effective instruction.

Promoting Student Success

Accomplished teachers use formal and informal assessment strategies routinely, employing formative and summative assessments to gauge and strengthen student mastery of skills and concepts. Physical education teachers structure lessons and facilitate connections between instructional experiences to help students contextualize their learning and promote their own development.

Accomplished physical education teachers utilize assessment seamlessly to inform and guide instruction by monitoring student and class progress. For example, a teacher may assess students prior to an activity to establish their experience and individual skill levels; the teacher could then use the results of this preassessment to design lessons for the class that challenge each student based on what that student needs to know and be able to do. Teachers encourage students to reflect on their skills and attitudes during and after physical education activities. They use student feedback gained through instruments such as skill demonstrations, entry and exit surveys, or reflection logs to enhance lessons by improving student comprehension and learning retention. Physical education teachers work in teams with their students, employing a combination of teacher- and student-led assessment to help students master skills and advance their learning. (See [Standard VIII—Assessment](#).)

Accomplished teachers structure their lessons and employ instructional strategies skillfully to optimize student learning and success. Physical education teachers know that a well-sequenced lesson maximizes the time in which students are actively engaged while providing teachers with ample opportunity to interact with students. Accomplished teachers pace lessons effectively, providing appropriate transition time between activities while balancing moderate and vigorous physical exertion with skill development. Teachers question their students skillfully throughout activities and ensure that they have enough time to employ thoughtful closure strategies. Accomplished teachers use feedback to help them redirect, reteach, or adapt concepts as needed to make lessons more effective and help students achieve their learning goals.

Accomplished teachers use closure activities to facilitate student reflection and form logical connections between lessons and units. They highlight the main ideas of a lesson and allow students to relate concepts to previous learning. Knowing that closure supports learning retention, promotes confident participation, and

instills positive feelings about classroom activities, accomplished teachers ensure that students leave the learning environment with both a teacher summary and an opportunity to evaluate their experience. For example, at the end of a lesson on the health-related components of fitness, a teacher may facilitate a discussion in which students describe how skill-related components learned in previous lessons influence the health-related components introduced in the current lesson. Accomplished physical education teachers use the information they gain from closure activities to inform their own reflections and make critical decisions for the sequence of subsequent lessons and units of instruction.

Conclusion

Accomplished teachers hold high expectations for all students and collaborate with them throughout the learning process to help students realize their fullest potential. They are dedicated to the education of their students and utilize accomplished teaching practices to support and improve student learning. Physical education teachers trust the abilities of their students and help them discover and develop their skills and strengths. The student-centered approach that accomplished teachers take allows them to partner with their students and help them reach meaningful personal goals. Physical education teachers focus on the positive aspects of their students' unique abilities to nurture the optimism and self-confidence that will motivate students to enhance their well-being.

Standard VIII Assessment

Accomplished teachers select, design, and utilize assessments to improve student learning, modify instruction, enhance physical education programs, and demonstrate professional accountability.

Accomplished physical education teachers know that effective assessments can support student learning by demonstrating student progress toward the mastery of learning objectives as well as the instructional utility of teaching methods and strategies. Physical education teachers employ assessments accordingly, to provide learners with instructional feedback and determine the direction of future instruction. Teachers are highly reflective about the selection, design, modification, and use of assessments, ensuring that they are valid and reliable. They vary the type of assessment they administer based on the purpose and context of measurement as well as the needs and abilities of their students. Teachers understand how advances in technology have shaped and positively influenced assessment in the field of physical education. They analyze assessment results carefully to guide instruction and improve student learning.

Selecting and Designing Assessments

Accomplished teachers identify essential cognitive, psychomotor, and affective skills that are aligned to learning objectives before they determine the assessment methods that would help them measure these skills most effectively. Formative assessments to measure ongoing instruction and summative assessments to measure completed units of instruction exist in many forms. Physical education teachers utilize teacher-, peer-, and self-evaluation tools, such as homework assignments; individual, small-group, and large-group observation; reciprocal work; and dialogues, to analyze student learning. For example, a teacher may use journaling as a formative assessment of students' abilities, knowledge, and values related to a specific physical activity; in a summative portfolio assessment, the teacher may later review student progress on individualized fitness performance in relation to students' personally designed goals. Physical education teachers view assessment as an integral aspect of their instruction, benefiting teachers and students alike. It provides teachers with critical information about student learning, informs students about their strengths and weaknesses, and supports student growth and advancement toward meeting learning objectives.

Accomplished physical education teachers design and adapt assessments to accommodate their students' needs and learning styles while evaluating their

mastery of skill sets. For example, a teacher assessing a creative dance exercise may substitute an equally challenging jump rope routine as an alternate assessment for a student whose religious beliefs prohibit dance. Physical education teachers select assessment methods based on a joint consideration of their students' learning objectives and backgrounds. They provide written or oral assessments as needed, given the primary language of a student for whom English is a new language, and they create alternate assessments for students with exceptionalities. Teachers retain a rigorous approach toward the pursuit of instructional goals while individualizing assessments to meet the diverse needs of their students and promote fairness and equity within their classrooms.

Accomplished physical education teachers capably implement technology to enhance and differentiate their assessment of student learning. A confident use of technology provides teachers with powerful tools to record and analyze student data. For example, a teacher might employ an automated student response system to assess various aspects of golf instruction efficiently and effectively, from the phases of a golf putt to the principles of physics involved and the basic etiquette required to care for the putting surface. Physical education teachers have their students use technology to assess themselves as well. Employing different media, the students of accomplished teachers track their fitness and wellness data, monitoring their improvements and attitudinal changes so they can take ownership of their personal growth. Accomplished teachers continually evaluate the relevance of technology, reflecting on its role in relation to assessment and the meaning that can be gained from its use.

Using Assessment Data

Utilizing effective intervention strategies, accomplished physical education teachers analyze assessment results and adjust their instruction based on these data. For example, a teacher reviewing assessment data may determine that fourth graders are performing below expectations in the area of flexibility; the teacher might respond to this data by increasing the warm-up and stretching components of future lessons and providing students with appropriate exercises to enhance their flexibility at home. Physical education teachers use assessment data to decide when they should reteach or refine their approach to a learning objective, when they may apply student learning to a more challenging situation or context, and when they can move on to a new learning objective. Accomplished teachers establish a productive dynamic between educational assessment and instructional practice to maximize student learning.

Accomplished teachers approach assessment with a positive, constructive, enthusiastic attitude to encourage a similar response in their students and build their self-confidence. When administering assessments, physical education teachers provide students with clear and concise instructions. They communicate high expectations to ensure that assessments are meaningful for their students. Teachers let students, parents, and administrators know that assessments serve as checkpoints of student learning, not merely as the means of determining grades.

Physical education teachers show students how to analyze and interpret assessment results over time to make measurements relevant and valuable to them. Teachers understand that educating students about how to assess their own progress represents an essential component of their growth as independent learners.

Accomplished physical education teachers provide their students with opportunities to reflect on and contribute to the design of classroom assessments as appropriate. For example, an elementary student may design a sequence of locomotor movements and perform the sequence for peer evaluation by a classmate. Alternatively, a high school student who identifies a fitness area that requires additional work may determine how to measure personal improvement. In both instances, accomplished teachers act as facilitators, supporting their students' growing independence and thereby enhancing student learning and motivation.

Accomplished teachers share assessment data with students, families, and administrators, contextualizing the results meaningfully within student progress. Physical education teachers are adept at conveying the meaning of assessment data by relating it to performance. They clearly articulate their grading policies by carefully describing the cognitive, psychomotor, and affective measurements taken into consideration when determining student achievement. For example, a teacher might begin an activity by carefully explaining a scoring rubric that measures student understanding of components involved in creating an effective throwing game, such as safety, equipment selection, game objective, scoring rules, and group participation; students could then undertake the activity with full knowledge of how they are being evaluated. Following activities like this one, accomplished physical education teachers reinforce the usefulness of assessment by reviewing their students' strengths and weaknesses to support their continued growth. Teachers strive to relay the beneficial aspects of assessment as a balanced method of advancing student learning.

Accomplished physical education teachers know that assessment data can provide students with a number of benefits, both direct and indirect. Teachers understand the important role that assessment data play in the revision of policies and the awarding of grants in support of physical education programs. Communicating aggregate data with stakeholders as needed, they use data to demonstrate the efficacy of physical education programs for students within their schools. Teachers also employ data to support collaborative efforts with families and community members. For instance, a teacher may use cardiorespiratory fitness results to encourage a school administrator to address school fitness initiatives, to convince a community health center to educate a class about coronary risk factors, or to motivate parents to initiate walking programs with their children. Accomplished teachers know that carefully compiled and appropriately reported assessment information can help teachers promote the benefits of physical education programs and healthy lifestyles.

Conclusion

Assessment is a systematic process of evaluation that directly affects the decisions accomplished teachers make about what, why, and how content should be taught.

Physical education teachers reflect on all aspects of the assessments they use within their classrooms, from the careful selection and responsible administration of valid, reliable assessments to the benefits of assessment data for students, families, and physical education programs. Teachers know the critical role that assessment plays in student learning and program accountability. They welcome the opportunity to learn about their students and themselves to foster student success.

Standard IX

Reflective Practice

Accomplished teachers engage in meaningful introspection that challenges, informs, and guides all aspects of pedagogy and professional growth for the purpose of improving student learning.

Reflection comprises a systematic, interwoven process of collecting, analyzing, and evaluating the thoughts and observations of teachers and their students. Accomplished physical education teachers view it as a dynamic and essential practice that helps them improve the effectiveness of their instruction. They set high standards for themselves, thoughtfully implementing varied and purposeful strategies to enhance student learning. Through the careful consideration of all factors affecting the learning environment, teachers engage in an ongoing assessment of how well they meet student needs. This deliberate process of self-examination compels physical education teachers to grow professionally. Reflection influences every aspect of accomplished teaching, from planning for and monitoring instruction to assessing its impact on students.

Planning for Instruction

Accomplished teachers use their knowledge of students to plan all aspects of instruction. As self-reflective practitioners, physical education teachers are aware of the biases and perspectives they have in relation to students, and they confront these issues through rigorous introspection. They carefully consider the physical, social, emotional, cognitive, and environmental factors that impact student performance. Accomplished teachers are astute observers of student behaviors and dispositions, and they utilize the insight they gain to augment student learning. For example, to help a timid but adept student build self-confidence, a teacher may invite the student to assume a leadership role and model a complex skill for the class. Reflection provides physical education teachers with a means of understanding and contextualizing vital information about students, such as school demographics, class dynamics, and student needs and abilities. Because they evaluate all facets of each class, accomplished teachers can prepare meaningful, culturally sensitive lessons that are purposefully linked to student outcomes.

When planning for instruction, accomplished physical education teachers also consider their content knowledge and teaching experiences. They reflect on these to improve classroom instruction, determining what is important for their students to know and be able to do before selecting and designing learning activities. Accomplished teachers are creative teachers who plan diverse lessons

for their students while promoting safe, equitable classrooms. To achieve the goal of student autonomy, they create opportunities for students to develop their own reflective strategies. For example, a teacher may challenge students to contemplate the environmental impact of a hiking activity and commit to zero-impact principles during their next outdoor experience. This type of personal evaluation helps students improve their performance, attitudes, and ethical behavior. Accomplished teachers recognize that reflection represents an integral thought process that they and their students can use to enrich the learning environment.

Monitoring Instruction

Reflective, accomplished teachers monitor and adjust learning experiences effectively during instruction. They utilize various methods to check student learning and comprehension, critically assessing the progress that each student makes throughout a lesson. If learning is inhibited for any reason, or students are not achieving a learning objective, accomplished physical education teachers modify their lessons immediately. For example, if the majority of students in a class do not reach their target heart-rate zone while playing soccer, an accomplished teacher may modify the game or the rules to increase active participation. Physical education teachers consider the structure of their learning environments as well as the teaching methods they use when appraising students' responses to instruction. Dedicated to facilitating student growth and achievement, accomplished teachers analyze instructional experiences, contemplate their design and execution, evaluate teaching outcomes, and determine instructional changes as needed.

Assessing Instructional Effectiveness

Accomplished physical education teachers use assessments to help them reflect on the productivity of their teaching as well as the performance of their students. They implement a wide range of strategies to check student learning, modifying assessments and lessons as required to meet the needs of all students. Physical education teachers use the information they gain from assessments to advance student learning by creating opportunities to optimize knowledge and understanding. For example, a teacher who has had students write about the components of health-related fitness may extend the exercise by having students draw, create a visual display, or produce a short film to develop their comprehension further. When physical education teachers realize that students do not fully grasp a concept or cannot perform a skill using correct form, they determine which cues or progressions will help students achieve success. The reflection of accomplished teachers leads to a high level of instructional effectiveness. (See [Standard VIII—Assessment](#).)

Evaluating Teaching Practices

Accomplished physical education teachers look for gaps between the knowledge and skills they have and the type of instruction their students need. They initiate professional development opportunities based on this comparison so they can augment their ability to work effectively with students. Physical education teachers

understand that the key to lifelong personal and professional growth emerges from reflection. They use different methods to study all facets of their practice. For example, a teacher may seek feedback from a colleague or may analyze the video recording of a class session to evaluate and improve a teaching approach. As introspective practitioners, teachers hold themselves accountable to a rigorous set of professional standards. The intentional reflection of accomplished teachers guides the transfiguration of their practice and supports student success.

Conclusion

Accomplished teachers engage in a continuous cycle of reflection to examine the impact their teaching has on student learning. They use the knowledge they gain to modify their teaching and build a coherent course of instruction for their students. Physical education teachers utilize a thorough understanding of their students to adjust lessons and progressions and plan future activities. For accomplished teachers, consistent and active reflection takes place during all phases of instruction, allowing them to make sound curricular choices, improve their teaching practices, and critique the overall effectiveness of their physical education programs. Accomplished physical education teachers pursue professional development based on a judicious consideration of the skills and knowledge they need to diversify their instructional content, strengthen their pedagogical practice, and transform their teaching, all to the benefit of their students.

Standard X

Collaboration and Partnerships

Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning.

Accomplished physical education teachers recognize the vital role they play as members of extended learning communities. They understand that their responsibilities go beyond the boundaries of their classrooms to include their students, schools, and local communities. Physical education teachers collaborate with colleagues from various disciplines to strengthen instructional programs by fostering a deeper understanding of each subject area's learning objectives. They seek similar opportunities to support student learning by working closely with administrators, families, and community members.

Colleagues

Accomplished physical education teachers actively build and promote cooperative relationships with their colleagues. They appreciate the benefits of collaborating with teachers from their schools and districts, both within their subject area and across curricula. They do so to improve their teaching practices and help design curricula that make critical connections between the higher-order thinking skills used in all subject areas. Accomplished teachers support the learning objectives of other disciplines in addition to those of physical education.

Working with other physical education teachers, accomplished teachers strengthen instruction within their classrooms and across their schools. They learn from the practice of other teachers and serve as mentors in turn. For instance, a physical education teacher may invite another accomplished teacher to observe a class, provide feedback, and help improve the effectiveness of a lesson. Physical education teachers are committed to improving their teaching and engaging their colleagues in discussions about professional issues. For example, two teachers may have a discussion about their students' lack of focus that leads to a collaborative project with their principal; to create a more productive learning environment, the group may develop a schedule in which students run or walk for 15 minutes at the start of each day. Accomplished teachers work in association with their colleagues, eliciting their support and creating inventive strategies to enhance student learning.

By designing team teaching opportunities and establishing mutually supportive partnerships with colleagues throughout their schools, accomplished teachers integrate other disciplines within the instruction of physical education. For example, a physical education teacher and a family and consumer science teacher may work together to develop a joint unit on nutrition and fitness; students could then gain hands-on experience preparing foods that fit within nutritional goals they design as part of a comprehensive wellness plan. A physical education teacher and an English language arts teacher may plan a unit on a work of literature that supports learning objectives from both disciplines, such as a psychological study of characters in *A River Runs Through It* and an examination of the skills and discipline required in fly fishing, an activity that the main characters love and share. Accomplished physical education teachers partner with colleagues in many academic areas to create compelling learning experiences for their students.

Participating in schoolwide and districtwide initiatives, accomplished physical education teachers help identify students who require support in meeting instructional objectives. For example, a physical education teacher who recognizes that a student struggling in class has difficulty processing information may refer the student for evaluation by a student assistance team; the teacher would then work closely with the team to design an educational plan and establish yearlong goals that meet the student's individual needs. Physical education teachers are committed to the success of all students and provide valuable input during the development of individualized plans.

Accomplished physical education teachers serve as resources for colleagues from other disciplines while working with school staff to design and implement plans that encourage physical activity and healthy lifestyles. For example, a physical education teacher, an administrator, and other teachers may collaborate to create a brief student-led stretching activity that is broadcast every morning over a loudspeaker, podcast, or video for all members of the school. Physical education teachers work innovatively with other educators to improve the overall educational experience of their students. They are actively engaged in groups that guide the promotion of physical activity and wellness within their schools and communities. For example, a teacher who is serving on a district health and wellness committee may use the data collected from a survey about the consumption of high-fructose drinks and snacks to provide members of learning communities with healthier drinks and more nutritious food options. Accomplished teachers work cooperatively with colleagues and administrators in a variety of settings to create discernible outcomes that enhance student wellness.

Families and Communities

Accomplished teachers know that healthy, physically active children will likely become healthy, physically active adults and that personal wellness represents an issue of growing concern on a local and national level. Teachers go beyond the confines of their schools to participate in activities that promote enthusiasm for healthy lifestyles among families and within their communities. For example, a physical education

teacher may offer a chance for students and parents to observe or participate in a class at a local Pilates center during the school's wellness week. Teachers develop advocates for physical education by providing family and community members with opportunities to become involved in their physical education programs. Through discussions and events, teachers serve in a public relations capacity by skillfully and effectively communicating the benefits of physical education.

Understanding that active, engaged, and informed families create networks that support vital, effective physical education programs, accomplished teachers solicit the assistance of families as partners in the physical education of their children. For example, a teacher may encourage family input in the educational process during candid conversations and provide parents with opportunities to evaluate program effectiveness on a regular basis. Physical education teachers recognize that families have experiences and insights that can enrich the quality of their children's education. For instance, in a school where obesity is prevalent, a teacher may invite a parent who is a cardiologist to discuss how nutritional choices, exercise, and weight management can improve overall health; the parent might display models of healthy and diseased hearts as well to ensure that students understand the significance of their wellness choices. This kind of collaboration demonstrates respect and understanding for the knowledge that families have. Interaction with families and an awareness of their cultures, as well as their prior experiences with physical education, provide teachers with insight on the expectations and aspirations that parents have for their children. Accomplished teachers communicate the benefits of physical education to parents and elicit ideas about their children's interests. Partnerships with families help physical education teachers motivate their students and spark interests that extend beyond the school.

Accomplished teachers work with local community members to show them the important role that an effective physical education program can play as well as the valuable benefits it offers. Teachers reach out to their communities, involving local residents and their resources in physical education programs to ensure that these programs represent common needs and interests. For example, a teacher may contact the local parks and recreation staff to lead a presentation on the proper use of community resources, or the teacher may guide students through a site visit for a hands-on educational experience about how to maintain local trails. Physical education teachers seek support for their programs through government agencies, as well as universities, businesses, and funding agencies. A teacher may thus contact a local college to obtain volunteers for an Olympic-themed day; the teacher may also gain ribbons, medals, and refreshments from a local trophy business and procure additional funding from a local health and wellness agency to buy sports equipment. Accomplished teachers recognize that partnerships like these enrich the quality of their students' physical education.

Conclusion

As members of large learning communities, accomplished physical education teachers recognize the importance of collaborating with colleagues, families, and

community members. They cultivate these relationships to augment their programs and heighten student learning. Accomplished physical education teachers are committed to serving as leaders within their schools and communities, and they enthusiastically promote personal wellness and quality educational experiences for their students.

Standard XI

Professional Growth

Accomplished teachers are respected leaders who diligently pursue personal and professional growth to improve teaching practices and meet the diverse needs of students.

Accomplished physical education teachers believe that personal and professional growth is an ongoing process. They are proactive educators, frequently initiating professional development opportunities. Physical education teachers commit themselves to undertaking a challenging and well-defined professional development plan. They augment school and district expectations to realize their vision for growth that is based on their personal ambitions and professional needs. Teachers recognize that they must continue to refine their knowledge, skills, and pedagogical techniques to improve their teaching practices and increase the effectiveness of their instruction. Accomplished teachers seek professional development outcomes that are introspective, interactive, and evidence-based. The professional growth they achieve modifies the way they think about their teaching, the techniques and strategies they use, and the impact they have on their students and schools. Accomplished physical education teachers are highly reflective practitioners dedicated to their craft, honing their skills and dispositions to support their students' education.

Achieving Professional Growth

Accomplished teachers determine their strengths, weaknesses, and goals through sustained reflection. They use these insights to ascertain the knowledge and experience they must pursue to meet the diverse needs of their students. Physical education teachers view professional development opportunities as valuable learning resources within a deliberate personal action plan. Accomplished teachers engage in professional development in various ways. They seek educational enrichment, pursuing advanced degrees and certifications in physical education and related fields. For instance, a teacher with students who have an interest in rock climbing may enroll in an adventure education course to gain certification and develop the knowledge and skills needed to enhance the school curriculum. Physical education teachers remain actively involved in professional organizations and educational communities. For example, a teacher may present a paper at a conference or workshop; share expertise using different media; or serve on a local, state, or national committee. Accomplished teachers act as learners, collaborators, and leaders within their field. They critically examine their development as teachers and nurture their growth as lifelong learners to address student needs more readily and capably.

Accomplished physical education teachers are leaders who apply the knowledge and experience they gain through professional development to their work with students, schools, communities, and professional networks. They use what they learn to implement staff development for themselves and their colleagues. Physical education teachers serve as active participants in subject-matter study groups and cross-curricular teams. For example, a teacher may attend a technology in-service session on the use of social media to raise connections between scientific theories, physical fitness activities, and motor skills development. As intellectual leaders within their discipline, accomplished physical education teachers communicate relevant information throughout their schools to maximize student learning. For example, a teacher may share compelling data that links physical activity with improved academic performance and collaborate with colleagues to enhance student achievement across the curricula. Similarly, a physical education teacher who researches and choreographs a dance may perform the work in a formal setting to translate this experience of personal and professional growth into meaningful learning opportunities for students. As a result of their professional growth, accomplished teachers acquire and implement knowledge that promotes their discipline and impacts student learning. They establish professional networks to share their expertise and forge new connections with educators in various settings, from teacher candidates at local colleges to professors at international universities. Physical education teachers demonstrate social and political acumen to enrich the knowledge and skills within their communities productively and effectively for the benefit of their students.

Accomplished physical education teachers work with colleagues to analyze and improve teaching practices within their schools and classrooms. The professional development that teachers seek is organic in nature, increasing their personal knowledge while fostering the skills and abilities of their colleagues. Accomplished teachers appreciate that professional development is mutually supportive within thriving learning environments, leading to improvements and advancements with tangible outcomes. Teachers seek mentors as they refine specific aspects of their practice. For instance, an accomplished teacher may ask a colleague to demonstrate techniques for communicating more effectively with students for whom English is a new language. Physical education teachers also serve as mentors in turn. An accomplished teacher may therefore observe a lesson and critique instructional prompts to help a colleague understand how best to give students feedback within a specific context. Teachers use learning experiences like these to gain new insights and develop existing practices further. They communicate constructively with their colleagues to create productive professional networks, build reflective learning communities, and improve teaching practices within their schools.

Conclusion

Accomplished physical education teachers understand that growing professionally entails a cyclical process of reflection, deliberation, and action. Teachers gain skills and information by participating in educational and professional groups and remaining current in the latest research and scholarship. They collaborate with colleagues to share ideas and improve the quality of their educational communities. The partnerships that physical education teachers form help them develop self-

confidence while inspiring a sense of initiative in others. Accomplished teachers serve as advocates and role models, exemplifying professional integrity and achievement within their field and throughout the larger educational community.

Standard XII Advocacy

Accomplished teachers are effective advocates for quality physical education. They create opportunities to promote wellness and healthy lifestyles among students, colleagues, families, and community members.

Accomplished physical education teachers view advocacy as a natural extension of their mission to educate students and impact their wellness in a lasting and positive way. Physical education teachers advance their work through advocacy by actively promoting outcomes that benefit students. Teachers understand the importance of initiating appeals in favor of resources, programs, communities, and the profession. They raise awareness of historical and legislative actions that affect current teaching practices. A teacher may meet with state legislators, for example, to discuss the value of supporting quality physical education for students on a daily basis. A teacher might also speak at local organizations to inform communities about recent trends in physical education. Advocacy sustains interest in issues that are relevant now and promise to be significant in the future. It empowers groups and individuals to make a difference in the lives of students and shows students how to advocate for themselves. Accomplished physical education teachers possess the skills they need to endorse their cause creatively, diplomatically, and persuasively.

Strengthening Physical Education Programs

Accomplished physical education teachers work diligently to ensure that school programs are developmentally appropriate while demonstrating best practices and engaging students. The advocacy efforts of accomplished teachers benefit individual students, groups of students, and entire programs. To maximize learning opportunities in physical education, teachers develop relationships and work cooperatively with other educators as well as community partners. For example, a physical education teacher may collaborate with an outfitter that provides specialized kayaking equipment at no cost during the winter months; instruction at an indoor aquatic center could then be adapted by the teacher and the outfitter to offer equal access for all students. Similarly, a teacher whose students are interested in cycling may enlist the expertise of a local specialist to teach students about bicycle safety, proper maintenance, and community resources for cycling enthusiasts of all ability levels. Accomplished physical education teachers advocate for wellness and healthy lifestyles by using local resources to strengthen their programs.

Sensitive to assessment data and changing demographics, accomplished teachers marshal resources to address emerging health and wellness issues. For instance, a physical education teacher who faces rising obesity rates may approach a local fitness center to provide students with individualized fitness testing and goal setting using the club's advanced equipment. Accomplished teachers utilize different methods of enhancing instruction and engaging student learning. A teacher may therefore facilitate an event that promotes health and physical activity to contribute to the well-being of students and community members. By working with local residents, accomplished teachers show their students how they can continue physical activity beyond the school setting and pursue lifelong wellness.

To enrich their programs further and meet ambitious educational goals, accomplished teachers solicit the assistance of parents, communities, and professional organizations. They garner support by writing grant proposals, raising money, and forming coalitions with local, district, and national groups. Physical education teachers use creative methods to fund their programs because they understand that resources may be limited in their schools. For example, a teacher may write a proposal to subsidize an outdoor educational program for students in urban settings, knowing that a special grant would enable these students to gain access to new experiences such as hiking, camping, fishing, or rock climbing. Accomplished physical education teachers overcome obstacles and limitations to create exciting educational possibilities for their students. They not only seek resources for their students, but also serve as valuable resources within their schools and communities.

Promoting Professional Excellence

Accomplished physical education teachers are passionate about their profession. They go to great lengths to ensure that local, district, state, and national groups perceive the field of physical education positively. Accomplished teachers are active members of professional organizations who serve as ambassadors promoting the importance of health, wellness, and physically active lifestyles. An accomplished teacher may therefore volunteer to represent the profession by speaking before a local, state, or national governing body to persuade the public that quality physical education programs are critical for all members of society.

Accomplished teachers act as authorities on current trends and research in the field of physical education. They involve parents and students in outreach efforts to magnify the impact of their appeals. An accomplished teacher may ask parents to write constituent letters to elected officials or may encourage students to share the importance of their educational experience with political leaders. Through these types of activities, accomplished teachers become role models for their students, helping them become their own advocates in all avenues of their lives.

Conclusion

Accomplished physical education teachers routinely evaluate the effectiveness of their advocacy efforts and the impact these efforts have on student learning. Physical

education teachers are highly reflective about their practice and strive to ensure that all students enjoy equal access to a wide variety of resources and learning experiences. Accomplished teachers are successful advocates and respected professionals recognized by their peers, colleagues, and fellow citizens for steadfast dedication and leadership in the service of education. In all their actions, accomplished physical education teachers demonstrate an uncompromising commitment to their profession and their students.

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Acknowledgments

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The National Board for Professional Teaching Standards (NBPTS) is deeply grateful to all those who contributed their time, wisdom, and professional vision to *Physical Education Standards, Second Edition*. Any field grows, shifts, and evolves over time. Standards, too, must remain dynamic and therefore are subject to revision. In 2011, NBPTS convened a second Physical Education Standards Committee. This committee was charged with achieving both continuity and change, using the first edition of the standards as the foundation for its work but modifying the standards to reflect best practices of the early twenty-first century. The Physical Education Standards Committee exemplified the collegiality, expertise, and dedication to the improvement of student learning that are hallmarks of accomplished teachers. Special thanks go to committee co-chairs Tracy Krause, NBCT, and Jennifer Faison Hodge for their invaluable leadership in making the second edition a reality.

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