



UNIVERSITY OF WISCONSIN WHITEWATER

ACADEMIC ASSESSMENT

PHYSICAL EDUCATION: K-12

MISSION STATEMENT

The Physical Education - Licensure emphasis leads to a 530 Physical Education Professional Educator license from the Wisconsin Department of Public Instruction. This licensure provides students with the flexibility to teach students at all levels in both elementary and/or secondary schools. Students who are interested in making themselves highly marketable may choose from two additional add-on Professional Educator licenses: 910 Health Professional Educator and 860 Adaptive Physical Education.

STUDENT LEARNING OUTCOMES

Student learning outcomes (SLOs) are statements of what a student will know or be able to do when they have completed a program. They represent the knowledge and skills a program has determined are most important for students to gain from that program. The most useful SLOs are specific and measurable so the program can accurately assess the degree to which students have achieved each outcome, and they align with college and institution mission and values. Data on achievement of SLOs is used to make improvements in the program and increase student success.

The learning outcomes for the K-12 emphasis of the Physical Education major are a hybrid of standards from the National Association for Sport and Physical Education (NASPE); National Standards for Initial Physical Education Teacher Education (2008); Shape America; and the National Council for the Accreditation of Teacher Education (CAETE). Note: the term *teacher candidate* refers to pre-service teachers in an initial preparation program.

Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. Teacher candidates will be able to:

- Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.

- Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
- Identify historical, philosophical, and social perspectives of physical education issues and legislation.
- Analyze and correct critical elements of motor skills and performance concepts.

Skill and Fitness Based Competence*

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards. Teacher candidates will be able to:

- Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
- Achieve and maintain a health-enhancing level of fitness throughout the program.
- Demonstrate performance concepts related to skillful movement in a variety of physical activities.

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

Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. Teacher candidates will be able to:

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

Instructional Delivery and Management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. Teacher candidates will be able to:

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

Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions. Teacher candidates will be able to:

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

Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. Teacher candidates will be able to:

- Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
- Participate in activities that enhance collaboration and lead to professional growth and development.
- Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- Communicate in ways that convey respect and sensitivity