

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION
Bachelor of Science in Health/Physical Education (K-12)

PROGRAM OVERVIEW

The undergraduate Physical Education program at The University of North Carolina at Pembroke is designed to prepare candidates for professional careers in public school teaching. UNC Pembroke's Department of Health, Physical Education, and Recreation (HPER) offers the K-12 Physical Education degree program designed for undergraduate candidates to receive North Carolina licensure and teach all students in grades K-12.

The Physical Education program is accredited by the North Carolina State Department of Public Instruction, the National Council for the Accreditation of Teacher Education (NCATE), and the Southern Association of Colleges and Schools (SACS).

Program of Study

Program Goals and Objectives

The overall goal of the Physical Education program is that candidates will have a thorough knowledge of human movement, and how it relates to health, wellness, fitness, leisure time activity, and sport. The objectives include recognizing and describing proper health, wellness, and fitness components and how to use personal exercise and recreation in pursuit of those components, and to investigate, organize, and prepare for proper personal health, wellness, and fitness via an exercise prescription.

The K-12 physical education program-of-study focuses on the integration of knowledge, skills, and dispositions as well as other elements of effective teaching. Additionally, students are strengthened in their mastery by their general education foundation. Candidates are held to rigorous standards, with their progress continuously evaluated at various program intervals. Field experiences are required so that each candidate develops competence in a wide range of settings that include diverse student populations with diverse learning needs.

The program requires observing, participating in, and reflecting upon educational and professional practice, seeking to interact with students in large and small groups to develop and apply management, instructional, and assessment strategies. Moreover, candidates must plan, implement, and evaluate instruction in a student-teaching setting that is structured so that each candidate receives necessary mentoring as they seek to become a professional teacher. All university student-teaching supervisors hold faculty rank within the School of Education.

Candidates receive support via observations from supervisors, individual and collaborative conferences, frequent meetings with cooperating teachers, and periodic reflection seminars with fellow candidates as well as Department faculty. Prior to the student-teaching experience, all candidates participate in a Student Teaching Orientation Program organized by the School of Education, which is yet another way support is provided to the candidates before they embark on the last academic phase of their teacher-training.

STANDARDS FOR K-12 PHYSICAL EDUCATION TEACHERS

Standard 1: Content Knowledge: A physical education teacher understands physical education content, sub-disciplinary concepts, and tools of inquiry related to the development of a physically educated person.

- Indicator 1: Identify critical elements of motor skill performance and combine motor skills into developmentally appropriate sequences
- Indicator 2: Demonstrate competent motor skill performance in a variety of physical activity categories consistent with the North Carolina Standard Course of Study Physical Education component *Healthful Living K-12*
- Indicator 3: Describe performance concepts and strategies related to skillful movement and physical activity
- Indicator 4: Describe and apply bioscience and psych-social concepts to skillful movement, physical activity, and fitness
- Indicator 5: Understand and debate current physical education/activity issues and laws based on historical, philosophical, sociological, psychological, and economical perspectives
- Indicator 6: Demonstrate knowledge of approved local, state, and national content standards
- Indicator 7: Demonstrate knowledge of principles related to organization and administration of physical education programs

Standard 2: Growth and Development: A Physical Education teacher understands how individuals learn and develop in order to provide opportunities that support physical, cognitive, social, and emotional development.

- Indicator 1: Monitor individual and group performance in order to ensure safe instruction that meets developmental needs of learner in the physical, cognitive, and social/emotional domains
- Indicator 2: Understand biological, psychological, sociological, experiential, and environmental factors that impact ability to learn and refine movement skills
- Indicator 3: Identify, select, and implement developmentally appropriate learning/practice opportunities based on understanding the interaction of the learner, the learning environment, and the activity/task to promote learning.

Standard 3: Management and Motivation: A physical education teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Indicator 1: Uses managerial routines that create productive learning experiences and Environments
- Indicator 2: Organize, allocate, and manage resources to provide active and equitable learning experiences
- Indicator 3: Uses developmentally appropriate practices to motivate learners

- Indicator 4: Uses strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and productive learning environments
- Indicator 5: Develop effective behavior management strategies

Standard 4: Communication: A physical education teacher uses knowledge of effective verbal, nonverbal, and multi-media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrating sensitivity to all learners, and model appropriate behavior.

- Indicator 1: Communicate in ways that demonstrate sensitivity to all learners
- Indicator 2: Communicate managerial and instructional information in a variety of ways
- Indicator 3: Describe and demonstrate effective communication skills
- Indicator 4: Describe and implement strategies for enhancing interpersonal communication among learners in physical activity settings

Standard 5: Pedagogy: A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on local, state, and national content standards (e.g., PE K-12). This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills.

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

Standard 6: A physical education teacher understands and uses assessment to foster physical, cognitive, social, and emotional development of learners in physical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.

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

Standard 7: A physical education teacher uses a variety of technologies to enhance learning, as well as personal and professional productivity.

- Indicator 1: Demonstrate knowledge of current technologies and their application in physical education
- Indicator 2: Design, develop, and implement learning activities that integrate information technology

Standard 8: A physical education teacher understands how individuals differ in their approaches to learning, and therefore creates appropriate instruction adapted to these differences. Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners.

- Indicator 1: Identify, select, and implement appropriate instruction that is sensitive to strengths, weaknesses, multiple needs, learning styles, and experiences of learners
- Indicator 2: Identify and/or use appropriate strategies, services, and resources to meet diverse needs of all learners.

Standard 9: Reflection and Personal Growth

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

- Indicator 1: Apply the five-step NC Performance Based Licensure Product reflection cycle to reflect on teacher candidates' actions and learn responses in order to improve instruction and enhance learning
- Indicator 2: Use available resources to develop as a physical education professional
- Indicator 3: Construct a plan for continued professional growth

Standard 10: Collaboration

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

- Indicator 1: Pursue productive relationships with parents/guardians and school colleagues to support learner growth and well-being.
- Indicator 2: Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities
- Indicator 3: Actively participate in physical education professional organizations
- Indicator 4: Identify and seek community resources to enhance physical education opportunities