

Physical Education Student Teaching Standards

Thank you for your role in the evaluation of our teacher education candidates' student teaching experience! To enhance the effective and accurate assessment of our candidates, in relation to their content knowledge and pedagogical knowledge and skills, the School of Education has documented the expectations for our candidates through the identification of standards that should be used as part of the assessment process.

Below you will find a listing of the Peru State College Conceptual Framework standard and their alignment to INTASC. You will also find specific standards from The Nebraska Department of Education's Rule 24 Guidelines for **Physical Education** that have been aligned to our student teaching evaluation indicators. As you complete both the Content Studies and Pedagogical Studies sections of the evaluation, please critically analyze the student teaching candidate in relation to the specific standards listed below.

Again, thank you for your participation in this crucial aspect of our teacher education program. The School of Education appreciates your time and efforts.

Peru State College Conceptual Framework Outcomes Content Knowledge		
PERU-U.1.2.1	Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.	INTASC Standards 1, 2, 3, 4, 7, 8, 9
PERU-U.1.2.2	Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content area which creates meaningful learning experiences and productive student work.	INTASC Standards 2, 4, 7, 8
PERU-U.1.2.3	Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content area.	INTASC Standards 1, 8, 9

Indicator 1: The teacher candidate presents the central concepts of the content area(s) knowledgeably and in sufficient depth.

- A1. Describe the basic content of a physical education program;
- A3. Describe the growth, development, and learning patterns of children or youth;
- A5. Describe how individuals differ in their approaches to learning.

Indicator 2: The teacher candidate integrates professional knowledge and research into lesson planning within the content area(s).

- A2. Utilizes appropriate tools of inquiry;
- A4. Create learning opportunities that support physical, cognitive, social, and emotional development;
- A6. Create and adapt instruction to meet the needs of diverse learners;

A10. Select and use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity;

A11. Evaluate one’s own actions on others (e.g., learners, parents or guardians, and professionals in the learning community); and

A12. Foster relationships with colleagues, parents or guardians, and community agencies to support learners’ growth and well-being.

Indicator 3: The teacher candidate integrates related aspects of other content areas into lessons.

Indicator 4: The teacher candidate communicates the evolving nature of the content area(s) to students.

Indicator 5: The teacher candidate provides opportunities for students to develop general and content area literacy.

A7. Use individual and group motivation and behavior theory to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation;

A8. Use verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings; and

A9. Plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

Peru State College Conceptual Framework Outcomes Pedagogical Knowledge/Skills		
PERU-U.1.3.1	Teacher education candidates understand human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.	INTASC Standards 2, 3, 8
PERU-U.1.3.2	Teacher education candidates design classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the diverse learning needs of all students and reflect knowledge of how different students learn and develop.	INTASC Standards 2, 4, 5, 6, 7
PERU-U.1.3.3	Teacher education candidates utilize standards-based curricula, assessment strategies, research, technology resources, and diversity in curriculum development, planning and implementation.	INTASC Standards 1, 2, 3, 7
PERU-U.1.3.4	Teacher education candidates design and teach lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of, and, have the ability to motivate, all students.	INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9
PERU-U.1.3.5	Teacher education candidates design and implement a variety of written and oral on-going assessment strategies directly related to standards used to assess individual student progress and to modify teaching and learning strategies.	INTASC Standards 2, 4, 7, 8
PERU-U.1.3.6	Teacher education candidates create a positive, well organized learning community with clearly defined classroom goals linked to standards dedicated to purposeful learning activities that motivate students’ interest and engagement and minimize student off-task behavior.	INTASC Standards 5, 6, 9, 10

PERU– U.1.3.7	Teacher education candidates employ multiple, purposeful teaching and learning strategies to engage students in active learning opportunities that promote the development of problem solving, critical thinking, and goal setting and help students assume responsibility for their own learning.	INTASC Standards 2, 4, 5, 7
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