New Program Rule 24 Matrix

**Revised Program Table of Alignment of Standards and Assessments**

**Name of Institution:**

**Date Submitted:**

Endorsement: **PHYSICAL EDUCATION** Grade Levels: **PK-6 7-12 PK-12 (42 Hrs)**

Total Hours Required by Rule 24: **30 or 42 Program Hours Required by Institution:** Endorsement Type: **SUBJECT**

| **Place an X in the box corresponding to the course that meets the following requirements:** | **List the courses the institution requires to meet Rule 24 requirements, associated Guidelines, and program hours required by the institution for this endorsement in the first row: (If more than 35 courses please fill out additional sheets)** |
| --- | --- |
| **D Certification Endorsement Requirements:** This endorsement requires a minimum of **30 semester hours** in physical education courses for PK-6 or 7-12 endorsements.  | **EXAMPLE:CHEM 101 or 102 3 CR** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D1 The **PK-6 endorsement requires a minimum of 15 semester hours** in foundations of physical education, including anatomy; kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a minimum of **15 semester hours** of coursework in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in elementary school physical education programs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D2 The **7-12 endorsement requires a minimum of 15 semester** **hours** in foundations of physical education, including anatomy, kinesiology and biomechanics; exercise physiology; motor learning and motor development; and adapted physical education; plus  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a minimum of **15 semester hours** of coursework in skill and fitness based competencies; curriculum planning and implementation; instructional delivery and classroom management; and assessment of student learning in secondary school physical education programs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D3 Applicants seeking **the PK-12 endorsement are required to earn a minimum of 42 semester hours** in the coursework prescribed above for elementary and secondary school physical education programs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Demonstrate Scientific and Theoretical Knowledge
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| * 1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
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| * 1. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
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| * 1. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
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| * 1. Identify historical, philosophical, and social perspectives of physical education issues and legislation.
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| * 1. Analyze and correct critical elements of motor skills and performance concepts.
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| 1. Demonstrate Skill and Fitness Based Competence
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| * 1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
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| * 1. Achieve and maintain a health-enhancing level of fitness throughout the program.
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| * 1. Demonstrate performance concepts related to skillful movement in a variety of physical activities.
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| 1. Plan and Implement Curriculum
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| * 1. Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
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| * 1. Collaborate with the IEP team, other professionals, and families in the planning and implementation of lessons that meet the needs of students with disabilities.
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| * 1. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.
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| * 1. Design and implement content that is aligned with lesson objectives.
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| * 1. Plan for and manage resources to provide active, fair, and equitable learning experiences.
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| * 1. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
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| * 1. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
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| * 1. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.
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| 1. Demonstrate Instructional Delivery and Classroom Management
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| * 1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
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| * 1. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
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| * 1. Provide effective instructional feedback for skill acquisition, student learning, and motivation.
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| * 1. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
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| * 1. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
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| * 1. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.
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| 1. Demonstrate Impact on Student Learning
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| * 1. Select or create appropriate assessments that will measure student achievement of goals and objectives.
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| * 1. Use appropriate assessments to evaluate student learning before, during, and after instruction.
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| * 1. Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.
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| 1. Demonstrate Professionalism
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| * 1. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
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| * 1. Participate in activities that enhance collaboration and lead to professional growth and development.
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| * 1. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
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| * 1. Communicate in ways that convey respect and sensitivity.
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