

# **Physical Education Generalist EC–6 Standards**

**Final**



**PHYSICAL EDUCATION GENERALIST EC–6 STANDARDS**

- Standard I.** The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
- Standard II.** The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
- Standard III.** The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.
- Standard IV.** The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.
- Standard V.** The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
- Standard VI.** The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
- Standard VII.** The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education contexts.
- Standard VIII.** The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.
- Standard IX.** The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students' growth and well-being.
- Standard X.** The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

## **Physical Education Generalist EC–6 Standards**

**Standard I.** The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

### **Teacher Knowledge: What Teachers Know**

#### **Teachers of Students in Grades EC–6**

The beginning teacher has a basic knowledge of:

- 1.1k physiological and biomechanical principles in relation to rhythmic movement, sports activities, and dynamic fitness;
- 1.2k movement patterns and forms and their components;
- 1.3k movement concepts (e.g., space, direction, level) and principles (e.g., absorption of force);
- 1.4k activities that promote development of locomotor, nonlocomotor, body control, manipulative, and rhythmic skills;
- 1.5k the appropriate sequencing of motor skills acquisition based on characteristics of learners;
- 1.6k how physical developmental changes influence motor skill acquisition and performance;
- 1.7k key elements in combinations of locomotor skills, demonstrations of agility and balance, dance steps and sequences, and movement sequences that combine traveling, rolling, balancing, weight transfer, and smooth flowing sequences;
- 1.8k key elements of mature movement patterns (e.g., throw, jump, catch) and various manipulative skills (e.g., volley, dribble, punt, strike); and
- 1.9k a variety of strategies and tactics designed to improve students' performance, teamwork, and skill combinations in games and sports.

### **Application: What Teachers Can Do**

#### **Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 1.1s apply physiological and biomechanical principles to movement and sports activities;
- 1.2s use movement concepts and principles to develop students' motor skills;
- 1.3s demonstrate basic motor skills and movement patterns with competence;
- 1.4s provide developmentally appropriate learning experiences that enhance students' locomotor, nonlocomotor, body control, manipulative, and rhythmic skills;
- 1.5s modify and adapt movement activities based on individual student needs;
- 1.6s evaluate movement patterns to help students improve performance of motor skills and to integrate and refine motor and rhythmic skills (e.g., jumping, moving to a beat, selected folk dances);
- 1.7s demonstrate movement in time to complex rhythmic patterns;
- 1.8s apply all skills specified for teachers in grades EC–6 using content and contexts appropriate; and
- 1.9s modify activities, games, and sports to improve performance, combine skills, or practice specific sports skills in game-like situations.

**Physical Education Generalist EC–6 Standards**

**Standard II.** The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 2.1k structures and functions of major body systems and how these systems work and adapt to physical activity;
- 2.2k how various factors (e.g., rest; nutrition; tobacco, alcohol, and other drugs) affect physical performance and health;
- 2.3k principles and benefits of warm-up and cool-down exercise procedures;
- 2.4k key principles and concepts (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) and their significance in relation to physical activity, health, and fitness;
- 2.5k the benefits of an active lifestyle;
- 2.6k common skeletal problems and their effect on the body (spinal curvatures); and
- 2.7k appropriate methods, including technological methods, for evaluating, monitoring, and improving fitness levels.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 2.1s implement activities that promote student awareness of fitness concepts;
- 2.2s apply knowledge of anatomy, kinesiology, and physiological principles to design and modify activities that promote fitness;
- 2.3s use procedures for proper warm-up and cool-down exercises;
- 2.4s promote student understanding of how behavior choices affect personal health;
- 2.5s model and explain strategies for maintaining good health behaviors;
- 2.6s inform students and parents/caregivers about opportunities for physical activity in the school and community and the benefits of an active lifestyle;
- 2.7s provide students with a variety of physical activities; and
- 2.8s apply information about body image to health decisions about lifelong fitness and nutrition.

## **Physical Education Generalist EC–6 Standards**

**Standard III.** The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation, and social skills through participation in physical activities.

### **Teacher Knowledge: What Teachers Know**

#### **Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 3.1k the importance of rules, discipline, procedures, problem solving, and etiquette in physical activities and games;
- 3.2k appropriate skills and strategies for managing student behavior;
- 3.3k responsible personal and social behaviors (e.g., self-control, cooperation, support of teammates) and ways to structure physical activities to develop such behaviors;
- 3.4k personal and social benefits of participating in physical activities, games, dance, outdoor pursuits, and sports;
- 3.5k theories of motivation and educational practices that prompt students to participate in physical activity;
- 3.6k principles, benefits, and limitations of various class management strategies in physical activity settings;
- 3.7k factors that promote intrinsic motivation and strategies for helping students become self-motivated; and
- 3.8k how to organize and manage heterogeneous physical education classes to promote positive interactions with or without partners and active engagement in learning for all students.

### **Application: What Teachers Can Do**

#### **Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 3.1s use instructional techniques that promote student understanding and application of rules, procedures, etiquette, and fair play in games and activities;
- 3.2s model and teach appropriate skills and strategies for maintaining responsible behavior and resolving conflicts;
- 3.3s teach students to use positive social behaviors (e.g., turn taking, treating opponents with respect and courtesy) in games and activities;
- 3.4s motivate students to support and participate in physical activities in school and community settings;
- 3.5s organize, allocate, and manage resources in the learning environment (e.g., time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences and to minimize management time;
- 3.6s use effective techniques and monitoring strategies to promote on-task behavior;
- 3.7s use effective strategies for handling logistics related both to activity organization and scheduling and to the availability and use of facilities, supplies, equipment, staff, and other resources;
- 3.8s modify games and activities to meet student needs; and
- 3.9s promote student understanding and acceptance of the roles and decisions of game officials.

**Physical Education Generalist EC–6 Standards**

**Standard IV.** The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 4.1k characteristics and processes of physical, cognitive, social, and emotional development in children and their influence on learning;
- 4.2k the psychology of learning, including how students learn, construct knowledge, and acquire and retain skills;
- 4.3k typical developmental progressions in all domains (i.e., physical, cognitive, social, emotional) and the significance of individual differences in growth and development;
- 4.4k strategies that students with diverse strengths and needs can use to develop content-area vocabulary and to determine word meaning in content-related texts; and
- 4.5k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 4.1s analyze how developmental factors affect learning and consider these factors when making instructional decisions;
- 4.2s assess developmental needs in all domains (i.e., physical, cognitive, social, emotional) in order to design and adapt instruction;
- 4.3s recognize individual differences in growth and development and apply modified instruction;
- 4.4s use contemporary physical education models and best practice guidelines to plan and implement learning opportunities that are appropriate to students' developmental needs and characteristics;
- 4.5s teach students to reflect on prior knowledge, experiences, and skills and prompt them to assume responsibility for their own learning;
- 4.6s use a variety of instructional strategies to ensure all students' reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts; and
- 4.7s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies and how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries.

**Physical Education Generalist EC–6 Standards**

**Standard V.** The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 5.1k differences in approaches to learning and physical performance, as well as instruction that use students' strengths as the basis for growth;
- 5.2k areas of diverse needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning; and
- 5.3k that all students can develop motor skills successfully and enjoy physical activity.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 5.1s select and implement developmentally appropriate instruction that is responsive to students' individual needs;
- 5.2s use appropriate strategies, services, and resources to address diverse learning needs; and
- 5.3s create and modify games and activities to ensure that all students have an equal opportunity to participate, learn, be successful, and enjoy physical activity.

## **Physical Education Generalist EC–6 Standards**

**Standard VI.** The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

### **Teacher Knowledge: What Teachers Know**

#### **Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 6.1k short- and long-term instructional goals, including goals based upon the Texas Essential Knowledge and Skills (TEKS), for diverse students at different grade levels;
- 6.2k various instructional resources, program models, instructional strategies, and technologies relevant to physical education;
- 6.3k principles and techniques for modifying rules, games, equipment, and settings to address specific needs and objectives;
- 6.4k strategies for integrating physical education concepts across the curriculum;
- 6.5k principles and techniques for providing appropriate verbal and nonverbal teaching cues in physical education;
- 6.6k how to provide positive, appropriate feedback to students in physical education settings;
- 6.7k communication strategies to use with students to address needs, achieve goals, and advocate for physical education and lifelong activity; and
- 6.8k the role of computers and other technologies in communicating, networking, and fostering inquiry about topics related to physical education.

### **Application: What Teachers Can Do**

#### **Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 6.1s design and implement appropriate instruction that is based upon the Texas Essential Knowledge and Skills (TEKS);
- 6.2s design and implement appropriate instruction that is safe, achieves goals, and ensures student progress, motivation, and safety;
- 6.3s utilize appropriate teaching resources and curriculum materials for various purposes and objectives;
- 6.4s utilize appropriate instructional strategies based on students' developmental levels, learning needs, and program goals;
- 6.5s use demonstrations and explanations to link physical education concepts to students' experiences;
- 6.6s use and adapt activities, equipment, and movement space according to the ages, learning styles, strengths, and experience levels of students;
- 6.7s incorporate interdisciplinary learning experiences that allow students to integrate knowledge and skills from multiple areas;
- 6.8s use appropriate verbal and nonverbal cues to promote student learning in physical activity contexts;
- 6.9s apply principles of communication to help students improve movement and sports skills;
- 6.10s communicate to students the importance of physical activity, health, and fitness;



**Physical Education Generalist EC–6 Standards**

**Standard VI.** The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

**Application: What Teachers Can Do**

***Teachers of Students in Grades EC–12 (continued)***

The beginning teacher is able to:

- 6.11s publicize opportunities for physical activity in the school and community; and
- 6.12s evaluate and use various types of technologies (e.g., Internet, computer databases, videos) to communicate, network, and conduct research related to physical education.

**Physical Education Generalist EC–6 Standards**

**Standard VII.** The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 7.1k formal and informal assessment methods and their characteristics, advantages, limitations, and applications in physical education contexts;
- 7.2k characteristics and appropriate uses of criterion-referenced and norm-referenced assessments;
- 7.3k procedures for constructing, adapting, and implementing assessments for various purposes and situations in physical education; and
- 7.4k how technology can be used to analyze student progress, fitness, and performance.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 7.1s utilize appropriate formal and informal assessment methods;
- 7.2s use assessment data to make instructional decisions, monitor student progress, and motivate and promote student learning in physical education;
- 7.3s interpret student performance and fitness data to analyze progress, provide feedback about strengths and areas needing improvement, and recommend prescriptive exercise;
- 7.4s interpret assessment results and communicate results to students and parents/caregivers with sensitivity; and
- 7.5s use available technology to analyze student progress, fitness, and performance.

**Physical Education Generalist EC–6 Standards**

**Standard VIII.** The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 8.1k the purposes of self-reflection (e.g., developing and refining practices, self-assessment, problem solving) and techniques for effective self-reflection;
- 8.2k resources for professional development in physical education (e.g., journals, professional associations, conferences, Internet);
- 8.3k the basic characteristics of a physical education program, as well as important state and national initiatives (e.g., Surgeon General’s report on physical activity and health) and their influence on physical education content and practices; and
- 8.4k philosophies, trends, and issues in physical education and their effect on the goals, scope, and components of physical education programs.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 8.1s evaluate the effectiveness of program design for developing physically educated students;
- 8.2s adapt or modify physical education practices or programs based on reflection, assessment data, observation of students, and program evaluation results; and
- 8.3s utilize professional literature, colleagues, and other resources to develop as a learner and a teacher.

**Physical Education Generalist EC–6 Standards**

**Standard IX.** The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 9.1k the goals, purposes, and standards of the physical education program;
- 9.2k school and community resources that can aid in the development of the physical education program;
- 9.3k methods and procedures for establishing and maintaining positive relations with families and community members (e.g., showing sensitivity to cultural differences, motivating the community to support physical activity and education); and
- 9.4k the influence of non-school factors (e.g., family circumstances, community settings, health and economic conditions) on learning and engagement in physical activity.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 9.1s advocate for physical education and physical activity opportunities in the school and community;
- 9.2s communicate the goals and objectives of the physical education program to parents/caregivers, colleagues, and community members;
- 9.3s consult and collaborate with teachers and colleagues (including, special education professionals, administrators, aides, counselors and other professionals in community agencies) to meet student needs in the physical education program;
- 9.4s use community resources to enhance physical activity opportunities;
- 9.5s apply principles and procedures for consulting and collaborating with teachers, special education professionals, administrators, aides, and other colleagues to support students’ learning and well-being;
- 9.6s establish productive partnerships with parents/caregivers to support students’ growth and well-being;
- 9.7s respond sensitively to signs of student distress and seek help as needed and appropriate; and
- 9.8s participate in collegial activities to make the school a productive learning environment.

**Physical Education Generalist EC–6 Standards**

**Standard X.** The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

**Teacher Knowledge: What Teachers Know**

**Teachers of Students in Grades EC–6**

The beginning teacher knows and understands:

- 10.1k the legal and ethical responsibilities of a physical education teacher (e.g., in relation to confidentiality, proper supervision, standard of care);
- 10.2k legal guidelines regarding student rights and teacher responsibilities (e.g., in relation to equity, inclusion, privacy, suspected child abuse);
- 10.3k the inherent risks and potential liabilities associated with participation in physical activities and the methods for minimizing risk and liability;
- 10.4k safety issues and procedures for physical education instruction;
- 10.5k risk-management plans; and
- 10.6k injury prevention, care, and management techniques.

**Application: What Teachers Can Do**

**Teachers of Students in Grades EC–6**

The beginning teacher is able to:

- 10.1s maintain appropriate records (e.g., injury reports, emergency plans, safety rules);
- 10.2s routinely inspect facilities and equipment and report potential safety hazards prior to use;
- 10.3s inform students, parents/caregivers, and paraprofessionals of the risks associated with physical activities and sports;
- 10.4s organize students in games and sports appropriately, according to characteristics such as age, maturity, physical size, and levels of skill and experience;
- 10.5s prepare activities appropriately and monitor them to minimize risk;
- 10.6s consult appropriate sources regarding legal responsibilities and risk-management issues and utilize appropriate professional development opportunities; and
- 10.7s demonstrate competence in prevention techniques, first aid, CPR, and emergency procedures.