

EARLY AND MIDDLE CHILDHOOD

PHYSICAL EDUCATION STANDARDS



Standard I: Knowledge of Students

Accomplished teachers attain knowledge of their students' unique qualities and characteristics to build positive relationships and create meaningful learning experiences that cultivate beneficial attitudes toward lifelong physical activity and wellness.

Standard II: Knowledge of Subject Matter

Accomplished teachers utilize the depth and breadth of their content knowledge to develop physically educated learners.

Standard III: Curricular Choices

Accomplished teachers make purposeful curricular choices that address student needs and interests by promoting comprehensive physical education programs in support of lifelong physical activity and wellness.

Standard IV: Wellness within Physical Education

Accomplished teachers interweave wellness throughout their curricula to provide students with the information and experiences they need to make independent choices that positively affect their health and lifelong well-being.

Standard V: Learning Environment

Accomplished teachers set high expectations and create positive, well-managed classroom environments that engage all students within a safe and respectful culture of learning.

Standard VI: Diversity and Inclusion

Accomplished teachers create inclusive and productive learning environments that are safe, fair, and equitable for all students. They promote healthy social interactions within their schools and communities by teaching students to embrace their uniqueness and respect the diversity of others.

Standard VII: Teaching Practices

Accomplished teachers implement effective teaching practices that set high expectations and maximize student engagement to advance student learning and promote lifelong well-being.

Standard VIII: Assessment

Accomplished teachers select, design, and utilize assessments to improve student learning, modify instruction, enhance physical education programs, and demonstrate professional accountability.

Standard IX: Reflective Practice

Accomplished teachers engage in meaningful introspection that challenges, informs, and guides all aspects of pedagogy and professional growth for the purpose of improving student learning.

Standard X: Collaboration and Partnerships

Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning.

Standard XI: Professional Growth

Accomplished teachers are respected leaders who diligently pursue personal and professional growth to improve teaching practices and meet the diverse needs of students.

Standard XII: Advocacy

Accomplished teachers are effective advocates for quality physical education. They create opportunities to promote wellness and healthy lifestyles among students, colleagues, families, and community members.

WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



Component 1: Content Knowledge

-Computer-based assessment of 45 selected response questions.
-3 short essays / constructed responses on:

- I. Exercise Science
- II. Motor Learning and Movement Forms
- III. Physical Activity and Wellness



Component 2: Differentiation in Instruction

-Select and submit two assessments with instructional materials and two students' responses that demonstrate your ability to tie assessment to learning goals.
-Show how you use results of assessments to inform your teaching and differentiate instruction for students.
-Submit a Written Commentary analyzing your teaching.



Component 3: Teaching Practice and Learning Environment

-Provide a brief overview of the content of your overall submission.
-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.
-Submit information about the instructional context for each video.
-Describe your instructional planning for the lesson featured in each video and submit supporting materials.
-Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.



Component 4: Effective and Reflective Practitioner

-Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students.
-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.
-Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.
-Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

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