

Appendix A - Physical Education Course Focus Guide – Teaching Block Courses

Courses	PED 201 Motor Development	PED 321 Movement Education	EDU 255/256 Basics of Effective Instruction	PED 434 Statistics & Assessment in PE	EDU 355 PE Curriculum: Planning & Practice	PED 356 Adapted Physical Education & Sport
Developmental Focus	Pre-school/ Elementary and Adolescence	Pre-school	Secondary (High School and Middle School)	Middle School	Elementary School	Birth – 21 years
School-Based Curriculum Content	<ul style="list-style-type: none"> • The curriculum for young children should explore movements, develop high movement approach tendencies, and begin fundamental motor patterns leading to the development of specialized skills. • Developmentally appropriate practice and ETL relationships are featured. 	<ul style="list-style-type: none"> • Preparing young children to perform fundamental movement patterns. • Learning theory • Appropriate physical education programming for preschool children 	<ul style="list-style-type: none"> • The secondary school curriculum should develop in-depth interest, knowledge, and expertise in lifetime activities. • Proposed NYS Regents for Physical Education: *Students complete a personal fitness/ wellness plan. *Students must satisfy 3/6 units of proficiency and competency, respectively. 	<ul style="list-style-type: none"> • The middle school curriculum should build on existing fundamental motor patterns and skill themes to explore a variety of sport and lifetime skills that fit emerging body types. • Students identify and apply fitness concepts to activities. 	<ul style="list-style-type: none"> • The elementary school curriculum should help students acquire mature fundamental motor patterns and develop skill themes as a foundation for learning specialized sport and lifetime skills in middle school. • Students are guided to recognize basic movement, skills, and fitness concepts. 	<ul style="list-style-type: none"> • Appropriate physical education programs for students with disabilities in integrated school and community-based settings.
Teacher Candidate Content Focus	<ul style="list-style-type: none"> • Growth and development in infancy, childhood, and adolescence. • Skill analysis of fundamental motor skills using the TGMD 2 and skill-based criteria. 	<ul style="list-style-type: none"> • Assessment and analysis of the stages of motor development for fundamental movement patterns (Gallagher: initial, elementary, mature). • Prescribing developmentally appropriate tasks. • Fundamentals of organizing and managing young children in small and large group activities. 	<ul style="list-style-type: none"> • Fundamentals of teaching. Pedagogical skills for the secondary level. • Secondary school curriculum. • Review NYS Learning Standards. SHAPE America K – 12 Standards. • Introduction to physical literacy 	<ul style="list-style-type: none"> • Development, implementation, and use of assessment instruments. • Grading concepts. 	<ul style="list-style-type: none"> • Pedagogical skills for the elementary level. • Pre-control, control, utilization, proficiency. Task, cue, challenge. • Skill themes, curriculum ribbon, elementary school curriculum, extending content from Pre-k through 12. • Top-down planning k-6. 	<ul style="list-style-type: none"> • Adaptation of physical education curriculum to meet the individualized needs of children with physical, intellectual, emotional, or sensory disabilities. • Strategies for program planning, implementation and assessment/ evaluation include writing IEPs, activity/equipment adaptation and techniques of teaching.

Courses	PED 201	PED 321	EDU 255/256	PED 434	EDU 355	PED 356
Teacher Candidate Fitness Focus	<ul style="list-style-type: none"> • Role of physical activity in children’s fitness. Introduction to lifetime fitness. 	<ul style="list-style-type: none"> • TCs create a health & nutrition station for preschoolers 	<ul style="list-style-type: none"> • Lifetime fitness and physical activity. 	<ul style="list-style-type: none"> • Fitnessgram 	<ul style="list-style-type: none"> • Role of physical activity in children’s fitness. 	<ul style="list-style-type: none"> • Development of individualized fitness goals specific to students with disabilities on the IEP.
Lesson Planning	<ul style="list-style-type: none"> • Introduction. Safety statement, signal for attention, some cues/reminders. • Lesson focus section to diagram environment for student learning. 	<ul style="list-style-type: none"> • Safety • PM goals • Affective goals • Cognitive goals (literacy focus) • Organization • Cues • TCs will plan for 7 stations (small groups), 1 movement story, 2 large group tasks 	<ul style="list-style-type: none"> • Behavioral objectives. • All sections of lesson plan. • Progressively learn to develop all aspects of the lesson plan. • Introduction to academic language 	<ul style="list-style-type: none"> • Focus is on the specific assessment tools used to evaluate lesson objectives and integration of assessment within a lesson. 	<ul style="list-style-type: none"> • Refine lesson planning. Lesson closure. • Tailoring lesson plan to needs of elementary level children. • Review and practice of academic language 	<ul style="list-style-type: none"> • Individualized lesson objectives aligned with IEP goals. • IEP goals are evaluated regularly. • Introduction of academic language specific to special education and individualized instruction
Teacher Candidate Assessment Focus	<ul style="list-style-type: none"> • Observations and assessment of fundamental motor patterns. 	<ul style="list-style-type: none"> • Assessment and analysis of fundamental movement patterns 	<ul style="list-style-type: none"> • 9 – 12 curriculum project. Assessing secondary students. 	<ul style="list-style-type: none"> • Middle school faculty group project. • Preliminary Teacher Work Sample. 	<ul style="list-style-type: none"> • Pre-K – 12 curriculum committee. • Assessing elementary students. 	<ul style="list-style-type: none"> • IEP planning • Fundamental motor skill assessment.
Positive Behavior Management	<ul style="list-style-type: none"> • Introduced 	<ul style="list-style-type: none"> • Practiced each lab • Understanding of behavior theories and applications 	<ul style="list-style-type: none"> • Introduced/ reinforced 	N/A	<ul style="list-style-type: none"> • Introduced/ reinforced • Proactive vs. reactive 	<ul style="list-style-type: none"> • Introduced/ reinforced
Portfolios	<ul style="list-style-type: none"> • Recommend adding labs for artifacts. 	<ul style="list-style-type: none"> • Recommend adding PED 321 evidence 	<ul style="list-style-type: none"> • Recommend adding potential EDU 255 evidence. • Recommend artifact related to assisting with professional event. 	<ul style="list-style-type: none"> • Explain PED 434 evidence for Standard 5. 	<ul style="list-style-type: none"> • Recommend adding EDU 355 evidence. 	<ul style="list-style-type: none"> • Checked for IEP confidentiality. • Recommend adding artifacts related to professional development.
Activity Progression (Task Progression Template)	N/A	<ul style="list-style-type: none"> • TCs learn to choose appropriate prescribed activity progressions based on their movement analysis 	<ul style="list-style-type: none"> • Introduce Task Progression Template used w/ all lesson plans for content development. 	<ul style="list-style-type: none"> • Implemented in the TWS. 	<ul style="list-style-type: none"> • Implemented content development/ lesson planning. 	N/A

Physical Education Course Focus Guide - Required Professional Preparation Courses

Courses	PED 101 Intro to Contemporary PE	PED 308 Outdoor Adventure Education for Teachers	PED 382 School-Based Fitness Programming	EDU 454 PE Pre-Student Teaching Conference	EDU 470 Found. of Education in American Culture
Developmental Focus	K - 12	Middle/High School	K - 12	K-12	K - 12
School-Based Curriculum Content	<ul style="list-style-type: none"> Physical education vs. physical activity Physical activity and academic performance Quality PE 	<ul style="list-style-type: none"> Middle/high school students participate in a broad range of activities and take part in a variety of experiences in the natural environment that are structured and facilitated to focus on the affective aspects of group and individual development through outdoor adventure education activities. 	<ul style="list-style-type: none"> Students create and implement development-tally appropriate, fitness orientated curricula and physical activity programming for K-12 students. Focus on promoting physical activity beyond PE (CSPAP) Basic nutrition content knowledge Appropriate physical activity and fitness assessment. Mission, and philosophy of Fitnessgram/Activitygram 	<ul style="list-style-type: none"> Perceptions of physical education in schools. Student Teaching experience and triad Quality physical education in schools 	<ul style="list-style-type: none"> Diverse learners Learning theory Organization and administration in schools Educational issues Philosophy & history of American education
Teacher Candidate Content Focus	<ul style="list-style-type: none"> Introduction to national & NYS k – 12 learning standards. Introduction to k – 12 grade-level outcomes (SHAPE America) Introduction to Initial PETE Standards (SHAPE America, 2017) 	<ul style="list-style-type: none"> Curriculum models, team building, problem-solving, outdoor lifetime activities, reflection. 	<ul style="list-style-type: none"> Grade-level outcomes (SHAPE America) for Standards 3 & 5 Fitness principles and best practices. Physical Activity & Fitness assessment. Physical Activity, Fitness, and Nutrition curricula. CSPAP Model 	<ul style="list-style-type: none"> Advocating physical education and physical activity during the student teaching experience. Professional responsibilities during student teaching experience 	<ul style="list-style-type: none"> Professional writing – resume and philosophies
Teacher Candidate Fitness Focus	<ul style="list-style-type: none"> Physical activity guidelines 	<ul style="list-style-type: none"> Lifetime physical activity and fitness. 	<ul style="list-style-type: none"> Health enhancing physical activity and fitness. Fitnessgram/Activitygram Value of physical activity for health. 	N/A	N/A
Use of NYS P.E. Profile**	N/A	<ul style="list-style-type: none"> Outdoor education Components. NYS Standard 2 Assessment. 	<ul style="list-style-type: none"> NYS Standard 1b. Developing personal fitness plan. 	N/A	N/A
Portfolios	<ul style="list-style-type: none"> Start electronic portfolio & resume. 	N/A	<ul style="list-style-type: none"> Fitnessgram assessment & personal fitness programming. Newsletter- promoting physical activity, fitness & nutrition. 	<ul style="list-style-type: none"> Completion of Professional Portfolio and professional portfolio interview Strategies to achieve “showcase” 	<ul style="list-style-type: none"> Recommend adding artifact related to professional development outside of PE.