
STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconception of an area of knowledge can influence their learning.

Evidences

The teacher understands the major concepts of nutrition, physical fitness, and disease prevention and control.

The teacher knows and understands the assessment of content areas. (Examples - demonstrate CPR on a mannequin)

The teacher is aware of the need for professional development.

The teacher is familiar with the different needs of the students. (i.e., religious and language barriers).

The teacher knows how to guide students in developing higher order thinking skills. (i.e. strategies in games, Physical Education; long term effects of improper nutrition, Health Education)

The teacher is capable of expanding physical education/health education concepts into other educational areas and daily living. (i.e hand-eye coordination affects reading skills-physical education: i.e. proper nutrition affects learning-health education.)

The teacher understands that students' prior knowledge and experience affects the concepts of the content areas. (i.e., teaching a hop before a skip before a scottish, physical education (i.e.,

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misconception of AIDS transmission.

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher has the desire to connect concepts to daily living. (Examples - nutrition, personal safety, leisure activities and hobbies.)

The teacher values the importance of a positive attitude when presenting subject matter.

The teacher accepts the responsibility of keeping abreast of new skills and techniques on current information relevant to changing life styles..

The teacher values a variety of viewpoints and theories, relating to the content area.

The teacher realizes the importance of teaching concepts that integrate into other disciplinary areas.

The teacher views professional development as an opportunity for growth.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidences

The teacher participates in professional development (examples: journals, inservice-workshops, professional organizations.)

The teacher continually updates new information and changes relating to health and physical education.

The teacher shows responsibility for connecting concepts to everyday life by modeling them.

The teacher uses past experiences to lead into higher learning. (Joke- been there, done that.)

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The teacher will constantly monitor accuracy of teaching. (Examples: checklist, peer monitoring, videos)

The teacher modifies the multicultural needs of the students. (i.e., chinese jumprope, folk dances - physical education and sickle cell disease, health education.)

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher has a knowledge of national and state standards such as state frameworks which includes scope and sequence and National Association for Sports and Physical Education Benchmarks.

The teacher recognizes developmental levels in each student in planning curriculum

The teacher knows how to apply appropriate practices to achieve skill development.

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The teacher understands the multiple strategies of assessing the achievement of goals and objectives of the curriculum for example observations and question.

The teacher knows appropriate assessment tools and norms such as American Alliance for Health, Physical Education, Recreation and Dance; Fitness Test Physical Best, Presidential Physical Fitness Test, Questionnaires, and Teacher Made Test.

The teacher is knowledgeable about current available resources to compliment the curriculum; (i.e. Reducing the Risk, Hospital, Doctors, Specialists).

The teacher knows how to select the most appropriate equipment and materials.

The teacher knows how to integrate skills that will cross over into other disciplines. (i.e., juggling scarves to improve eye-hand coordination and writing skills, physical education) (i.e. skin fold measurement related to nutrition and exercise.)

The teacher knows how to communicate effectively through reading, speaking, writing and listening.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher is committed to developing age appropriate objective(s) that meet curriculum content. (i.e., HIV, Family Skills, Locomotor, non-locomotor, Rhythmics.)

The teacher values the use of resources and technology to enhance the learning process.

The teacher is willing to use various assessments, tools of teaching and approaches to create an environment of positive learning.

The teacher is committed to the discipline of lifelong wellness and leisure practices.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher demonstrates and develops lesson plans to meet the needs of age appropriate developmental skills.

The teacher effectively integrates materials, resources and technology into the curriculum development.

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The teacher continually practices effective communication skills with students, parents, faculty, administration and community.

The teacher provides opportunities for creativity, critical thinking, and problem-solving. (i.e., strategies, role playing)

The teacher designs and utilizes existing techniques for assessment.

The teacher promotes lifetime skills and healthy practices. (i.e. exercise reduces the risk of disease.)

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher understands the various instructional methods.

The teacher is aware of the different theories pertaining to physical education/health.

The teacher demonstrates an understanding of cooperative learning.

The teacher has knowledge of and access to support services for student support; these resources may include local school personnel and area health and human service agencies.

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The teacher understands the relationships between human growth and developmental patterns and skill level abilities.

The teacher understands various methods of assessment.

The teacher can evaluate the influence of mental, social, emotional, and psycho-motor development on the learning process.

The teacher understands the importance of classroom management.

The teacher understands the proper use and care of classroom materials and equipment.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher values the use of various instructional methods, such as modeling skills, introduction, practicing and processing skills, mastery of skills and observation and feedback.

The teacher allows opportunities for different curriculum theories, such as skill development vs. fitness development (Physical education) ; Reducing the risk; Be a Winner (Health Ed.)

The teacher believes students should be given opportunity to share views and beliefs without fear of criticism or condemnation, (i.e. movement education, physical education) (i.e. mental health, health education)

The teacher selects and values the importance of available resources (i.e. bowling, local universities, miniature golf courses, gymnastics center, swimming pool, local health department, police, prisons, fire, medical personnel.)

The teacher appreciates that students are at different levels.

The teacher values the importance of assessment.

The teacher demonstrates high expectations for all students by using encouraging statements, setting challenging and achieving tasks, and guiding students to their successful achievement.

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The teacher gives choices for activities that accommodate learning styles and developmental stages, such as body types/growth, maturation, influence of environments, gender.

The teacher realizes the value of proper use and care of classroom materials and equipment.

The teacher recognizes the importance of an all inclusive classroom management program,(i.e., mentally-challenged, physically-challenged, and gifted.)

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The teacher models various instructional methods.

The teacher uses the appropriate theory to individual student needs.

The teacher allows students to share skills and knowledge, such as peer tutoring, cooperative learning, personal assessment.

The teacher incorporates available resources into the classroom.

The teacher teaches differed skills to different ages at appropriate developmental levels, such as introduction of locomotor and manipulatives for K-1 physical education.

The teacher uses a variety of assessments, such as fitness skills, observation, application.

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The teacher demonstrates positive attitude toward students, such as feedback, awards, and encouragement.

The teacher demonstrates and models good classroom management skills, such as consistency and fairness.

The teacher demonstrates the appropriate use of materials and equipment.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher understands that communication methods must need the various cultural diversities of the classroom and community.

The teacher understands the various methods of effective communication. (i.e. writing memos, PTO meeting, progress reports, bulletin boards, conferences.)

The teacher understands the importance of maintaining a positive attitude through respect and fairness to all.

The teacher participates in different teaching modalities to stimulate student learning. (i.e., peer tutoring, hands-on, one on one, teacher to student, and cooperative learning.)

DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The teacher values the differences of all students regardless of cultural diversity. (i.e., ADD students, religion, specially challenged students.)

The teacher recognizes the value of communicating effectively.

The teacher elicits new opinions and views from ALL.

The teacher believes in the importance of equal treatment, fairness and respect.

PERFORMANCE

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect, and competence.

The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

Evidences

The teacher practices effective communication skills.

The teacher shows personal concern for others. (i.e., family crisis, student illness.)

The teacher demonstrates and models the importance of equal treatment, fairness and respect.

The teacher creates an environment conducive to learning incorporating the democratic and civic values.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher recognizes the importance of keeping up with current trends. (i.e., educational research, music, clothing, games) (Health and physical education)

The teacher is familiar with and has an awareness of law and policy.

The teacher can identify the need to initiate the process of change. (i.e., changing the teaching method and scheduling.)

The teacher is familiar with the concept of community influence on the school and the school influence upon community.

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The teacher has a working knowledge of connecting and relating learning to everyday living.

The teacher knows the importance of practicing good teaching skills to improve instruction such a Program for Effective Teaching, Administrative evaluations, and self videoing.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher values the need for change in an ongoing education process.

The teacher values all factors affecting student learning.

The teacher values participation in extracurricular activities (i.e., COE, North Central, PTA.)

The teacher believes that teaching is a valued profession.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher utilizes research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The teacher participates in Professional development such as workshops, organizations, and staff development.

The teacher incorporates research outcomes to improve instruction. (i.e., professional readings and frameworks.)

The teacher routinely evaluates own instruction to enhance student learning.

The teacher utilizes others input and resources for student, school and community improvement. (i.e., cancer patients and aerobics instructors)

The teacher demonstrates a positive attitude for health and physical education, for the school and for the teaching profession.