

**Physical Education Teacher Preparation in
California: Standards of Quality and
Effectiveness for Subject Matter Programs**

**Handbook for Teacher Educators
and Program Reviewers**

Commission on Teacher Credentialing

State of California

1994

**Physical Education Teacher Preparation in
California: Standards of Quality and Effectiveness
for Subject Matter Programs**

**Created and Recommended by the
Physical Education Teacher Preparation and
Assessment Advisory Panel
(1991-93)**



**Adopted and Implemented by the
Commission on Teacher Credentialing
State of California
1812 Ninth Street
Sacramento, California
1994**

**The mission of the
Commission on Teacher Credentialing
is to maintain and enhance quality
while encouraging innovation and creativity
in the preparation and assessment . . .
of professional educators
for California's schools.**

The Commission on Teacher Credentialing

State of California

Pete Wilson, Governor

1994

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**Commission on Teacher Credentialing
1991-93**

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Physical Education Teacher Preparation in California: Standards for Subject Matter Programs

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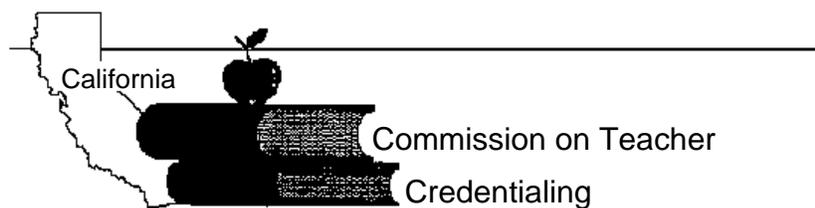
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Part 1

Introduction to

Physical Education Teaching Standards



Standards and Credentials for Physical Education Teachers: Foreword by the Commission on Teacher Credentialing

One of the purposes of education is to enable students to learn the important subjects of the school curriculum, including physical education. Each year in California, more than one million students enroll in physical education classes with teachers who are certified by the Commission on Teacher Credentialing to teach those classes in public schools. The extent to which these students learn to pursue active, healthy lives depends substantially on the preparation of their teachers in physical education and in the teaching of physical education.

The Commission is the agency of California government that certifies the competence of teachers and other professionals who serve in the public schools. As a policymaking body that establishes and maintains standards for the education profession in the state, the Commission is concerned about the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of students, the education profession, and the general public, the Commission's most important responsibility is to establish and implement strong, effective standards of quality for the preparation and assessment of future teachers.

In 1988 and 1992 the Legislature and the Governor enacted laws that strengthened the professional character of the Commission, and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. As a result of these reform laws (Senate Bills 148 and 1422, Bergeson), a majority of the Commission members are professional educators, and the agency is responsible for establishing acceptable levels of quality in teacher preparation and acceptable levels of competence in beginning teachers. To implement the reform statutes, the Commission is developing new standards and other policies collaboratively with representatives of postsecondary institutions and statewide leaders of the education profession.

To ensure that future teachers of physical education have the finest possible preparation, the Commission decided to establish a panel of experts to review recent developments in physical education and to recommend new standards for the preparation of physical education teachers in California. The Commission's Executive Director invited colleges, universities, professional organizations, school districts, county offices of education and other state agencies to nominate distinguished professionals to serve on this panel. After receiving nearly 100 nominations, the Executive Director appointed the Physical Education Teacher Preparation and Assessment Advisory Panel (see page ii). These nineteen professionals were selected for their expertise in physical education, their effectiveness as teachers and professors of physical education, and their leadership in this professional field. The panel was also selected to represent the diversity of California educators, and included physical education teachers and curriculum specialists as well as university professors and administrators. The panel met on several occasions during 1991 and 1993 to discuss, draft and develop the standards in this handbook. The Commission is grateful to the panelists for their conscientious work in addressing many complex issues related to excellence in the subject matter preparation of physical education teachers.

The Physical Education Teaching Credential

The Single Subject Teaching Credential in Physical Education authorizes an individual to teach physical education classes in departmentalized settings. The holders of this credential may teach at any grade level, and may serve as physical education specialists in elementary schools, but the majority of departmentalized physical education classes occur in grades seven through twelve.

An applicant for a Single Subject Teaching Credential must demonstrate subject matter competence in one of two ways. The applicant may earn a passing score on a subject matter examination that has been adopted by the Commission. Alternatively, the prospective teacher may complete a subject matter preparation program that has been approved by the Commission (Education Code Sections 44280 and 44310). Regionally accredited colleges and universities that wish to offer subject matter programs for prospective teachers must submit those programs to the Commission for approval.

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Postsecondary institutions govern academic programs that lead to the award of degrees, including degrees in physical education. The Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in Physical Education. An applicant for a teaching credential must have earned a Bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in physical education may or may not fulfill the Commission's standards for subject matter preparation. Completing a subject matter program that satisfies the standards enables a candidate to qualify for the Single Subject Credential in Physical Education.

The Commission asked the Physical Education Teacher Preparation and Assessment Advisory Panel to create new standards of program quality and effectiveness that could be used to review and approve subject matter preparation programs. The Commission requested the development of standards to emphasize the knowledge, skills and perspectives that teachers must have learned in order to be effective in teaching the subjects that are most commonly included in physical education courses in the schools.

Standards of Program Quality and Effectiveness

In recent years the Commission has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. In initiating these reforms, the Commission embraced the following principles and premises regarding the governance of educator preparation programs. The Commission asked the Physical Education Teacher Preparation and Assessment Advisory Panel to apply these general principles to the task of creating standards for subject matter programs in physical education.

- (1) *The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.* Program quality may depend on the presence or absence of specified features of programs, so some standards require the presence or absence of these features. It is more common, however, for the quality of educational programs to depend on *how well* the program's features have been designed and implemented in practice. For this reason, most of the Commission's program standards define levels of quality in program features.

- (2) *There are many ways in which teacher preparation programs can be excellent.* Different programs are planned and implemented differently, and are acceptable if they are planned and implemented well. The Commission's standards are intended to differentiate between good and poor programs. The standards should not require all programs to be alike, except in their quality, which assumes different forms in different environments.
- (3) *The curriculum of teacher education plays a central role in a program's quality.* The Commission adopts curriculum standards that attend to the most significant aspects of knowledge and competence. The curriculum standards should not prescribe particular configurations of courses, or particular ways of organizing content in courses, unless the professionals on an advisory panel determine that such configurations are essential for a good curriculum. Similarly, curriculum standards should not assign unit values to particular domains of study unless there is a professional consensus that it is essential for the Commission's standards to do so. In Part 2 of this handbook, Standards 1 through 12 are curriculum standards for physical education teacher preparation programs.
- (4) *Teacher education programs should prepare candidates to teach the public school curriculum effectively.* The Commission asked the Advisory Panel to examine and discuss the *California State Framework in Physical Education: Kindergarten through Grade 12*, as well as other state curriculum policies in physical education. The major themes and emphases of subject matter programs for teachers of physical education must be congruent with the major strands and goals of the school curriculum. It is also important for future teachers to be in a position to *improve* the physical education curriculum based on their knowledge of new developments in the scholarly disciplines, and in response to changes in student populations and community needs. However, it is essential that the Commission's standards emphasize the physical education skills, content and activities that are most commonly taught in public schools.
- (5) In California's public schools, *the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.* This preparation must begin early in the collegiate experience of prospective teachers. The Commission expects subject matter preparation programs to contribute to this preparation, and asked the Physical Education Panel to recommend an appropriate program standard. The panel concurred with this request and drafted Standard 8 in Part 2 of this handbook.
- (6) *The curriculum of a teacher education program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission policies.* These components of teacher preparation contribute significantly to its quality; they make the program more than a collection of courses. The Commission asked the Physical Education Advisory Panel to include standards related to (a) the philosophy and purpose of physical education teacher preparation and (b) significant, non-curricular components of teacher preparation, to complement the curriculum standards. Standards 1 and 13 through 16 are consistent with these policies of the Commission.

- (7) *The Commission is concerned about the high level of attrition among beginning teachers, and has successfully sponsored legislation to improve the conditions in which new teachers work.* Early, reality-based career exploration is also needed, to ensure that credential candidates are aware of the challenges of teaching before they invest heavily in professional preparation. The Commission considers subject matter preparation programs to be occasions when students should explore the realities of teaching children and adolescents in schools. The advisory panel agreed, and developed Standard 12 in this handbook.
- (8) *The assessment of each student's attainments in a teacher education program is a significant responsibility of the institution that offers the program.* This assessment should go beyond a review of transcripts to verify that acceptable grades have been earned in required and elective courses. The specific form, content and methodology of the assessment should be determined by the institution. In each credential category, the Commission's standards attend to the overall quality of institutional assessment of students in programs. Physical Education Standard 15 is consistent with this policy of the Commission.
- (9) *The Commission's standards of program quality allow quality to assume different forms in different environments.* The standards should define *how well* programs must be designed and implemented; they should not define specifically and precisely *how* programs should be designed or implemented.
- (10) *The Commission's standards of program quality are roughly equivalent with each other in breadth and importance.* Each standard is accompanied by a rationale that states briefly why the standard is important to the quality of teacher education. The standards are written in clear, plain terms that are widely understood. The handbook includes only three technical terms, which are defined on page 14.
- (11) *The Commission assists in the interpretation of the standards by identifying the important factors that should be considered when a program's quality is judged.* The Commission's adopted standards of program quality are mandatory; each program must satisfy each standard. "Factors to Consider" are not mandatory in the same sense, however. These factors suggest the types of questions that program reviewers ask, and the types of evidence they assemble and consider, when they judge whether a standard is met. Factors to Consider are not "mini-standards" that programs must "meet." The Commission expects program reviewers in physical education to weigh the strengths and weaknesses of a program when they determine whether the program meets a standard. The Commission does not expect every program to be excellent in relation to every factor that could be considered.
- (12) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.* Neither the Commission nor its professional staff make these judgments without relying on physical education experts who are trained in program review and evaluation. The review process is designed to ensure that subject matter programs fulfill the Commission's standards initially and over the course of time.

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators, and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

Analysis and Adoption of the Physical Education Program Standards

Over the course of two years, the Physical Education Teacher Preparation and Assessment Advisory Panel drafted the program quality standards and a set of preconditions for program approval. Meeting in public, the Commission then reviewed the draft standards and preconditions, as well as a draft plan for implementing the standards. The Commission distributed the draft standards, preconditions and implementation plan to physical education specialists throughout California, with a request for comments and suggestions. The draft policies were forwarded to:

- Academic administrators of California colleges and universities;
- Chairpersons of physical education departments in colleges and universities;
- Deans of education in California colleges and universities;
- Presidents of professional associations of physical education teachers;
- Superintendents of county offices of education in California;
- Superintendents of school districts in California; and
- Physical education teachers and specialists who asked for the draft document.

The Commission asked county and district superintendents to forward the draft policies to physical education teachers and curriculum specialists for their comments.

After allowing a period for public comments, the Commission's professional staff compiled the responses to each standard and precondition, as well as comments about the implementation plan, which were reviewed thoroughly by the Advisory Panel. The panel exercised its discretion in responding to the suggestions, and made several significant changes in the draft standards and preconditions. On March 3, 1994, the Advisory Panel presented the completed standards, preconditions and implementation plan to the Commission, which adopted them on March 4, 1994.

New Performance Assessment Implemented in Physical Education

Since 1970, many applicants have qualified for the Single Subject Credential in Physical Education by passing a standardized exam that was adopted by the Commission: the National Teachers Examination in Physical Education. These prospective teachers of physical education qualified for credentials without completing programs of subject matter study that were approved by the Commission. In 1987 the Commission completed an exhaustive study of the validity of the National Teacher Examination in Physical Education. Based on the results of this research, the Commission asked the Physical Education Teacher Preparation and Assessment Advisory Panel to develop new specifications for assessing the subject matter competence of future teachers of physical education.

The Commission asked the Advisory Panel to design a subject matter assessment that would be as parallel and equivalent as possible with the new subject matter program standards in this handbook. The panel developed specifications and model questions for a new exam that assesses the ability to analyze videotaped performances and write about significant issues in physical education. The Commission disseminated the panel's draft specifications to several hundred physical education teachers, professors and curriculum specialists throughout California. Following an extensive review of the draft specifications, the panel made several revisions and the completed specifications were adopted by the Commission.

The Commission awarded a contract to Educational Testing Service (ETS) to develop a new Content Area Performance Assessment in Physical Education that would match the Advisory Panel's specifications. On four occasions this new assessment was pilot-tested and field-tested throughout California. Following each test, the panel examined the participants' responses and revised the assessment questions. The panel also developed detailed criteria for scoring candidates' responses, which were also field-tested in practice. In March, 1992, the Commission adopted a plan for implementing the Content Area Performance Assessment (CAPA) in Physical Education, and in July, 1992, the Commission adopted a passing standard on this new assessment. After the first administration of the new assessment, the Commission re-examined its passing standard in terms of its impact on examinees.

Since November, 1992, candidates who seek to qualify for the Single Subject Credential in Physical Education by examination have been required to pass the National Teacher Examination in Physical Education *plus* the new two-hour assessment in which they analyze videotaped performances and write about critical issues in physical education. Meanwhile, the Advisory Panel also completed additional specifications for a new multiple-choice examination of knowledge of physical education. In October, 1994, the Commission invited leading test-development firms to submit proposals for a new exam to replace the National Teacher Examination in Physical Education. The Commission intends to implement this new exam beginning in November, 1995, when candidates who seek to qualify for credentials by examination will be required to pass it and the CAPA in Physical Education.

The Commission's new specifications for the assessment of subject matter knowledge and competence are included in this handbook (pp. 43-46) to serve as a resource in the design and evaluation of subject matter programs for future teachers of physical education.

Standards for Professional Teacher Preparation Programs

The effectiveness of physical education in California schools does not depend entirely on the subject matter preparation of physical education teachers. Another critical factor is the teacher's ability to *teach* physical education. To address the *pedagogical* knowledge and effectiveness of physical education teachers, the Commission adopted and implemented *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs*. These thirty-two standards define levels of quality and effectiveness that the Commission expects of pedagogical preparation programs that prospective teachers of physical education are required to complete in schools of education. These standards originated in Commission-sponsored research as well as the published literature on teacher education and teacher effectiveness. Approximately 1,500 educators from all levels of public and private education participated in developing the standards during a two-year period of dialogue and advice. The standards are now the basis for determining the status of professional preparation programs for Single Subject Teaching Credentials in California colleges and universities. The Commission also adopted special standards for future teachers who intend to teach K-12 students with limited English skills. The standards in this handbook have been prepared for subject matter programs, and are designed to complement the existing standards for pedagogical preparation programs.

Subject Matter Standards for Prospective Elementary School Teachers

In the curriculum of physical education, elementary teachers are expected to establish foundations of knowledge, skills and attitudes that young students need in order to succeed in more advanced classes in secondary schools. To address the preparation of future classroom teachers in elementary schools, the Commission appointed an advisory panel to develop new *Standards of Program Quality for the Subject Matter Preparation of Elementary Teachers*. Following a thorough process of research, development, dialogue and consultation, the Commission adopted these standards, which relate to (1) the broad range of subjects (including physical education) that elementary teachers must learn, and (2) the essential features and qualities of programs offered in liberal arts departments. The Commission appointed and trained two professional review panels, which have examined 72 subject matter programs for prospective elementary teachers, and have recommended 62 of these programs for approval by the Commission. As a result of this reform initiative, approximately 25,000 prospective elementary teachers are now enrolled in undergraduate programs that meet high standards of quality for subject matter preparation across a broad range of disciplines, including physical education.

Overview of the Physical Education Standards Handbook

This introduction to the handbook concludes with a statement by the Physical Education Advisory Panel regarding the nature of physical education and the preparation of physical education teachers. Then Part 2 of the handbook includes (1) the sixteen basic standards for physical education, (2) four additional standards for a concentration in dance, and (3) the Advisory Panel's *Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of Physical Education*. Finally, Part 3 of the handbook provides information about implementation of the new standards in California colleges and universities.

Contributions of the Physical Education Advisory Panel

The Commission on Teacher Credentialing is indebted to the Physical Education Teacher Preparation and Assessment Advisory Panel for the successful creation of *Standards of Program Quality and Effectiveness for the Subject Matter Preparation of Physical Education Teachers*. The Commission believes strongly that the panel's standards will improve the teaching and learning of physical education in public schools.

Request for Assistance from Handbook Users

The Commission periodically reviews its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments about the standards and information in this handbook, which should be addressed to:

Commission on Teacher Credentialing
Professional Services Division
1812 Ninth Street
Sacramento, California 95814-7000

Physical Education and the Preparation of Physical Education Teachers: Introduction by the Advisory Panel ¹

Physical education is a unique discipline that teaches through movement and is concerned with the physiological, psychological and social consequences of movement. It is also a dynamic discipline. In the second half of the 20th Century, physical education programs have responded to the changing needs of individuals, to changes in society, and to changes in knowledge resulting from scientific research. Curricular emphases have broadened from a focus on competition and team sports to greater attention to individual needs, to the promotion of lifetime participation in physical activity, and to the development of fitness and wellness. Today's programs emphasize cooperative learning and problem solving to enable individuals to integrate the mental, social and physical components of activities. In the 1960s, health related individual physical fitness, including aerobic capacity, became the emphasis; in the 1970s outdoor education and lifetime learning were the focus; and in the 1980s individualized activity programs using problem solving were central. In 1990, the National Association for Sport and Physical Education (NASPE) defined a physically educated person as one who:

- has learned the skills necessary to perform a variety of physical activities;
- does participate regularly in physical activity;
- is physically fit;
- knows the implications and benefits of involvement in physical activities; and
- values physical activity and its contributions to a healthful lifestyle.

These changes reflect the evolving nature of the discipline of physical education and demonstrate how curriculum decisions reflect the current social and educational needs of the American population.

Contributions of Physical Education

The Individual Child. Physical education can significantly contribute to every student on many levels. Possibly the most important contribution physical education should make to individual growth is the enhancement of psychological well-being. A quality physical education program fosters positive self-esteem and self-acceptance. The program should provide students with the opportunity to develop a realistic self-image and to accept and value individual differences. One's sense of self improves through the joy and satisfaction that accompany successful movement experiences. Physical activity contributes to people's physiological health. Physical education also enhances children's cognitive effectiveness. There is a positive correlation between motor development and cognitive maturation; the proverbial split between mind and body does not exist. Physical education addresses the whole person.

¹ The Physical Education Advisory Panel would like to express its appreciation to Judy Alter for her assistance in developing this introduction to the standards.

Education. Physical education, through its integration of the cognitive, psychomotor, and affective domains of learning, can influence learning in other academic areas. Physical education classes can provide a laboratory in which to apply concepts from other subjects areas such as social studies, psychology, physics, mathematics, biology, chemistry, literature, and theatre. This special integrative function of physical education works not only at the individual level, but also on a larger curricular level.

Society. Physical education requires immediate and ongoing social interaction and cooperation, which can help students cope with challenges in and out of school. Physical education classes offer opportunities for students to practice cooperating and competing with each other and, thereby, they can learn how to function in a variety of situations and to respond appropriately to individual differences. With its emphasis on cooperative learning, physical education can assist individuals in thinking creatively and solving problems.

As California becomes a diverse multicultural society, as more students with special needs are mainstreamed into regular physical education classes, and as gender based stereotypes are diminished, greater awareness and emphasis must be given to understanding and meeting the educational needs of these heterogeneous populations. The physical education curriculum meets the needs of the changing population with greater sensitivity to activity choices. Quality physical education programs promote and contribute to positive social interaction among persons with diverse and unique backgrounds.

Impact of Technology. In addition to demographic changes in our society, technological innovations such as computers, portable video equipment and video disks provide valuable tools for teaching physical education. These same technological advances, however, generate developments in society that present tremendous challenges to physical educators who must counteract the trend that children today have fewer opportunities for physically-active leisure pursuits. In addition, technological advances alter and may restrict social interaction. Human beings require physical activity and social interaction for healthy personal development. Physical education plays an essential role in combating the isolation of television viewing, and helps counter the stress and fear children experience from exposure to increased crime, poverty, and drugs in society.

Directions for Future Program Change

Balanced Programs. Physical education should no longer be perceived as only sports and games. Instead, it should address the lifelong development of the individual. Since enjoyment of the process of movement is the primary motivation that enables individuals to become successful and committed to an activity, skill development should occur in an atmosphere that promotes pleasure from and understanding of movement forms.

According to the *Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve* (1994), three goals of physical education are generally agreed upon by physical educators.

(1) Movement Skills and Movement Knowledge

Disciplines: Motor Learning, Biomechanics, and Exercise Physiology and Health-Related Physical Fitness

Goal. Students develop effective motor skills and understand the fundamentals of movement by practicing and analyzing purposeful movement.

(2) Self-Image and Personal Development

Disciplines: Human Growth and Development, Psychology, and Aesthetics

Goal. Students develop and maintain a positive self-image and strive to become the best that they can be through planned physical activities.

(3) Social Development

Disciplines: Sociology, and Historical Perspectives

Goal. Students develop appropriate social behaviors by working independently and with others during planned physical activities.

These three goals are interrelated; although one goal may be emphasized over others in response to the needs of students and community members, all are important and should be incorporated into excellent physical education programs.

Active Lifestyles. The scope of a physical education program must include the teaching of skills, knowledge, development of attitudes, and the reinforcement of behaviors that enable students to make appropriate decisions for healthy lifestyles.

The Surgeon General identified, as a national goal for the year 2000, the significant improvement of the health of our nation's people by promoting more active lifestyles. The Surgeon General's report *Healthy People 2000* (1990), emphasizes the importance of engaging in active and healthy lifestyles. An effective physical education program can provide experiences to aid in attaining this goal by giving students the knowledge, motivation and skills to pursue a wellness-enhancing lifestyle characterized by appropriate activity choices.

Fun and Enjoyment. To promote fun and enjoyment instead of emphasizing only skill development, physical educators need to emphasize pleasure from and understanding of movement forms. Enjoyment of the process of movement is the primary motivation which enables individuals to become successful and committed to an activity.

Pupil Progress. Physical education is not only a grade achieved or a graduation requirement fulfilled. A variety of evaluation and assessment procedures need to be coordinated with the goals and objectives of physical education; and performance standards need to be established. Grading systems need to become a positive learning experience for the individual. Results of individual progress need to be interpreted at regular intervals to students, parents, and the community.

Relationship to Other Disciplines

Physical Education as it Relates to Health. Components of personal health which can be appropriately addressed by professional physical educators include the assessment, development, and maintenance of: cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition. The relationship of the physical education program to the health program is that of a laboratory in which to analyze the particular impact of movement choices as selected aspects of one's overall well-being.

While the physical education program complements a quality health program, there are discrete areas covered in health education which are not included in the preparation of physical educators, for example: diseases, family life education, peer interactive skills for drug and alcohol abuse prevention. Likewise, this document focuses on the discreet areas of physical education which are focused on the selection of appropriate activities to produce a realistic level of fitness to enhance the quality of one's life.

Physical Education and Dance. The relationship of physical education and dance has been one of sharing: the commonalties of movement concepts and forms; the concepts of health and fitness; and the study of kinesthetic principles and body mechanics.

Historically, physical education has supported dance in schools as a physical activity limited to dance styles, such as folk, social, and square dance. Physical educators recognize that dance is not simple physical activity, and that it has certain characteristics of the arts such as music, drama, and visual arts. Some of the qualities that dance shares with the arts are: creative expression; historical and cultural discovery; aesthetic perception; exploration of self; and the development of performance capability. Physical educators recognize the need for a more comprehensive curriculum for the preparation of prospective dance educators.

Physical Education as it Relates to Athletics. Developmentally appropriate physical education programs are designed for every student -- including the physically gifted as well as the physically disadvantaged. The intent is to provide students of all abilities and interests with a foundation of movement experiences that will eventually lead to active and healthy lifestyles. Athletic programs are essentially designed for gifted youngsters who are eager to specialize in one or more sports and refine their ability to compete with others of similar interests and abilities. Athletic competition may be one part of a healthy lifestyle, but not the only part. Therefore, while athletic programs may be important extensions of physical education, they should supplement, not supplant, the core physical education program. It is also important to remember that youth have a broad range of needs, abilities, and interests. It is inadequate to simply "water down" specialized sport programs and assume that they will be beneficial. Students need and learn from programs that are designed specifically with their needs and differences in mind.

Instructors Who Teach in this Program

Physical educators must enter the 21st Century with the understanding and knowledge needed to assist future generations to pursue excellence in their personal development. The preparation of future physical educators must include in-depth knowledge of skills in the fundamentals of movement, physical fitness, and wellness information; skills in sport and game activities and dance; and skills to meet the unique and individual requirements of students with special needs such as students who are developmentally challenged or who are pregnant.

Additionally, the future teacher of physical education must be prepared in methods of promoting self-esteem, encouraging interaction, developing creative and aesthetic expression, and identifying and solving problems. An essential quality of the physical educator is a commitment to the lifelong process of learning.

University curricula must evolve to provide physical education teachers with the skills and attitudes to meet the challenges of the 21st Century. University programs must necessarily be broad-based. Programs must include and emphasize the foundations of knowledge of physical education, and must expose prospective teachers to the possible specializations within this vast field. Students must understand that a college degree is only the first step in the process of deepening and developing their particular interests and strengths as they continue in the teaching profession.

The Advisory Panel respects the autonomy of each four-year institution to use its discretion to implement each of the standards. Revisions in college curricula may need to be addressed if the teacher preparation program is to meet the needs of current students and of society as a whole. A quality physical education preparation program will offer a wide variety of subjects in which students gain proficiency. Courses such as fundamentals of movement, creative movement, outdoor education, varied dance forms, aquatic training, alternative ways of meeting fitness needs, physical education for special populations, and new games need to be developed to meet the increasingly multifaceted needs of the school population in the 21st Century.

In addition to the evaluation and revision of curricula, university faculty should exemplify the highest standards of professionalism by demonstrating an enthusiasm for the discipline, modeling the best instructional practices, insuring gender equity, and pursuing healthy, physically active lifestyles. They should also be active members of professional organizations and involved with local school systems.

Recommended Areas of Concentration

The Advisory Panel recommends that all subject matter programs in physical education be required to respond to the sixteen Standards of Program Quality and Effectiveness on pages 15-31 of this draft document. The sixteen standards should be regarded as "core" qualities that characterize all programs for prospective physical education teachers. In addition, the panel recommends that institutions have the option to offer programs with particular "concentrations" in specialized areas. Physical education programs with a concentration in dance would respond to the four draft Standards of Program Quality for the Concentration in Dance (see pages 32-36) as well as the sixteen "core" standards.

Alternatively, institutions that would like to offer physical education programs with a concentration in elementary teaching or a concentration in middle level teaching would, in the course of responding to the "core" standards, show how the programs focus on teaching physical education among young children or early adolescent students.

In a subject matter program in physical education, a concentration would be designed to give more extensive attention to an important element within the discipline. In a program with a dance concentration, for example, the coursework and activities that are used to meet the sixteen "core" standards would, in most programs, draw examples from dance, and would focus on dance as the primary way to meet the standards. Also, students would complete coursework in all areas listed in Standard 5, but would take proportionately more work in dance. Their coursework would also be expected to meet the four Dance Standards on pages 32-35.

A program that concentrates on developing specialists for elementary classrooms would pay increased attention to elementary topics in meeting many of the sixteen core standards. To meet Standard 2, for example, such a program would emphasize the developmental needs of children and early adolescents. The program's response to Standard 3 might emphasize the biomechanical principles of running, striking, and throwing among children from five to twelve years old.

Beyond the areas of dance, elementary teaching, and middle level teaching, institutions should be permitted to propose *alternative concentrations* if they provide a rationale that describes the distinctive knowledge base and the need for each concentration. Interested institutions would also need to submit standards of program quality and factors to consider for the proposed concentrations. Following the establishment of an additional concentration by the Commission, interested institutions would be expected to respond to the adopted standards for that concentration.

The Advisory Panel recommends that the area of concentration be noted on a teacher's credential so that prospective employers would know of her or his specialized preparation. A Single Subject Credential in Physical Education with a Concentration in Dance would authorize departmentalized instruction in physical education classes because the program would meet the sixteen core standards in physical education. This credential would also authorize departmentalized instruction in dance classes because the teacher's preparation program would also meet the specialized standards that have been adopted for the Dance Concentration. Similarly, the Single Subject Credential in Physical Education would continue to authorize instruction in all grades, but a Credential with a Concentration in Elementary Education would reflect more focused preparation in topics and skills appropriate for elementary students.

State Perspectives

Recognizing the vital contribution physical education makes in the lives of our children, to their education, and to our society, the State of California has taken the following actions: (1) the California Department of Education (CDE) has added physical education to its Program Quality Review process; (2) health related fitness testing is administered by the California Assessment Program; (3) model curriculum standards have been developed and a framework for California physical education has been prepared; (4) In

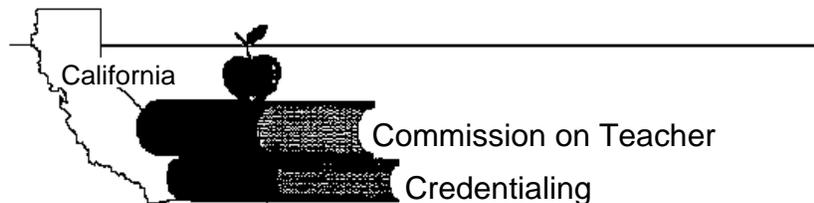
1986 the California Commission on Teacher Credentialing adopted standards for professional preparation for all multiple and single subject credentials, including physical education; (5) California statutes were revised in 1987 to require the study of physical education (based on legislation sponsored by CTC in cooperation with CAPHERD) in the subject matter preparation of all prospective elementary teachers; (6) the Healthy Kids/Healthy California initiative began to promote active, healthful life styles in California's youth; (7) the Commission on Teacher Credentialing has expanded and strengthened the Assessment of Subject Matter Competence that can be passed in lieu of an approved physical education program, and (8) the Commission is adopting new standards for the approval of subject matter preparation programs for all single subject credentials, including physical education.

This document presents the Proposed Standards for Single Subject Preparation in Physical Education. Coursework to meet the subject matter standards is commonly offered as part of the undergraduate degree program. Approved subject matter programs must be a minimum of 45 semester units or the quarter unit equivalent. In addition to completion of a subject matter program or demonstration of subject matter knowledge by examination, candidates for a credential must complete the equivalent of one academic year of professional preparation (pedagogy and field experience). Course work in the subject matter program should examine concepts, principals, theories and applications of physical education rather than teaching techniques and particular pedagogical strategies, which are included in professional preparation programs.

The Commission on Teacher Credentialing asked the Advisory Panel to develop standards for "state of the art" programs. The panelists have worked hard to fulfill this request, and to represent the "best thinking" in the profession of physical education. Members of the panel look forward to reviewing the written comments and responses of colleagues in physical education from throughout the State of California.

Part 2

Standards of Program Quality and Effectiveness in Physical Education



Definitions of Key Terms

Standard

A "standard" is a statement of program quality that must be fulfilled for initial or continued approval of a subject matter program by the Commission. In each standard, the Commission has described an acceptable level of quality in a significant aspect of physical education teacher preparation. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard by a review panel whose members (1) have expertise in physical education teacher preparation, (2) have been trained in the consistent application of the standards, and (3) submit a recommendation to the Commission regarding program approval.

The Commission's adopted Standards of Program Quality and Effectiveness for Subject Matter Programs in Physical Education begin on page 21 of this handbook. The Commission's authority to establish and implement the standards derives from Section 44259 (b) (5) of the California Education Code.

Factors to Consider

"Factors to Consider" guide program review panels in judging the quality of a program in relation to a standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. The factors identify the dimensions of program quality that the Commission considers to be important. To enable a program review panel to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the review panel to consider all of the related quality factors in conjunction with each other. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution. For subject matter programs in physical education, the adopted Factors to Consider begin on page 21.

Precondition

A "precondition" is a requirement for initial and continued program approval that is based on California state laws or administrative regulations. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission determines whether a program complies with the adopted preconditions by reviewing a program proposal provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards. Preconditions for the approval of subject matter programs in physical education are on page 20. Details regarding the program review sequence are on pages 56-60.

Preconditions for the Approval of Subject Matter Programs in Physical Education

To be approved by the Commission, a Subject Matter Program in Physical Education must comply with the following preconditions. The Commission's statutory authority to establish and enforce the preconditions is based on Sections 44259 and 44310 through 44312 of the California Education Code.

- (1) Each Program of Subject Matter Preparation for the Single Subject Credential in Physical Education shall consist of at least 45 semester units or 68 quarter units of coursework in physical education and related subjects. Each program shall include coursework in the foundations of human movement as specified in Precondition 2, and additional coursework to provide experiences in (and applications of) movement concepts and forms, as specified in Precondition 3. Institutions may determine whether each program component consists of one or more distinct courses for each subject, or courses that offer integrated coverage of subjects.

- (2) The program shall include coursework in (or directly related to) the foundations of human movement as reflected in Standards 2, 3, 4, 6, and 7; which shall comprise at least 24 semester units (36 quarter units) of the program.

In addition to describing how a program meets each Standard of Program Quality in this handbook, the program document by an institution shall include a listing and description of all required and elective courses that constitute the foundations of human movement component of the program. Institutions shall have flexibility to define the foundations component in terms of specifically required coursework, or elective courses related to studies that fulfill Standards 2, 3, 4, 6, and 7.

- (3) Additional coursework in the program shall be designed to provide experiences in and applications of movement concepts and forms, as listed in Standard 5.

A program document by an institution shall include a listing and description of all required and elective courses that provide experiences in or applications of movement concepts and forms.

- (4) A subject matter program in physical education may, at the institution's discretion, include an area of concentration. This optional program component consists of coursework to give attention to elements within the area of concentration, which shall be in addition to the coursework required by Preconditions 1, 2 and 3. If a program is to include a concentration, the document shall include a listing and description of all required and elective courses that constitute the concentration.

Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook.

Standards of Program Quality and Effectiveness

Category I: Curriculum and Content of the Program

Standard 1: Program Philosophy and Purpose

The subject matter preparation program in physical education is based on an explicit statement of program philosophy that expresses its purpose, design and desired outcomes, and defines the institution's concept of a well-prepared teacher of physical education. The program philosophy, design and desired outcomes are appropriate for preparing students to teach physical education in California schools.

Rationale for Standard 1

To insure that a subject matter program is appropriate for prospective teachers, it must have an explicit statement of philosophy that expresses the institution's concept of a well-prepared teacher of the subject. This statement provides direction for program design and it assists the faculty in identifying program needs and emphases, developing course sequences and conducting program reviews. The philosophy statement also informs students of the basis for program design, and communicates the institution's aims to school districts, prospective faculty members and the public. The responsiveness of a program's philosophy, design and desired outcomes to the contemporary conditions of California schools are critical aspects of its quality.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program philosophy, design and desired outcomes are collectively developed by participating faculty; reflect an awareness of recent paradigms and research in the discipline of physical education; and are consistent with each other.
- The program philosophy is consistent with the major themes and emphases of the California State Curriculum Framework, other state curriculum documents, and nationally adopted guidelines for teaching physical education.
- The statement of program philosophy shows a clear awareness of the preparation that candidates need in order to teach physical education effectively among diverse students in California schools.
- Expected program outcomes for students are defined clearly so student assessments and program reviews can be aligned appropriately with the program's goals.
- The institution periodically reviews and reconsiders the program philosophy, design and intended outcomes in light of recent developments in the discipline, nationally accepted standards and recommendations, and the needs of public schools.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 2

Growth, Motor Development, and Motor Learning

The program provides instruction in, and study of, lifelong human developmental processes as these interact with and influence motor learning and performance.

Rationale for Standard 2

Knowledge of physical growth, motor development and motor learning is necessary to enable students to select appropriate, safe, and effective learning strategies and activities.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes:

- Study of individual difference variables such as agility, balance, flexibility, coordination, strength, and speed.
- Study of the components of perceptual-motor development such as visual, auditory, tactile and kinesthetic discrimination as they relate to skill acquisition and performance.
- Study of physical changes that occur with growth, development, and age; and their impact upon mechanical and physiological aspects of motor performance.
- Study of classical and current theories of motor learning as they relate to fundamental concepts underlying skill acquisition such as transfer, feedback, retention, practice, readiness, and observational learning.
- Study of motor task analysis as it relates to motor development, enabling students to select or design motor tasks that are appropriate to lifelong human development.
- Study of conditions that affect growth, motor development, and motor learning such as diseases; social, emotional and environmental factors; and physical disabilities.
- Study of physical changes experienced by pregnant students and the impact upon mechanical and physiological aspects of motor performance.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 3

The Science of Human Movement

The program requires preparation in the science of human movement, including the study of anatomy, physiology, kinesiology/biomechanics, exercise physiology, and health related fitness.

Rationale for Standard 3

Knowledge of the scientific bases of human motion is of fundamental importance to physical educators. To understand motion and to be effective in guiding others in physical activity, students must be knowledgeable about its physiological, anatomical, and neuromuscular systems. Knowledge of changes in these systems due to practice, development, and/or in response to exercise stress, and mechanics of safe and efficient motion is also essential. Students must be able to analyze motion according to biophysical principles and apply the knowledge with consideration for individual differences.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes:

- Study of the skeletal system, general organization of the nervous system, actions of muscles and major muscles groups, and of the interaction of these systems with each other and with the external environment in producing motion.
- Study of the basic kinematic and kinetic principles of motion, such as summation of forces of equilibrium, vectors and force-velocity relationships.
- Study and application of biomechanical principles to a broad range of movement activities.
- Study and application of movement analysis to movement patterns.
- Study of the components of wellness, such as nutrition, stress management, cardiovascular risk reduction, and physical fitness.
- Study of physical fitness testing, exercise prescription, and fitness programs, including the components of health related fitness.
- Study of the effects of factors such as gender, age, environment, pregnancy, and substance abuse on physical performance.
- Study of safety related topics such as the prevention and care of injuries, "cardiopulmonary resuscitation", and first aid.
- Study of the application of physiological principles to movement.
- Study of technologies appropriate for movement analysis and fitness training.
- Other qualities related to this standard that are identified by the institution.

Standard 4

The Sociology and Psychology of Human Movement

The program provides a broad range of experiences designed to enhance each student's awareness of the sociological and psychological aspects of human movement and the interrelationships among activities, individuals and society.

Rationale for Standard 4

Knowledge of the sociological and psychological aspects of movement activities is fundamental for the understanding of the development of the individual and of groups. The understanding establishes the basis for developing human potential and skills for effective social interaction.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes:

- Study of the relationship of movement to the development of individual identity such as self-awareness, self-esteem, self-discipline, self-expression, and body image.
- Study of contemporary theories such as attribution, social learning, competence, learned helplessness, and self efficacy as they relate to motivation in physical activities.
- Study of the relationship of movement to social interaction and the development of group member identity through activities such as initiative tasks, cooperative learning, problem solving, and trust building experiences.
- Study of the role of movement activities in society and the relationship of movement activities to social norms, values, and institutions.
- Study of economic and political issues surrounding various forms of movement activities.
- Knowledge of race, gender, age, ethnicity differences and exceptional needs in activity choices.
- Study of human movement activities as instruments of maintenance of traditional values and/or for examination and change of traditional values.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 5

Movement: Concepts and Forms

The program requires coursework that develops knowledge, skills and the ability to integrate and apply movement concepts in physical activities. The program provides appropriate experiences in movement forms, including, but not limited to:

- Aquatics;
- Combatives;
- Dance;
- Fitness Activities;
- Fundamental and Creative Movement Skills;
- Individual, Dual, and Team Sports and Games;
- Non-traditional Activities and Games;
- Outdoor Education Activities; and
- Tumbling and Gymnastics.

Rationale for Standard 5

Movement is a major avenue through which the conceptual bases of physical education are presented. In order to develop a balanced program, the future physical educator must be introduced to movement experiences that take place in different environments. They must have a well-rounded background in movement and fitness activities to apply the concepts and to create challenging tasks in a variety of movement forms.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes:

- Study of fundamental movement skills, such as basic locomotor and non-locomotor skills, movement patterns, manipulative skills, basic rhythmic movement, and elements (space, time, force).
- Study of creative movements such as exploration, improvisation and problem solving.
- Study of dance experiences such as modern, jazz, ballet, square, social, and dance from other cultures.
- Study of gymnastic movements, such as self-testing stunts, tumbling, floor exercise, and apparatus work.
- Study of aquatic skills such as water safety, swimming strokes, diving, synchronized swimming, and water games.

Standard 5

Factors to Consider (Continued)

- Study of individual sports such as archery, bowling, and golf.
- Study of dual sports such as fencing and racket sports.
- Study of team sports such as basketball, soccer, and volleyball.
- Study of global games and activities such as lacrosse, cricket, team handball, and activities from other cultures.
- Study of non-traditional games and activities which promote cooperative activities such as pickleball, global ball, disc activities, and beach ball.
- Study of outdoor education activities such as orienteering, outdoor survival skills, ropes, canoeing, hiking, and backpacking.
- Study of fitness activities in addition to the previously stated movement forms, such as aerobic conditioning, weight training, and stretching.
- Study of combatives, such as self-defense or wrestling.
- Study of other subjects related to this standard that are brought to the reviewers' attention by the institution.

Standard 6

Assessment and Evaluation Principles

The program includes instruction in assessment and evaluation principles that are appropriate for individuals with diverse backgrounds, varying abilities and special needs in physical education.

Rationale for Standard 6

To develop sound programs, physical educators must study a variety of assessment and evaluation principles. They must be able to ascertain whether individuals and programs reach the stated goals and to communicate the outcomes to others. They should be capable of selecting measurement tools based on sound research principles or developing appropriate alternative methods of evaluation.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes:

- Construction, rationale, and use of traditional, holistic, and alternative evaluation methods in physical education to measure physiological, motor, cognitive and affective development.
- Study and use of criteria used to assess the attainment of objectives.
- Study of descriptive statistics such as measures of central tendency and variability, standard scores, norms, and correlations.
- Study of test characteristics such as validity, reliability, and objectivity.
- Study and use of assessment techniques and tools appropriate for individuals with diverse backgrounds and special needs.
- Study and use of alternative types of evaluations such as norm referenced, criterion referenced, formative, and summative evaluations.
- Meaningful interpretation and communication of data to appropriate audiences, such as students, parents, and school board members.
- Use of technology in the assessment and evaluation process.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 7

Physical Education as a Profession

The program includes instruction in the philosophy and history of physical education, the status of physical education in contemporary society, and the role of the educator in promoting the profession. Coursework includes past and present philosophies of physical education and their impact on the goals, scope and components of physical education programs. The historical development of physical education, current issues that affect the discipline, and the responsibilities of educators as members of the profession are integral components of the curriculum.

Rationale for Standard 7

Understanding the role of physical education in contemporary society requires knowledge of its philosophical and historical development and enables students to begin to formulate a personal philosophy. Students need to understand that active involvement in local school settings, professional organizations, and in the legislative process is vital to continual professional growth and to the promotion of physical education.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes:

- Study of the relationship of philosophy to human movement.
- The application of current philosophies to the physical education curriculum.
- Study of the contributions of noteworthy physical educators of various backgrounds, races, ethnicities, genders, and national origins.
- Study of current programs and practices within a historical perspective.
- Examination of ethics and values of the professional physical educator.
- Study of current issues affecting physical education such as legislation, mandates, policies, and practices.
- Emphasis on benefits and responsibilities of being an active member in professional organizations.
- Emphasis on the importance of staying abreast of the current knowledge base of the discipline.
- Emphasis on the importance of being actively involved with other professional activities in the job setting.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 8

Diversity and Equity in the Program

The program provides multiple opportunities for students to understand and appreciate the role of human diversity in physical education, including cultural, ethnic, gender, age, socio-economic, and language diversity, and individuals with disabilities. The program promotes educational equity by utilizing instructional, advisement and curricular practices that offer equal access to program content and career options for all students.

Rationale for Standard 8

Students who attend California schools are increasingly diverse. From an ethical and intellectual standpoint, it is crucial to systematically include all groups of people in the continuing study of physical education. It is imperative that teachers understand the contributions of various groups to the development of this discipline. Prospective physical educators need to understand and develop sensitivity to the ways in which diverse groups affect and are affected by physical education. They must also be aware of barriers to participation and success, and must experience equitable practices of education during their preparation.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The program provides knowledge and enhances understanding and appreciation of the cultural dimensions and context of movement, dance, sports and games.
- Each student experiences the games, sports, dances and rituals of diverse cultural and ethnic groups within the United States and in other regions/nations.
- Students examine ways in which the historic development of physical education, athletics and dance have affected groups with diverse backgrounds and individuals with varying abilities.
- Coursework in the program fosters understanding, respect and appreciation of human differences, including cultural, ethnic, gender and individual variations.
- The program provides opportunities for students to learn and understand the role of physical education in promoting equity for diverse groups.
- Each student examines various legal mandates for equity in physical education, including Title IX, PL 94-142, and the concept and practice of affirmative action.
- The institution encourages diverse male and female students to enter and complete the subject matter program and to pursue careers in physical education.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 9

Integration of Concepts

The program includes integrative study of the major themes and concepts of the disciplines within physical education, and of the interrelationships that exist among physical education and other subject areas.

Rationale for Standard 9

In order to create positive learning environments and provide individuals the opportunities to achieve their fullest potential, the educator must integrate the developmental learning and behavioral theories with various principles of movement. Understanding the relationship of physical education to other subject areas provides the educator with a global view of the application of the subject.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes:

- Interpretation of anatomical, physiological, biomechanical, socio-cultural, psychological, and motor learning principles into a framework that can be applied to the facilitation of skill acquisition and performance.
- Opportunities to apply developmental information to appropriately designed learning activities.
- Study of appropriate developmental progressions within and between individual movement skills.
- Application of concepts and principles of learning as they apply to the analysis of observed individual differences during field experiences.
- Study of relationships between physical education and other disciplines such as the life, physical, and social sciences; health; mathematics and the performing arts.
- Other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 10

Physical Education Technology

In the program, students examine and use forms of technology that are appropriate for the study of physical education.

Rationale for Standard 10

New uses of technology are leading to significant changes in physical education. For California's schools to serve contemporary students effectively, teachers must be prepared in the discipline-based uses of technology. Prospective teachers of physical education should therefore consider and use new technologies while they learn the discipline they will teach.

Special Note

This standard does not require that students examine or practice the pedagogical uses of technology.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Computers and other technologies are used as effective means of communication and instruction, and assessment in the program.
- Students in the program use appropriate technological tools (such as video recording equipment, computer software applications, and fitness testing equipment) as they study about physical education.
- Students analyze, compare, and evaluate the roles of relevant technologies in physical education.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 11

Physical Education Teaching and Assessment

The program employs multiple strategies, activities and materials that are appropriate for effective instruction and assessment of learning and development in physical education; and that provide foundations for subsequent studies of teaching and assessment methods.

Rationale for Standard 11

An institution's use of varied teaching and assessment strategies accommodates alternative learning styles and enhances the accomplishments of students in a subject matter program. Prospective teachers of physical education are most likely to use a variety of pedagogical methods if they have encountered these alternatives while learning physical education. First-hand acquaintance with a variety of instructional and assessment strategies, activities and materials creates many possibilities for a prospective teacher's own pedagogical style, and establishes an essential foundation for the subsequent study and use of effective teaching methods in physical education.

Special Note

Physical education departments are expected to use their discretion in fulfilling this standard, which does not require the use of particular teaching or assessment methods in any given course.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Students in the program encounter a variety of appropriate strategies for teaching physical education effectively, such as collaborative learning groups, peer instruction, demonstrations, technology-based instruction, participation in activities and events, lectures, and discussions facilitated by students as well as instructors.
- Students in the program experience a variety of appropriate strategies for assessing student progress and accomplishments in physical education, such as critical evaluations of performances by groups and individuals, research exercises, technological record keeping, and oral interviews as well as written essays about motor learning and development.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 12

Field Experiences

Each program involves students in field experiences in public school physical education classes in kindergarten through grade twelve.

Rationale for Standard 12

Field experiences facilitate making collegiate instruction more meaningful. Student discussions following the field experiences promote a better understanding of the discipline of physical education. Early field experiences help students to determine whether teaching careers are suitable for them.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the program includes:

- A variety of observations and experiences in regular, modified, and adapted physical education classes, which include culturally diverse, at risk, and special need students.
- Guided observations and experiences at elementary, middle, and secondary schools that relate to coursework in the program.
- Student participation in analytical discussions that compare their field experiences with those of other students in the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Category II: Essential Features of Program Quality

Standard 13: Coordination of the Program

Each subject matter preparation program is coordinated effectively by one or more persons who are responsible for program planning, implementation and review.

Rationale for Standard 13

The accomplishments of students in a subject matter preparation program depend in part on the effective coordination of the program by responsible members of the institution's administrative staff and/or academic faculty. For students to become competent in the subjects they will teach, all aspects of their subject matter preparation must be planned thoughtfully, implemented conscientiously and reviewed periodically by designated individuals.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- There is effective communication and coordination among the academic program faculty; and between the faculty and local school personnel, local community colleges, and the professional education faculty.
- One or more persons are responsible for overseeing and assuring the effectiveness of student advisement and assessment in the program (refer to Standards 14 and 15), and of program review and development by the institution (refer to Standard 16).
- The institution ensures that faculty who teach courses in the physical education program have backgrounds of advanced study or professional experience and currency in the areas they teach.
- Sufficient time and resources are allocated for responsible faculty and/or staff members to coordinate all aspects of the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 14

Student Advisement and Support

A comprehensive and effective system of student advisement and support provides appropriate and timely program information and academic assistance to students and potential students, and gives attention to transfer students and members of groups that traditionally have been under-represented among teachers of physical education.

Rationale for Standard 14

To become competent in a discipline of study, students must be informed of the institution's expectations, options and requirements; must be advised of their own progress toward academic competence; and must receive information about sources of academic and personal assistance and counseling. Advisement and support of prospective teachers are critical to the effectiveness of subject matter preparation programs, particularly for transfer students and members of groups that traditionally have been under-represented in the discipline. In an academic environment that encourages learning and personal development, prospective teachers acquire a student-centered outlook toward education that is essential for their subsequent success in public schools.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Advisement and support in the program are provided by qualified individuals who are assigned those responsibilities, and who are available and attentive when the services are needed.
- Advisement services include information about course equivalencies, financial aid options, admission requirements in professional preparation programs, state certification requirements, field experience placements, and career opportunities.
- Information about subject matter program purposes, options and requirements is available to prospective students and distributed to enrolled students.
- The institution encourages students to consider careers in teaching, and attempts to identify and advise interested individuals in appropriate ways.
- The institution actively seeks to recruit and retain students who are members of groups that traditionally have been underrepresented in physical education.
- The institution collaborates with community colleges to articulate academic coursework and to facilitate the transfer of students into the subject matter program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 15

Assessment of Subject Matter Competence

The program uses multiple measures to assess the subject matter competence of each student formatively and summatively in relation to Standards 1 through 10. The scope and content of each student's assessment is congruent with the studies the student has completed in the program.

Rationale for Standard 15

An institution that offers content preparation for prospective teachers has a responsibility to verify their competence in the subject(s) to be taught. It is essential that the assessment in physical education use multiple measures, have formative and summative components, and be as comprehensive as Standards 1-10. Its content must be congruent with each student's foundational and application studies in the program (see Preconditions 2-3). Course grades and other course evaluations may be part of the summative assessment, but may not comprise it entirely.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- The assessment process examines each student's performance and health-related fitness in physical education, and includes student performances, projects and demonstrations in addition to written examinations based on criteria established by the institution.
- The assessment encompasses the content of Standards 1-10, and is congruent with each student's foundation coursework and application studies in the program (as defined by the institution in response to Preconditions 2 and 3).
- The assessment process is valid, reliable, equitable, and fair, and includes provisions for student appeals.
- The assessment scope, process and criteria are clearly delineated and made available to students.
- The institution makes and retains thorough records regarding each student's performance in the assessment.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 16

Program Review and Development

Each subject matter program has a comprehensive, ongoing system of review and development that involves faculty, students and appropriate public school personnel, including physical education teachers, and that leads to continuing improvements in the program.

Rationale for Standard 16

The continued quality and effectiveness of subject matter preparation depends on periodic reviews and improvements of the programs. Program development and improvement should be based in part on the results of systematic, ongoing reviews that are designed for this purpose. Reviews should be thorough, and should include multiple kinds of information from diverse sources.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which:

- Systematic and periodic reviews of the subject matter program reexamine its philosophy, purpose, design, curriculum and intended outcomes for students (consistent with Standard 1).
- Information is collected about the program's strengths, weaknesses, and needed improvements from participants in the program, including faculty, students, recent graduates, and employers of recent graduates, and from other appropriate public school personnel, including teachers of physical education.
- Program development and review involves consultation among departments that participate in the program (including the Education and Physical Education Departments) and includes a review of recommendations by elementary, secondary and community college educators.
- Program improvements are based on the results of periodic reviews, the implications of new developments in physical education, the identified needs of program students and school districts in the region, and recent physical education curriculum policies of the State.
- Assessments of students in the program (pursuant to Standard 15) are also reviewed and used for improving the philosophy, design, curriculum and/or outcome expectations of the program.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Concentration in Dance

An Optional Addition to the Subject Matter Preparation Program for the Single Subject Credential in Physical Education

Rationale for a Concentration in Dance

Dance has always existed in society as a ritual and a social and artistic outlet; that is, dance has these multiple functions. Therefore, the study of dance must include all of these functions, not just the study of social, folk and square (traditional) dance.

Historically, course requirements for dance teacher preparation within the field of physical education have been limited to the social function of dance at the introductory level. To adequately prepare dance teachers, their coursework must also include study of (1) the historical and cultural basis of the ritual and artistic functions of dance (Dance Heritage), and (2) the scientific basis of all three functions (Aesthetic Perception). Also needed is coursework that enhances and develops creative potential in students (Creative Expression) and their ability to appraise ritual, social and artistic dance (Aesthetic Valuing). This coursework will prepare future dance teachers to teach dance at any level of education, and will also fill the following important needs: (1) the need to develop dance classes that meet the fine arts requirements for high school graduation and the admissions requirements in fine arts for the University of California and California State University systems; and (2) the need to implement the dance curriculum outlined in the *Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve*, 1989. (Henceforth, the *Framework* will be referred to as the *VAPA Framework*).

The current state-mandated challenges to implement sequential education in all of the arts (Dance, Drama/Theatre, Music, and Visual Arts) require significant changes in the preparation of dance teachers. These changes must reflect a genuine commitment to cultural, historical, and artistic literacy in dance. The following standards for a Concentration in Dance provide necessary preparation for a dance teacher. To ensure literacy in dance, the Concentration must to satisfy four standards. The Concentration offers an opportunity to recognize dance as a discrete discipline, thus enabling dance to achieve its full potential in education.

The four standards for the proposed Concentration in Dance align with the four components of quality arts education outlined in the *VAPA Framework*:

- Component One: Aesthetic Perception
- Component Two: Creative Expression
- Component Three: Dance Heritage: Historical and Cultural
- Component Four: Aesthetic Valuing

Once the Commission approves a Subject Matter Program in Physical Education with a Concentration in Dance, graduates of the program receive Single Subject Credentials in Physical Education with a Concentration in Dance.

1 The Concentration in Dance was developed by Judy Alter (University of California, Los Angeles), Toni Marich (California State University, Dominguez Hills) and Judith Scalin (Loyola Marymount University). Jo Ness and Albirida Rose, members of the Physical Education Advisory Panel, also contributed.

Category III

Standards for a Concentration in Dance

Standard 17

Aesthetic Perception (Kinesthetic Perception)

The Dance Concentration includes required coursework that develops kinesthetic intelligence through the acquisition of dance movement awareness and proficiency.

Rationale for Standard 17

Kinesthetic intelligence is a necessary ability for the creation, composition, and performance of dance as a ritual, social, and artistic form. Future dance educators must participate in movement experiences that challenge their kinesthetic intelligence as they: (1) discover their own unique ways of moving; (2) understand the anatomic and physiological bases of movement; (3) develop their ability to compose dances and perform them; and (4) analyze a wide variety of dance forms. These dance teachers will be prepared to: (1) provide students with accurate information about the physical components of dance; (2) facilitate stimulating movement experiences which challenge the creative and performance abilities of students; (3) analyze and correct student performance; and (4) facilitate student movement discoveries.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the Concentration in Dance includes:

- Study of kinesiology, kinesthetic perception, and learning.
- Study of a wide variety of dance forms, such as modern dance, ballet, jazz, and ethnic/folk (traditional) dance.
- Study of the elements of movement: time, space, and force in relation to the many forms of dance.
- Other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 18

Creative Expression

The Dance Concentration includes required coursework that sparks each student's creative potential by cultivating acts of imagination, abstract thinking, spontaneity, risk taking, and creative problem finding and solving. These experiences are designed to increase the creative movement and communicative potential of each student's body and expand his or her personal world view.

Rationale for Standard 18

Creativity cannot be left to chance; it must be nurtured. As an art form, dance activates the imagination and provides opportunities for self-expression and creativity through dance composition. All aspects of dance composition honor each individual's vision of reality by providing problem finding and solving experiences for which no one correct answer exists. Additionally, it connects personal discovery to the Universal (spiritual), which provides new meanings for life that extends beyond the classroom.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the Concentration in Dance includes:

- Study of improvisation.
- Study of the elements of compositional forms in ritual, social, and artistic dance.
- Study of the craft of choreography.
- Study of music for dance.
- Study of dance performance.
- Study of the creative process.
- Study of the psychology of performance (i.e. imagery, arousal, mental relaxation, concentration, relaxation, etc.).
- Other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 19

Dance Heritage: Historical and Cultural

The Dance Concentration includes required coursework that develops knowledge of dance as it has been reflected in historical periods and world cultures. Students are encouraged to increase their understanding of human diversity as demonstrated in various types of dance.

Rationale for Standard 19

The study of dance as historical and cultural phenomena contributes to greater understanding of how human beings have distinguished themselves through the creation and use of kinesthetic symbols. This study further serves to increase awareness of the commonalities and differences among and between peoples in their use of movement symbols, thereby providing a useful context for experiencing, analyzing and understanding the many forms of contemporary dance. Additionally, through greater understanding of the origins of dance in other cultures, cultural biases diminish.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the Concentration in Dance includes:

- Study of how various cultures express themselves in dance terms from early to modern times.
- Study of the historical and cultural influences affecting artistic forms in dance.
- Study of how dance serves as a historical record of cultures.
- Study drama/theatre, music, and visual arts in relation to dance in history and culture.
- Study of physical education and how it relates to dance education.
- Other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 20

Aesthetic Valuing

The Dance Concentration includes required coursework that develops the ability to analyze various types of dance. The program includes instruction in appraising works of dance art based on knowledge, skills, and personal experiences related to creative movement, composition, and observation and analysis of movement in its cultural and historical contexts. Students also learn to appraise dances in a language that effectively communicates aesthetic understanding of one's own work and the work of others.

Rationale for Standard 20

Implied in the concept of aesthetic valuing is the understanding that works of art are conceived, executed, and enjoyed. Another dimension of aesthetic valuing is the development of highly educated and literate supporters of dance. A further outgrowth of this concept is access to lifelong enjoyment and informed appraising of the finest dance performances in ritual, social, and artistic settings.

Factors to Consider

When reviewers judge whether a program meets this standard, the Commission expects them to consider the extent to which the Concentration in Dance includes:

- Study of dance criticism and aesthetic criteria for all dance forms.
- Study of movement analysis.
- Study of ways of viewing dance; i.e. functional, aesthetic, formal, technical, etc.
- Study of languages for analyzing and describing dance.
- Study and knowledge of the process of appraising one's own dances and the works of others in all settings.
- Other factors related to this standard of quality that are brought to the attention of the team by the institution.

Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of Physical Education

**Physical Education Teacher Preparation and Assessment Advisory Panel
Commission on Teacher Credentialing
1994**

A student who seeks to earn the Single Subject Teaching Credential in Physical Education should have a basic knowledge of human growth, motor development, motor learning, the science of human movement, and movement concepts and forms. The student should also be able to evaluate physical performance, to design movement activities to meet instructional goals, and to explain their evaluations and designs based on the physical, biological and social sciences.

To verify that these expectations have been attained, the Commission has developed and adopted a standardized subject matter assessment in physical education, which consists of two sections: a two-hour knowledge examination and a two-hour performance assessment. For the two sections of this assessment, the Physical Education Teacher Preparation and Assessment Advisory Panel drafted the following specifications, which were analyzed and adopted by the Commission. The specifications identify and illustrate the content knowledge, skills and abilities that students should acquire and develop in a subject matter program for prospective teachers of physical education.

Section I: Knowledge of Physical Education

I. Growth, Motor Development, and Motor Learning (20% of Section I)

- A. Individual difference variables such as agility, balance, flexibility, coordination, strength, and speed.
- B. Components of perceptual-motor development such as visual, auditory, tactile and kinesthetic discrimination as they relate to skill acquisition and performance.
- C. Physical changes that occur with growth, development, and age; and their impact upon mechanical and physiological aspects of motor performance.
- D. Classical and current theories and models of motor learning as they relate to fundamental concepts underlying skill acquisition such as transfer, feedback, retention, practice, readiness, and observational learning.
- E. Motor task analysis as it relates to motor development, enabling students to select or design motor tasks that are appropriate to lifelong human development.
- F. Conditions that affect growth, motor development, and motor learning such as diseases; social, emotional and environmental factors; and physical disabilities.

II. The Science of Human Movement (30%)

- A. The skeletal system, general organization of the nervous system, actions of muscles and major muscles groups, and of the interaction of these systems with each other and with the external environment in producing motion.
- B. Basic kinematic and kinetic principles of motion, such as summation of forces of equilibrium, factors and force-velocity relationships.
- C. Application of biomechanical principles to a broad range of movement activities.
- D. Application of movement analysis to movement patterns.
- E. Acute and chronic effects of exercise on the systems of the body (pulmonary, cardiovascular, muscular, skeletal, neural, and endocrine) and energy systems utilized during exercise.
- F. Components of wellness, such as nutrition, stress management, cardiovascular risk reduction, and physical fitness.
- G. Physical fitness testing, exercise prescription, and fitness programs, including components of health related fitness.
- H. Effects of factors such as gender, age, environment, and substance abuse on physical performance.
- I. Safety related topics such as the prevention and care of injuries, "cardiopulmonary resuscitation," and first aid.
- J. Application of physiological principles to movement, e.g. overload, specificity, reversibility.

III. The Sociology and Psychology of Human Movement (10%)

- A. Relationship of movement to the development of individual identity such as self-awareness, self-esteem, self-discipline, self-expression, and body image.
- B. Contemporary theories such as attribution, social learning, competence, learned helplessness, and self efficacy as they relate to motivation in physical activities.
- C. Relationship of movement to social interaction and the development of group member identity through activities such as initiative tasks, cooperative learning, problem solving, and trust building.
- D. Role of movement activities in society and the relationship of movement activities to social norms, values, and institutions.
- E. Gender, age, ethnicity differences and exceptional needs in activity choices.
- F. Human movement activities as instruments of maintenance of traditional values and/or for examination and change of traditional values.

IV. Movement: Concepts and Forms (25%)

- A. Fundamental movement skills, such as basic locomotor and non-locomotor skills, movement patterns, manipulative skills, basic rhythmic movement, and elements (space, time, force) of movement.
- B. Creative movement including exploration, improvisation and problem solving.
- C. Dance including modern, jazz, ballet, square, social, and dance from other cultures.
- D. Gymnastic movements, including self-testing stunts, tumbling, floor exercise, and apparatus work.
- E. Aquatic skills such as water safety, swimming strokes, diving, and water fitness activities and games.
- F. Individual, dual, and team sports.
- G. Fitness activities such as aerobic conditioning, weight training, and stretching.

V. Assessment and Evaluation Principles (6%)

- A. Evaluation methods in physical education to measure physiological, motor, cognitive and affective development.
- B. Basic statistical techniques and their applications in test construction and evaluation.
- C. Test characteristics such as validity, reliability, and objectivity.
- D. Assessment techniques and tools appropriate for individuals with diverse back-grounds and special needs.
- E. Alternative types of evaluations such as norm referenced, criterion referenced, formative, and summative evaluations.
- F. Meaningful interpretation and communication of data to appropriate audiences, such as students, parents, and school board members, e.g. central tendency and variability, standard scores, norms, and correlations.

VI. History and Philosophy of Physical Education (9%)

- A. Past and present philosophies of physical education and their impact on the goals, scope, and components of physical education programs.
- B. Historical development of physical education.
- C. Current issues that affect the discipline.
- D. Contributions of noteworthy physical educators of various backgrounds, races, ethnicities, genders, and national origins.

**Section II:
Content Area Performance Assessment (CAPA)
in Physical Education**

The second section of the standardized assessment of prospective teachers of physical education consists of four questions. Each question requires demonstration of one or more of the following abilities:

- The ability to evaluate and/or interpret the physical performances and characteristics of children and young adults based on videotaped demonstrations and printed descriptions.
- The ability to select and/or design movement activities to meet specified goals and/or the needs of specified groups of children and young adults.
- The ability to explain and justify such evaluations, interpretations, selections, and designs using appropriate information from the physical, biological and social sciences.

Questions focus chiefly on movement concepts and forms in the areas of:

Fitness activities
Fundamental and creative movement skills
Individual, dual, and team sports

Some questions also require knowledge of aquatics, dance, tumbling and gymnastics, combatives, outdoor education activities, and nontraditional activities and games.

Questions One and Two (one hour) are based on short videotapes of school-age children demonstrating movements in the above categories. The taped stimulus for each of these two questions are not more than two minutes in length, and they show two to six demonstrators performing the skills covered by the question. Examinees are asked to describe important features of the performances shown on the tape, and to describe ways in which they would communicate with the individual demonstrators about their performances with a view to helping them understand and improve the performances. Candidates see tapes for both questions at the beginning of the first hour of the test, and they see each tape four additional times during the hour.

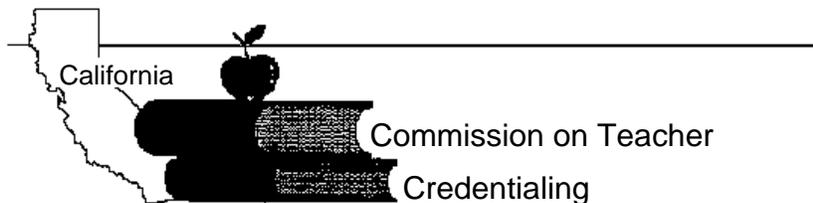
Question Three and Four (one hour) are presented without any videotape stimuli. Questions in this second hour of the assessment deal with health-related fitness, the ability to analyze movement forms in terms of the progression from introductory to advanced levels of skill performance, and the selection and description of movement activities that enable children to reach specified goals in physical education. Examinees are not expected to demonstrate knowledge of teaching methods in physical education, or of principles or methods of planning or organizing instruction. They are expected to demonstrate knowledge of the critical features of movement forms and how these features shape the design of activities intended to help children master these features.

In preparing questions for this examination, the Advisory Panel used several publications of the National Association for Sport and Physical Education, including those issued by the NASPE Outcomes Project on *The Physically Educated Person*.

Part 3

Implementation of

Physical Education Teaching Standards



Implementation of Program Quality Standards for Subject Matter Preparation in Physical Education

The Program Quality Standards for Subject Matter Preparation in Physical Education are part of a broad shift in the policies of the Commission on Teacher Credentialing related to the preparation of professional teachers and other educators in California colleges and universities. The Commission initiated this broad policy change to foster greater excellence in educator preparation, and to combine flexibility with accountability for institutions that educate prospective teachers. The success of this reform depends on the effective *implementation* of program quality standards for each credential.

Pages 49 through 52 of the handbook provide general information about the transition to program quality standards for all teaching credentials. Then the handbook offers detailed information about implementing the physical education standards (pp. 53-60).

Transition to Quality Standards for All Teaching Credentials

The Commission is gradually developing and implementing Standards of Program Quality and Effectiveness for all teaching credentials. The overall purpose of the standards is to provide the strongest possible assurance that future teachers will have the expertise and abilities they will need for their critically important roles and responsibilities. Among the most significant knowledge and abilities for teaching are those associated with the subjects of the school curriculum.

The Commission began to develop new standards for the subject matter preparation of teachers in 1986. That year the Commission appointed an expert advisory panel in elementary education, which developed *Standards of Program Quality for the Subject Matter Preparation of Elementary Teachers*. Following an extensive process of consultation with elementary educators, the Commission adopted the subject matter program standards for the Multiple Subject Teaching Credential. The standards have now been implemented in 62 colleges and universities, which offer a total of 72 programs.

In 1989, the Commission established expert subject matter advisory panels to develop standards for the subject matter preparation of prospective secondary teachers in English, mathematics, science and social science. The panels consisted of K-12 teachers of the subjects, public school curriculum specialists, university professors of the subjects, and other subject matter experts in California. Following extensive consultation with colleges, universities, professional organizations, and local and state education agencies, the Commission adopted the standards in 1992. In a similar manner, in 1991 the Commission established expert panels to develop subject matter standards in art, music, physical education, and languages other than English. These standards were adopted by the Commission in 1994.

In 1995, the Commission will appoint advisory panels to develop program standards in agriculture, business education, health education, home economics, and industrial technology education. Initial drafts of standards in these subjects will be distributed widely for discussion and comment before they are completed by the panels and adopted by the Commission.

Improvements in the Review of Subject Matter Programs

The last occasion when the Commission reviewed subject matter programs in physical education was 1983. There are relatively few similarities between the program guidelines and review procedures that were used in 1983, and the Commission's plan for implementing the new standards in this handbook. In reviewing programs according to the new standards, several major improvements are anticipated.

- (1) The *standards are much broader* than the prior guidelines for subject matter programs. The standards provide considerably *more flexibility to institutions*.
- (2) As a set, the standards are *more comprehensive* in addressing the *quality* of subject matter preparation. They provide a stronger assurance of excellent preparation.
- (3) The new Program Review Panels will conduct *more intensive reviews* that will focus on *program quality issues* rather than course titles and unit counts.
- (4) The new panels will have *more extensive training* because the standards require that they exercise more professional discretion about the *quality* of programs.
- (5) Institutional representatives will have opportunities to meet with the Review Panels to discuss questions about programs and standards. Improved communications should lead to better decisions about program quality.

Alignment of Program Standards and Performance Assessments

The Teacher Preparation and Licensing Act of 1970 established the requirement that candidates for teaching credentials verify their competence in the subjects they intend to teach. Candidates for teaching credentials may satisfy the subject matter requirement by completing approved subject matter programs or by passing subject matter assessments that have been adopted by the Commission. The Commission is concerned that the scope and content of the subject matter assessments be aligned and congruent with the program quality standards in each subject.

To achieve this alignment and congruence in physical education, the Commission asked the Physical Education Advisory Panel to develop subject matter assessment specifications that would be consistent in scope and content with the program quality standards in this handbook. Following extensive discussion and review by subject matter experts throughout the state, the Commission adopted a detailed set of *Specifications for the Assessment of Subject Matter Knowledge and Competence of Prospective Teachers of Physical Education*. These specifications, which are included in this handbook (pp. 43-46), now govern the assessment of subject matter competence among students who do not complete approved subject matter programs.

The Commission is pleased that the *Specifications* for subject matter assessments are as parallel as possible with the scope, content and rigor of the standards for subject matter programs. To strengthen the alignment between subject matter assessments and programs, college and university faculty and administrators are urged to examine the *Specifications* as a source of information about content that is important to include in subject matter programs for prospective teachers of physical education.

Validity and Authenticity of Subject Matter Assessments

The Commission is concerned that subject matter assessments of prospective teachers address the full range of knowledge, skills and abilities needed by teachers of each subject. For fifteen years the Commission relied on subject matter examinations that consisted entirely of multiple-choice questions. In 1987-88, the Commission evaluated fifteen of these subject matter exams comprehensively. More than 400 teachers, curriculum specialists and college faculty examined the specifications of these tests, as well as the actual test questions. The reviewers' aggregated judgments showed that (1) particular changes were needed in each multiple-choice test, and (2) each multiple-choice test should be supplemented by a *performance assessment* in the subject.

Since 1989, the Commission's subject matter advisory panels have created Content Area Performance Assessments (CAPAs) for each of ten Single Subject Credentials. The CAPAs consist of problems, questions and exercises to which examinees construct complex responses, instead of selecting an answer among four given answers. Examinees' responses are scored on the basis of specific criteria that were created by the advisory panels and are administered by subject specialists who are trained in the scoring process. Candidates for the ten Single Subject Credentials must pass a CAPA as well as a multiple-choice test of their subject matter knowledge, unless they complete an approved subject matter program. Meanwhile, for the Multiple Subject Credential, the Commission has developed and adopted a new exam (the MSAT) that consists of a Breadth of Knowledge Examination (2 hours) and a Content Skills Assessment (3 hours). By developing and adopting the CAPA and MSAT assessments, the Commission has committed itself to assessing the subject matter knowledge and competence of prospective teachers as validly and comprehensively as possible.

New Terminology for "Waiver Programs"

In 1970 the Legislature clearly regarded the successful passage of an adopted examination as the principal way to meet the subject matter requirement. However, the 1970 law also allowed candidates to complete Commission-approved subject matter programs to "waive" the examinations. Because of this terminology in the 1970 statute, subject matter programs have commonly been called *waiver programs* throughout the state.

In reality, the law established two alternative ways for prospective teachers to meet the subject matter requirement. An individual who completes an approved subject matter program is not required to pass the subject matter examination, and an individual who achieves a passing score on an adopted exam is not required to complete a subject matter program. Overall, the two options are used by approximately equal numbers of candidates for initial teaching credentials. Subject matter programs are completed by more than half of the candidates for Single Subject Credentials, but the adopted examination is the preferred route for more than half of all Multiple Subject Credential candidates.

Because of the significant efforts of the Commission and its expert advisory panels, subject matter programs and examinations are being made as parallel and equivalent to each other as possible. The term *waiver programs* does not accurately describe a group of programs that are alternatives to subject matter examinations. For this reason, the Commission uses the term *subject matter programs* instead of *waiver programs*, which is now out of date.

Ongoing Review and Approval of Subject Matter Programs

After the Commission approves subject matter programs on the basis of quality standards, the programs will be reviewed at six-year intervals, in approximately the same way as the Commission reviews professional preparation programs in California colleges and universities. Periodic reviews will be based on the Standards of Program Quality and Effectiveness. Like professional preparation programs, subject matter programs will be reviewed on-site by small teams of trained reviewers. Reviewers will obtain information about program quality from institutional documents and interviews with program faculty, administrators, students, and recent graduates. Prior to a review, the Commission will provide detailed information about the scope, methodology and potential benefits of the review, as well as other implications for the institution.

Review and Improvement of Subject Matter Standards

Beginning in 1997-98 the Commission will begin a cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in Physical Education* and other subjects. The standards will be reviewed and reconsidered in relation to changes in academic disciplines, school curricula, and the backgrounds and needs of California students (K-12). Reviews of program standards will be based on the advice of subject matter teachers, professors and curriculum specialists. Prior to each review, the Commission will invite interested individuals and organizations to participate in it. If the Commission modifies the physical education standards, an amended handbook will be forwarded to each institution with an approved program.

Physical Education Teacher Preparation: Timeline for Implementation of Standards

Dates	Steps in the Implementation of Standards
1994	The Commission adopts the Standards of Program Quality and Effectiveness that are on pages 21-42 of this handbook. The Preconditions on page 20 and this Implementation Timeline are also adopted. The Executive Director disseminates the handbook. The Commission's staff conducts regional workshops to answer questions, provide information, and assist colleges and universities.
May to July, 1995	The Commission selects, orients and trains a Program Review Panel in Physical Education. After July 1, 1995, these qualified content experts begin to review programs in relation to the standards.
July 1, 1995	Review and approval of programs under the new standards begins. No new subject matter programs in physical education will be reviewed in relation to the Commission's "old" guidelines of 1983.
1995-96	Institutions may submit programs for preliminary or formal review on or after July 1, 1995. Once a "new" program is approved, all students who were not previously enrolled in the "old" program (i.e., all new students) should enroll in the new program. Students may complete an old program if they enrolled in it either (1) prior to the commencement of the new program at their campus, or (2) prior to September 1, 1996, whichever occurs first.
September 1, 1996	"Old" programs that are based on the 1983 guidelines must be superseded by new approved programs. After September 1, 1996, no new students should enroll in an old program, even if a new program in physical education is not yet available at the institution.
1996-97 1997-98	The Commission continues to review program proposals based on the standards and preconditions in this handbook.
September 1, 1999	The final date for candidates to complete subject matter preparation programs that were approved under the 1983 guidelines. To qualify for credentials based on an "old" program, students must (1) have entered that program prior to either (a) the implementation of a new program at their institution, or (b) September 1, 1996, whichever occurred first, and they must (2) complete the old program by September 1, 1999. Students who do not do so may qualify for credentials by passing the Commission's adopted examinations.

Implementation Timeline: Implications for Prospective Teachers

Based on the implementation plan that has been adopted by the Commission (prior page), candidates for Single Subject Credentials in Physical Education who do not plan to pass the Commission-adopted subject matter examinations should enroll in subject matter programs that fulfill the standards in this handbook as early as feasible. After a “new” program begins at an institution, no students should enroll for the first time in an “old” program (i.e. one approved under the “old” guidelines).

Candidates who enrolled in programs that were approved on the basis of the “old” guidelines (“old” programs) may complete those programs provided that (1) they entered the old programs either before new programs were available at their institutions, or before September 1, 1996, whichever comes first, *and* (2) they complete the old programs before September 1, 1999.

Regardless of the date when new programs are implemented at an institution, no new students should enroll in an old program after September 1, 1996, even if a new program is not yet available at the institution. These students may qualify for Single Subject Teaching Credentials by passing the subject matter examinations that have been adopted for that purpose by the Commission.

Ordinarily, students are not formally “admitted” to a subject matter program on a specified date. Rather, students begin a subject matter program when they initially enroll in a course that is part of the program. Therefore, the timeline for implementing the standards will have the following effects on individual students.

- (1) Students who have completed one or more courses in an old subject matter program by September 1, 1996, may complete that program and be recommended for a credential provided that these students also complete all requirements for the subject matter program (not necessarily the credential) by September 1, 1999.
- (2) Students who have not completed any courses in an old program by September 1, 1996, should be advised that after that date they should not take courses that are a part of the old program (unless those courses are also a part of a new program). Instead, they should enroll in courses which are a part of the new program. In many cases, the two programs will have some courses in common.
- (3) It may be necessary for some students to enroll in “new program courses” prior to the approval of the new program. Institutions may recommend these students for Single Subject Teaching Credentials even if the students have completed part of a new program prior to Commission approval of that program.

Once the Commission approves a new subject matter program, students who have already taken courses that are part of that program may continue to take courses in the program and complete the program even though they started taking courses before the program was approved by the Commission. Because of the flexibility of this policy, institutions should not expect to see any change in the September 1, 1996, date for the implementation of subject matter programs under the standards in this handbook.

Implementation Timeline Diagram

July 1995

Colleges and universities may begin to present program proposals for review by the Commission's Subject Matter Program Review Panel.

1995-96

Once a program is approved under the standards, students who were not previously enrolled in the old program should enroll in the new program.

September 1, 1996

After this date, no new students should enroll in an old program, even if a new program in physical education is not yet available at the institution.

1996-97 and 1997-98

The Commission will continue to review program proposals. Prior to the approval of new programs, students may enroll in "new program courses" that meet the standards.

September 1, 1999

Final date for candidates to complete subject matter programs that were approved under the Commission's old guidelines (adopted in 1983).

Implementation Handbook: Review and Approval of Subject Matter Programs in Physical Education

A regionally accredited institution of postsecondary education that would like to offer (or continue to offer) a Program of Subject Matter Preparation for the Single Subject Credential in Physical Education may present a program proposal that responds to the standards and preconditions in this handbook. The submission of programs for review and approval is voluntary for colleges and universities; candidates can qualify for the Single Subject Credential by passing a standardized assessment of their knowledge and competence in physical education.

For a subject matter program in physical education to be approved by the Commission, it must satisfy the preconditions and standards in this handbook. If an institution would like to offer two or more distinct programs of subject matter preparation in physical education, a separate proposal should be forwarded to the Commission for each program. For example, one program in physical education might have a concentration in dance, while a second program at the same institution could be a program without a particular concentration.

The Commission is prepared to review subject matter program proposals beginning on July 1, 1995. Prior to that date, the Commission's professional staff is available to consult with institutional representatives, and to do preliminary reviews of draft proposals (see page 57 for details).

Initial Statement of Institutional Intent

To assist the Commission in planning and scheduling reviews of program proposals, each institution is asked to file a Statement of Intent at least four months prior to submitting a proposal. Having received a timely Statement of Intent, the Commission will make every effort to review a proposal expeditiously. In the absence of a timely statement, the review process will take longer.

The Statement of Intent should be signed by the individual with chief responsibility for academic programs at the institution. It should provide the following information:

- The subject for which approval is being requested (physical education).
- The contact person responsible for each program (include phone number).
- The expected date when students would initially “enroll” in each program.
- An indication as to whether or not the institution expects to submit a program for "informal" review (defined below).
- The date when each program will be submitted for formal review and approval.

If an institution plans to submit proposals for two or more programs in physical education, the Statement of Intent should include this essential information for each program, and should indicate whether or not the programs will have distinct emphases.

The Program Proposal Document

For each program, the institution should prepare a program proposal that includes a narrative response to each precondition and standard on pages 20-37. Please provide six (6) copies of each program document.

Preconditions. A narrative section of the proposal should explain how the program will meet each precondition on page 20. In responding to the preconditions, the document must show the title and unit value of each required and elective course in the foundation of human movement component of the program (Precondition 2), and the applications of movement concepts component (Precondition 3). The proposal must also include brief course (catalog) descriptions of all required and elective courses.

Standards. In the major part of the program document, the institution should respond to each Standard of Program Quality and Effectiveness on pages 21-37. It is important to respond to each element of a standard, but a lengthy, detailed description is not necessary. Examples of how particular elements of the standard are accomplished are particularly useful. An institution's program proposal should include syllabi of required and selected elective courses, along with other supporting documentation to serve as "back-up" information to substantiate the responses to particular standards.

Factors to Consider. A program proposal must show how the program will meet each standard. The purpose of Factors to Consider is to amplify specific aspects of standards, and to assist institutions in responding to all elements of a standard. The Commission considers the factors to be important aspects of program quality, but it is not essential that the document respond to every factor. The factors are *not* "mini-standards," and there is *no expectation* that a program must "meet" all the factors in order to fulfill a standard. (For added information about factors to consider, please see pages 6 and 19.)

Institutions are urged to *reflect on* the factors to consider, which may or may not be used as "organizers" or "headings" for responding to a standard. Institutions are also encouraged to describe all aspects of the program's quality, and not limit their responses to the adopted factors in this handbook. The quality of a proposal may be enhanced by information about "additional factors" that are related to the standards but do not coincide with any of the adopted factors.

Steps in the Review of Programs

The Commission is committed to conducting a program review process that is objective, authoritative and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process.

Preliminary Staff Review. Before submitting program proposals for formal review and approval, institutions are encouraged to request preliminary reviews of *draft* documents by the Commission's professional staff. The purpose of these reviews is to assist institutions in developing programs that are consistent with the intent and scope of the standards, and proposals that will be logical and clear to the external reviewers. Proposals may be submitted for preliminary staff review at any time; the optimum time is at least one month after submitting the Statement of Intent and at least two months prior to the expected date for submitting a completed document. Preliminary review is voluntary; its purpose is to assist institutions in preparing program proposals that can be reviewed most expeditiously in the formal review process.

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on state laws and regulations, and do not involve issues of program quality. If the staff determines that the program complies with the requirements of state laws and administrative regulations, the program is eligible for a quality review (based on the standards) by a panel of subject matter experts. If the program does not comply with the preconditions, the staff returns the proposal to the institution with specific information about the lack of compliance. Such a proposal may be resubmitted once the compliance issues have been resolved. In some circumstances, the staff may seek the advice of the Subject Matter Program Review Panel concerning the appropriateness of proposed coursework to meet a particular precondition.

Review of Program Quality Standards. Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's response to the standards is reviewed by a small Program Review Panel of subject matter experts. During the review process, there is an opportunity for institutional representatives to meet with the panel to answer questions or clarify issues that may arise. Prior to such a discussion, the panel will be asked to provide a preliminary written statement of the questions, issues or concerns to be discussed with the institutional representative(s).

If the Program Review Panel determines that a proposed program fulfills the standards, the Commission's staff recommends the program for approval by the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Program Review Panel determines that the program does not meet the standards, the document is returned to the institution with an explanation of the panel's findings. Specific reasons for the panel's decision are communicated to the institution. If the panel has substantive concerns about one or more aspects of program quality, representatives of the institution can obtain information and assistance from the Commission staff. With the staff's prior authorization, the college or university may also obtain information and assistance from one or more designated members of the panel. After changes have been made in the program, the proposal may be resubmitted to the Commission's staff for reconsideration by the panel.

If the Program Review Panel determines that minor or technical changes should be made in a program, the responsibility for reviewing the resubmitted proposal rests with the Commission's professional staff, which presents the *revised* program to the Commission for approval without further review by the panel.

Appeal of an Adverse Decision. An institution that would like to appeal a decision of the staff (regarding preconditions) or the Program Review Panel (regarding standards) may do so by submitting the appeal to the Executive Director of the Commission. The institution should include the following information in the appeal:

- The original program document, and the stated reasons of the Commission's staff or the review panel for not recommending approval of the program.
- A specific response by the institution to the initial denial, including a copy of the resubmitted document (if it has been resubmitted).
- A rationale for the appeal by the institution.

The Executive Director may deny the appeal, or appoint an independent review panel, or present the appeal directly to the Commission for consideration.

Responses to Six Common Standards

The Commission adopted six standards for programs in *all* single subject disciplines.

- Standard 1. Program Philosophy and Purpose.
- Standard 8. Diversity and Equity in the Program.
- Standard 13. Coordination of the Program.
- Standard 14. Student Advisement and Support.
- Standard 15. Assessment of Subject Matter Competence.
- Standard 16. Program Review and Development.

These six standards are referred to as “common standards” because they are essentially the same in all subject areas.

An institution’s program proposal in physical education should include subject-specific responses to Standards 1 and 8, along with subject-specific responses to the other curriculum standards in Category I (see pp. 21-33). An institution’s document in physical education *may* also include a unique response to Standards 13, 14, 15 and 16. Alternatively, the institution *may* submit a “generic response” to these common standards. In a generic response, the college should describe how subject matter programs in all subjects will meet the four standards. A generic response should include sufficient information to enable an interdisciplinary panel of reviewers to determine that the four common standards are met in each subject area. Once the institution’s generic response is approved, it would not be necessary to respond to the four standards in the institution’s program proposal in physical education, or in any other subject.

Selection, Composition and Training of Program Review Panels

Review panel members are selected because of their expertise in physical education, and their knowledge of physical education curriculum and instruction in the public schools of California. Reviewers are selected from institutions of higher education, school districts, county offices of education, organizations of physical education teachers and dance teachers, and other statewide professional organizations. Members are selected according to the Commission’s adopted policies that govern the selection of panels. Members of the Commission’s former Single Subject Waiver Panels and Subject Matter Advisory Panels may be selected to serve on Program Review Panels.

In Physical Education, each program proposal is reviewed by at least one professor of physical education, at least one secondary school teacher of physical education, and a third Review Panel member who is either another professor, or another teacher, or a curriculum specialist in physical education.

The Program Review Panel is trained by the Commission’s staff. Training includes:

- The purpose and function of subject matter preparation programs.
- The Commission’s legal responsibilities in program review and approval.
- The role of the review panel in making program determinations.
- The role of the Commission’s professional staff in assisting the panel.
- A thorough analysis and discussion of each standard and rationale.
- Alternative ways in which the standard could be met.
- An overview of review panel procedures.
- Simulated practice in reviewing programs.
- How to write program review panel reports.

The training also includes analysis of the Common Standards. The reviewers of physical education programs are trained specifically in the consistent application of the subject-specific standards in physical education.

Subject Matter Program Review Panel Procedures

The Subject Matter Program Review Panel meets periodically to review programs that have been submitted to the Commission during a given time period. Whenever possible, Review Panels in more than one subject meet at the same time and location. This enables institutional representatives to meet with reviewers in more than one subject area, if necessary.

Review Panel meetings usually take place over three days. Meetings typically adhere to the following general schedule:

- First Day - Review institutional responses to common standards. Preliminary discussion of responses to curriculum standards.
- Second Day - Thorough analysis of responses to curriculum standards. Prepare preliminary written findings for each program, and FAX these to institutions.
- Third Day - Meet with representatives of institutions to clarify program information, discuss preliminary findings and identify possible changes in programs. Prepare written reports that reflect the discussions with institutions.

Subject Matter Program Review Panel Reports

Normally, the Review Panel's written report is mailed to the institution within two weeks after the panel meeting. If the report is affirmative, the Commission's staff presents the report to the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Review Panel report indicates that the program does not meet the standards, specific reasons for the panel's decision are included in the report. The institution should first discuss such a report with the Commission's staff. One or more designated members of the panel may also be contacted, but only after such contacts are authorized by the staff.

If the report shows that minor or technical changes are needed in a program, the Review Panel gives responsibility for reviewing the re-submitted proposal to the staff.

Further Information and Communications Related to Standards, Programs and Program Reviews

Regional Workshops for Colleges and Universities

Following the publication of this handbook, the Commission will sponsor three regional workshops to assist institutions in understanding and implementing the new standards in physical education. The agenda for each workshop will include:

- Explanation of the intended meaning of the standards, according to a member of the Physical Education Teacher Preparation and Assessment Advisory Panel.
- Explanation of the Commission's implementation plan, and description of the program review process.
- Answers to specific questions about the standards, and examples presented by panel members and others who are experienced in implementing standards.
- Opportunities to discuss subject-specific questions in small groups.

All institutions that plan to submit program documents (or are considering this option) are welcome to participate in the workshops. Specific information about the workshop dates and locations is provided separately from this handbook.

Communications with the Commission's Staff and Program Review Panel

The Commission would like the program review process to be as helpful as possible to colleges and universities. Because a large number of institutions prepare teachers in California, representatives of an institution should first consult with the Commission's professional staff regarding programs that are in preparation or under review. The staff responds to all inquiries expeditiously and knowledgeably. Representatives of colleges and universities should contact members of a Subject Matter Program Review Panel only when they are authorized to do so by the Commission's staff. This restriction must be observed to ensure that membership on a panel is manageable for the reviewers. If an institution finds that needed information is not sufficiently available, please inform the designated staff consultant. If the problem is not corrected in a timely way, the Executive Director of the Commission on Teacher Credentialing should be contacted.

Request for Assistance from Handbook Users

The Commission welcomes comments about this handbook, which should be addressed to:

Commission on Teacher Credentialing
Professional Services Division
1812 Ninth Street
Sacramento, California 95814-7000