# Single Subject Content Area Pedagogies Course Matrix

**In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation (I, P, A) should link to a specific place in the syllabus within that course that demonstrates that this is occurring.**

**Institution Name**

**Program Coordinator Name**

**Program Coordinator Email**

| **Subject Specific Pedagogical Skills for Single Subject Teaching Assignments in:**  **Physical Education** | Course Title and Number1 | Course Title and Number2 | Course Title and Number3 | Course Title and Number4 | Course Title and Number5 | Course Title and Number6 | Course Title and Number7 | Course Title and Number8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Beginning Single Subject Physical Education teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards for physical education and applicable English Language Development Standards. |  |  |  |  |  |  |  |  |
| 1. They balance the focus of instruction between motor skills development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge of concepts related to physical fitness, and the psychological and sociological concepts related to physical activity. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers build content-rich instructional sequences that connect to prior learning and establish pathways to future learning in physical education and other academic disciplines. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers know how to establish the learning environment that includes a variety of strategies and structures for best meeting students' needs in learning the content of physical education. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers support students learning to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations that contribute to learning the content of physical education. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers also teach students to write argumentative and expository text in physical education, and they understand how to teach speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of physical education. |  |  |  |  |  |  |  |  |
| 1. They provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area. |  |  |  |  |  |  |  |  |
| 1. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers design instruction that supports the development of dispositions toward a healthy lifestyle, to think critically and analytically, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. |  |  |  |  |  |  |  |  |
| 1. Beginning teachers create class environments that support students' cultural and ethnic backgrounds, assure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and designing instruction to best meet students' needs in learning the content. |  |  |  |  |  |  |  |  |