

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

**A Handbook for
Teacher Educators
&
Program Reviewers**



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

**Created and Recommended by the
Physical Education Subject Matter Advisory Panel
(2003-2004)**



**Adopted and Implemented by the
California Commission on Teacher Credentialing
State of California
1900 Capitol Avenue
Sacramento, California 95814
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California Commission on Teacher Credentialing

Arnold Schwarzenegger, Governor
State of California

2004

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California Commission on Teacher Credentialing 2003-04

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Part 1: Introduction to Physical Education Teaching Standards

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

One of the purposes of education is to enable students to learn the important subjects of the school curriculum to further their professional goals and to function effectively in work, society and family life. Each year in California, thousands of 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 students learn to engage creatively in physical education and respond critically to physical education depends substantially on the preparation of their teachers in physical education and the teaching of physical education.

The Commission is the agency of California government that licenses teachers and other professionals who serve in the public schools. As the policy-making body that establishes and maintains standards for the education profession in the state, the Commission is concerned with the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of the education profession and the general public, one of the Commission's most important responsibilities is to establish and implement strong, effective standards of quality for the preparation and assessment of credential candidates.

California teacher candidates are required to demonstrate competence in the subject matter they will be authorized to teach. Candidates for the Single Subject Teaching Credential have two options available for satisfying this requirement. They can either complete a Commission-approved subject matter preparation program or they can pass the appropriate Commission-adopted subject matter examination(s) (Education Code Sections 44280 and 44310). Because they satisfy the same requirement, these two options are to be as aligned and congruent as possible.

The substance and relevance of the single subject matter program standards and the validity of examination specifications (subject matter requirements) is not permanent, however. The periodic reconsideration of subject matter program standards and the need for periodic validity studies are related directly to one of the Commission's fundamental missions to provide a strong assurance that teaching credentials issued by the Commission are awarded to individuals who have the knowledge, skills, and abilities that are needed in order to succeed in public school teaching positions in California. Best professional practice related to the program standards and the legal defensibility of the examination specifications require that the standards and specifications be periodically reviewed and rewritten, as job requirements and expectations change over time (Ed Code 44225i,j, 44257, 44288).

In the early 1990s, CCTC developed and adopted (a) standards for single subject matter preparation programs and, at the same time, (b) specifications for the single subject matter examinations. This work was based on the advice of subject matter advisory panels and data from validity studies and resulted in program standards and examination specifications (defining the subject matter competence requirement) that were valid and closely aligned with each other. Those standards and specifications were adopted by the Commission in 1992 and are still in use today. They are now being replaced by the newly adopted (2002) subject matter requirements and single subject matter standards.

Establishing high standards for teachers is based, in part, on three major pieces of legislation. In 1988, 1992 and 1998 the Legislature and the governor enacted legislation sponsored by the Commission that strengthened the professional role of the Commission and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. These reform laws were Senate Bills 148 (1988), 1422 (1992) Bergeson, and 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). As a result, the Commission has taken on new responsibilities for establishing high and acceptable levels of quality in teacher preparation and of competence among beginning teachers. To implement these three statutes, CCTC has developed new standards, subject matter requirements and other policies collaboratively with representatives of post-secondary institutions, teachers and administrators in public schools, and statewide leaders involved in public education.

The State Board of Education adopted academic content standards and/or frameworks for California K-12 students. These standards have direct implications for the subject matter competence requirement of prospective teachers. Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) addresses the need to require the Commission to ensure that subject matter program standards and examinations are aligned with the K-12 student content adopted by the State Board of Education.

The Commission appointed four panels in 2003 (art, languages other than English, music and physical education) to begin the second of three phases to meet the SB 2042 mandate for single subject matter programs. The third phase (agriculture, business, health, home economics, and industrial and technology education) brings all 13 subject matter areas for credentials into alignment with K-12 student content standards by 2005. The first phase of single subject matter (English, mathematics, science and social science) panels (2001, 2002) spent considerable time to ensure that the new subject matter standards were grounded in, and aligned with, the academic content standards for California K-12 students. The second phase of panels followed the same process for alignment.

Standards of Program Quality and Effectiveness

Over the past 15 years CCTC 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 adopted the following principles regarding the governance of educator preparation programs. The Commission asked the Single Subject Panels to apply these general principles to the creation of standards for single subject matter programs.

- 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.*
- 2) *There are many ways in which a teacher preparation program could be excellent.*
- 3) *The curriculum of teacher education plays a central role in a program's quality.*
- 4) *Teacher education programs should prepare candidates to teach the public school curriculum effectively.*
- 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.*

- 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.*
- 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.*
- 8) *The assessment of each student's attainments in a teacher education program is a significant responsibility of the institution that offers the program.*
- 9) *The Commission's standards of program quality allow quality to assume different forms in different environments.*
- 10) *The Commission's standards of program quality are roughly equivalent in breadth and importance.*
- 11) *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.*

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.

Standards for Professional Teacher Preparation Programs

The effectiveness of the physical education curriculum in California schools does not depend entirely on the content knowledge of physical education teachers. Another critical factor is the teachers' ability to *teach* physical education. To address the *pedagogical* knowledge and effectiveness of physical education teachers, the Commission in September 1998 launched an extensive standards and assessment reform that led to the development of new teacher preparation standards. In January 2004, CCTC authorized an extensive field review of the draft standards, and in July a summary and analysis of the field review findings were presented to the Commission. During spring 2004, the standards were amended, based on field review findings and direction from the Commission, and finally adopted by the Commission in May 2004.

The advisory panel that developed the standards was charged with developing the following three policy documents for review and consideration by the Commission:

- New standards of quality and effectiveness for professional teacher preparation programs.
- Teaching Performance Expectations that would serve as the basis for evaluating the competence of teacher candidates on teaching performance assessments embedded in preparation programs.
- New standards of quality and effectiveness for professional teacher induction programs.

These standards implement the structural changes in the teacher credentialing system that were called for in Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). Three significant changes enacted in this reform legislation are:

- alignment of all teacher preparation standards with the state-adopted academic content standards and performance levels for students and the California Standards for the Teaching Profession (CSTP);
- inclusion of a teaching performance assessment in preparation programs; and
- a required induction period of support and formative assessment for all first and second year teachers.

In addition to these structural and thematic shifts in the Commission’s credentialing system and standards, SB 2042 replaced the Professional Clear Credential course requirements in health, mainstreaming and technology with a requirement that essential preparation in these three areas be addressed in preparation and induction standards. Follow-up legislation in 1999, AB 1059 (Duchenev, Chapter 711, Statutes of 1999) required that new standards for preparation and induction programs include preparation for all teachers to teach English learners in mainstream classrooms. The subject matter standards in this handbook have been designed to complement the SB 2042 standards for programs of pedagogical preparation.

Subject Matter Preparation Programs for Prospective Teachers

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Post-secondary institutions govern academic programs that lead to the award of degrees, including baccalaureate 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 an approved subject matter program that satisfies the standards enables a candidate to qualify for the Single Subject Credential in Physical Education.

Subject Matter Advisory Panels

The California Commission On Teacher Credentialing asked the Physical Education Subject Matter 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 that would emphasize the knowledge, skills and perspectives that teachers must have in order to teach physical education effectively in the public schools.

In January 2003 CCTC’s executive director appointed subject matter panels in art, languages other than English, music, and physical education to advise Commission staff on the development of new subject matter program standards and examinations in these subject areas. Each panel consists of:

- Classroom teachers of the subject area,
- Subject area specialists in school districts, county offices of education, and postsecondary institutions,
- Professors in the subject area teaching in subject matter preparation programs,
- Teacher educators,
- Members of relevant professional organizations,
- Members of other relevant committees and advisory panels, and

- A liaison from the California Department of Education.

Fifteen panel members were appointed to the Art Panel; 24 members appointed to the Languages Other than English Panel; 18 appointed to the Music Panel; and 15 appointed to the Physical Education Panel. The panels began their work in March 2003 with a written “charge” describing their responsibilities in developing the Subject Matter Requirements (SMRs). The SMRs are the subject-specific knowledge, skills, and abilities, which specify the content required in Commission-approved subject matter preparation programs for teacher candidates. The SMRs were approved by the Commission at its January, 2004, meeting.

Essential Documents for Panel Use

From their first meeting in March 2003, the subject matter panels used a number of documents as primary resources for their work. The documents listed below were essential for the panels’ use in developing the draft program standards that were adopted by the Commission.

- The academic content standards for K-12 students and/or frameworks that have been approved by the California State Board of Education (1998-2002)
- The Commission-approved (1992) Standards of Quality and Effectiveness for Subject Matter Programs in Art, Languages Other Than English, Music and Physical Education and Handbooks for Teacher Educators and Program Reviewers in each of the four academic areas (1992)
- The Standards of Program Quality and Effectiveness for the Subject Matter Requirements for the Multiple Subject Teaching Credential (Sept. 2001)
- The Standards for Quality and Effectiveness for Professional Teacher Preparation Programs (Sept. 2001)
- The National Standards for art, languages other than English, music and physical education
- The panels also reviewed several other publications and research articles. Several panel members brought state and national studies and publications for each panels’ use.

The State Board of Education adopted K-12 student academic content standards and/or frameworks were the central documents used by the panels. In 2002 the first phase of panels also identified six standards in the 1992 documents that were common to all of the academic standards. The panels went on to identify several new areas relevant for standards from the SB 2042 reform. This process resulted in the development and approval of ten “Standards Common to All” that were developed and apply to all thirteen single subject areas. In 2010 these ten standards were revised and replaced by two new Standards Common to All.

The *Subject Matter Requirements for the Multiple Subject Teaching Credential* was also an important document used by the panels. In some cases the multiple subject standards language and the organization of the standards were incorporated by the panels. The standards of the national professional organizations also served as a guide and provided a comprehensive perspective for panel members.

Field Review Survey

Early in 2004 the draft Single Subject Matter Standards were mailed to all deans of education, directors of teacher education, and single subject coordinators at all Commission-accredited four-year institutions in California, learned societies and professional organizations, funded subject matter projects, teacher organizations, school districts, and county offices of education. Over 100 selected K-12 public school teachers and college/university professors were sent the draft standards. The standards were also placed on the Commission's web site with instructions on how to download the standards, complete the field review survey, and return survey responses to the Commission.

There were several hundred standard review surveys returned to the Commission by February 2004. The numbers of responses were evenly distributed among the four single subject areas. Over 80% of all responses fell in the "Essential" or "Important" categories. Fewer than 5% of all responses were scored as "Not Important" and less than 15% were scored as "Somewhat Important."

A majority of responses to the Phase 2 (single subject) standards field review were from higher education faculty at colleges and universities in California. More than half of these responses were received from faculty in academic departments. A majority of the responses were from faculty in the California State University (CSU) system. Responses were also received from the University of California campuses and from the private and independent colleges and universities. All four CSU campuses that presently include a dance concentration in their physical education programs provided substantial review of the four proposed dance concentration standards.

Consultant staff tallied all responses and listed all comments on a master survey form for each subject matter area. The Single Subject Matter Panels made revisions in the language of certain standards, based on the 2004 field review, and the revised standards were recommended to CCTC for adoption at its meeting in June 2004. At that meeting the Commission also approved technical assistance meetings for 2004/05 and an implementation plan for the new standards.

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, but the great majority of physical education classes occur in grades seven through twelve. The Commission asked the Physical Education Teacher Preparation and Assessment Advisory Panel to recommend new policies to ensure that future teachers of physical education are prepared to instruct the subjects that are most commonly taught in physical education classes. In 2003 when the advisory panel was established, over half of all physical education classes in California public schools were comprehensive courses in basic physical education for students in grades seven through twelve. Other physical education courses taught comprise the remaining percentage. The requirements and other policies in this document are designed to prepare teachers for comprehensive classes in physical education, as well as the more specialized physical education courses.

Alignment of Program Standards and Performance Assessments

The Teacher Preparation and Licensing Act of 1970 (Ryan Act) established the requirement that candidates for teaching credentials verify their knowledge of the subjects they intend to teach. Candidates for teaching credentials may satisfy the subject matter requirement by completing approved subject matter programs or passing subject matter examinations that have been adopted by the Commission. In 1998 Senate Bill 2042 required that subject matter programs and examinations for prospective teachers be aligned with K-12 student standards and frameworks.

To achieve this alignment and congruence in physical education, the Commission asked the Physical Education Subject Matter Advisory Panel to develop subject matter requirements that would be consistent in scope and content with the K-12 standards and frameworks. Following extensive research and review, the Commission adopted a detailed set of *Subject Matter Requirements for Prospective Teachers of Physical Education*, which follow the standards in this handbook (Part 2). College and university faculty and administrators are urged to examine these requirements as a source of information about content that is essential to include in subject matter preparation programs.

The Commission worked to align the subject matter requirements with the program standards in each subject area. Each subject matter advisory panel was asked to develop standards and subject matter requirements that are as congruent with each other as possible, to maximize the equivalence between credentials that are earned by completing programs and ones that are earned by passing examinations. Standards and examinations were developed from the same set of subject matter requirements.

New Subject Matter Assessments

The Commission has used a variety of assessments to satisfy the examination option for various subject areas. In the early 1990s, the Commission developed and adopted (a) standards for subject matter preparation programs and, at the same time, (b) specifications for the subject matter examinations. The validity of the subject matter competence requirement (i.e., program standards and examination specifications) is not permanent, however. The need for periodic validity studies of the subject matter requirement is directly related to one of the Commission's most fundamental missions: to provide a strong assurance that teaching credentials are awarded to individuals who have learned the most important knowledge, skills, and abilities that are actually needed in order to succeed in California public school teaching positions.

In the 1990s, the State Board of Education adopted K-12 student content standards and frameworks in art, languages other than English, music and physical education. Beginning in early 2003, the Commission began the process of developing assessments that were aligned with these K-12 requirements. In the spring of 2002, the Commission contracted with National Evaluation Systems, Inc. (NES®) to implement a new examination program called the California Subject Examinations for Teachers (CSET). In the four subject areas, multiple-choice and constructed-response items were drafted based on the subject matter requirements, and reviewed and revised as needed by both the Bias Review Committee and the appropriate subject matter advisory panel.

The CSET for art, languages other than English, music, and physical education were first administered in fall of 2004, replacing the SSAT and Praxis II examinations as the new subject matter examinations in these areas.

Overview of the Physical Education Standards Handbook

Part 1 of the handbook provides context and background information about the new standards. Part 2 includes the sixteen standards as well as the “Subject Matter Requirements for Prospective Teachers of Physical Education.” Part 3 provides information about implementation of the new standards in California colleges and universities.

Contributions of the Physical education Advisory Panel

The California Commission on Teacher Credentialing is indebted to the Physical Education Teacher Subject Matter Advisory Panel for the successful creation of *Standards of Program Quality and Effectiveness for the Subject Matter Preparation of Prospective Teachers of Physical Education*. CCTC believes strongly that the standards in this handbook will improve the teaching and learning of physical education in California's 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 and questions about the standards and other policies in this handbook, which should be addressed to:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, California 95814-4213

Part 2: Standards of Program Quality in Physical Education

Definitions of Key Terms

California state law authorizes the California Commission on Teacher Credentialing to set standards and requirements for preparation programs (Ed Code 44225a, i, j, 44310, 44311).

Preconditions

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission determines whether a program complies with the adopted preconditions on the basis of a program document 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 art are on following pages.

Standards

Standards are statements of program quality adopted by the Commission on Teacher Credentialing to describe acceptable levels of quality in programs of subject matter study offered by regionally-accredited colleges and universities that award baccalaureate degrees. Each standard is elaborated by Program Guidance for that standard. Programs must meet all of the applicable standards for both initial and continuing approval of a subject matter program by the Commission. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information provided by the program sponsor related to the standard.

Program Guidance

Program guidance is provided for each standard to help institutions in developing programs that meet the standards, and are also used by program review panels in judging the quality of a program in relation to a given standard. Within the overall scope of a standard, Program Guidance identifies what the Commission believes are the important dimensions of program quality with respect to each standard. In determining whether a program fulfills a given standard, the review panel considers the information provided by the program in response to each statement of that standard. When the review panel finds that a program has met each standard, the program is then recommended to the Commission for approval.

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.

- (1) Each Program of Subject Matter Preparation for the Single Subject Credential in Physical Education shall consist of (a) at least 24 semester units (or 36 quarter units) of core coursework in physical education and related subjects commonly taught in California public schools and (b) 21 semester units (or 32 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3 below.
- (2) The core of the program shall include coursework in (or directly related to) foundations in human movement as commonly taught in California public schools (Standards 11, 12, 13, 15, 16 and 17).
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall include coursework designed to provide experiences in and applications of movement concepts and forms as taught in California public schools (Standard 14). A concentration may, at the choice of the institution, be created with additional coursework in one of the nine areas of human movement. If a concentration is created, the coursework will be in addition to the units for applications of movement, concepts and form.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet the subject matter requirements.

Institutions may determine whether the standards are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must all meet the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Category I: Standards Common to All Single Subject Programs

Standard 1: Program Design

Subject matter programs are based on an explicit statement expressing the purpose, design, and expected outcomes of the program. The program curriculum builds on the K-12 State-adopted academic content standards, with student outcomes and assessments aligned to the subject matter requirements. The program provides prospective teachers with conceptual knowledge of the subject matter, develops academic literacy and discipline-based fluency, addresses issues of equity and diversity, and exposes prospective teachers to a variety of learning experiences appropriate for the discipline.

Standard 2: Program Resources and Support

The program sponsor allocates resources to support effective program coordination, which includes advising students, facilitating collaboration among stakeholders, and overseeing program review. Ongoing review processes use assessments of the prospective teachers and a variety of data such as input from stakeholders and other appropriate measurements for review and evaluation of the subject matter program.

Category II: Program Standards for Physical Education

Standard 3: Growth, Motor Development, and Motor Learning

The subject matter program provides students with opportunities to develop an understanding of human growth and development processes, as well as how these processes interact with and influence motor learning, in order to teach movement knowledge and skills. The program includes foundational knowledge of physical growth, motor development, and motor learning to ensure that candidates are prepared to provide students, including students with disabilities, with an appropriate, safe and effective physical education program.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- Coursework provides prospective teachers with knowledge of individual motor and physical fitness variables such as agility, balance, flexibility, coordination, strength, and speed.
- Coursework prepares prospective teachers to analyze physical changes and their impact on mechanical and physiological aspects of motor performance.
- Coursework provides prospective teachers with knowledge of perceptual-motor development such as visual, auditory, tactile, and kinesthetic discrimination and how they relate to skill acquisition and performance.
- Coursework requires prospective teachers to develop an understanding of physical changes that occur with growth, development and age, while analyzing their impact on mechanical and physiological aspects of motor performance.
- Coursework relates classical and current theories and models of motor learning to fundamental concepts underlying skill acquisition such as transfer, feedback, retention, practice, readiness, and observational learning
- Coursework provides prospective teachers with knowledge of individual motor and physical fitness variables such as agility, balance, flexibility, coordination, strength and speed.
- Coursework requires prospective teachers to develop knowledge of ecological task analysis as it relates to motor development, enabling students to select or design motor tasks that are appropriate to the process of learning movement skills.
- Coursework prepares prospective teachers to analyze conditions that affect growth, motor development and motor learning such as disease, disabilities and social, emotional and environmental factors.

- Coursework requires prospective teachers to develop an understanding of developmental differences in motor learning and factors that affect motor skill acquisition for individuals with disabilities.

Standard 4: The Science of Human Movement

The program requires preparation in the science of human movement, including the study of anatomy, physiology, biomechanics, exercise physiology and health-related fitness. Prospective teachers must be able to analyze motion according to scientific principles and apply that knowledge with consideration for individual differences including disabilities. Coursework requires prospective teachers to analyze motion and apply knowledge to recognize safe, efficient and effective movement. The program prepares prospective teachers to recognize changes in body systems resulting from practice, development and response to exercise.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The coursework prepares prospective teachers to demonstrate knowledge of the skeletal system, the general organization of the nervous system, the actions of muscles and major muscle groups, and the interaction of these systems with one another and with the external environment in producing motion.
- The program includes the study and application of basic kinematic and kinetic principles of motion, including but not limited to summation of forces of equilibrium, vectors and force-velocity relationships.
- The coursework includes knowledge of biomechanical principles (e.g., Newton's laws of motion, center of gravity) and develops prospective teachers' abilities to apply principles to a broad range of movement activities to analyze movement patterns, to recognize individual differences, and to analyze body mechanics for safe and efficient movement/motion.
- The program includes knowledge of acute and chronic effects of exercise on body systems (e.g., pulmonary, cardiorespiratory, muscular, skeletal, neural, endocrine) and on energy systems utilized during exercise.
- The coursework prepares prospective teachers to demonstrate an understanding of components of wellness, such as nutrition, stress management, cardiorespiratory risk reduction and physical fitness (i.e., cardiorespiratory endurance, flexibility, muscular strength and endurance, and body composition).
- The coursework prepares prospective teachers to analyze the effects of factors such as gender, age, disability, environment, currently identified health/risk factors (e.g., diabetes, asthma, obesity), and substance abuse on physical fitness and physical performance.
- The program prepares prospective teachers to demonstrate knowledge of physical fitness testing, exercise prescription, and fitness programs for all individuals, including those with disabilities, as well as the components of health-related fitness and technologies for fitness testing and training.

- The program prepares prospective physical education teachers to demonstrate an understanding of safety-related topics (e.g., the prevention of injuries, cardiopulmonary resuscitation, first aid).
- The coursework prepares prospective teachers to apply knowledge of physiological principles (e.g., overload, specificity, FIT, reversibility) to the components of physical fitness.
- The program provides prospective teachers with opportunities to explore the technologies appropriate for movement analysis and fitness training.

Standard 5: The Sociology and Psychology of Human Movement

The subject matter program provides prospective candidates with opportunities to develop an understanding of the sociology and psychology of human movement. The program provides a context for analyzing a wide range of experiences that can be used to promote personal and social development and skills in physical education. The program includes psychological and sociological analysis of movement activities, which help to ensure candidates are prepared to teach positive responsible and social behaviors that encourage lifelong physical activity, regardless of ability.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- Coursework requires prospective teachers to examine the relationship of movement to the development of individual identity, including the development of self-awareness, self-concept, self-discipline, self-expression and body image.
- Coursework requires prospective teachers to explore contemporary theories (e.g., attribution, social learning, competence, learned helplessness, self-efficacy) as they relate to motivation in physical activities.
- Coursework prepares prospective teachers to analyze the relationship of movement to social interaction, the development of group member identity, the development of a sense of productive participation with others, and the promotion of positive life skills (e.g., loyalty, compassion, fairness, understanding and appreciation of similarities, differences and abilities) through physical education activities.
- Coursework provides prospective teachers with strategies and activities for promoting appropriate skills and behaviors for cooperation, competition, problem solving, trust building and risk taking.
- Coursework requires prospective teachers to develop knowledge of the role of movement activities in society and the relationship of movement activities to social norms, ethics, values and institutions.
- Coursework prepares prospective teachers to analyze factors that influence an individual's activity choice (e.g., gender, age, ethnicity, culture and disability).

Standard 6: Movement Concepts and Forms

The subject matter preparation program requires coursework that develops knowledge, skills, and the ability to integrate and apply movement concepts in physical activities. These include but are not limited to aquatics; dance; fitness activities; fundamental and creative movement skills; individual, dual, and team sports; nontraditional activities and games; outdoor education activities; and gymnastics. To develop a balanced program that will address a variety of ability levels and create challenging, appropriate tasks in a variety of movement forms, prospective teachers must have a thorough understanding of movement and fitness activities as well as an ability to integrate and apply movement concepts to a broad range of physical education activities and environments.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program requires prospective teachers to develop knowledge of and demonstrate fundamental movement skills such as basic locomotor and non-locomotor skills, movement patterns, manipulative skills and basic rhythmic movement, as well as knowledge of elements and qualities of movement (e.g., space, time, force, flow, level).
- The program requires prospective teachers to develop knowledge of and demonstrate creative movement, such as exploration, improvisation and problem solving.
- The program requires prospective teachers to develop knowledge of skills used in rhythmic activities, creative dance and structured dance forms (e.g., modern, ballet, jazz, tap, social, folk, country, ethnic, classical); an understanding of the use of dance to express perceptions, feelings, images and thoughts; and an understanding of dance concepts, forms and basic vocabulary.
- The program requires prospective teachers to develop knowledge of and demonstrate gymnastic forms and movement (e.g., rhythmic gymnastics, educational gymnastics, stunts, tumbling, apparatus work and floor exercise).
- The program requires prospective teachers to develop knowledge of and demonstrate aquatic skills and elements of water safety (e.g., swimming strokes, diving, and water fitness activities and games).
- The program requires prospective teachers to develop knowledge of and demonstrate techniques, skills, strategies, critical elements, scientific principles, and equipment for individual, dual, and team sports, games, and activities. In addition the program requires prospective teachers to develop the knowledge of developmental progressions and the application of motor learning principles (e.g., transfer, game-like conditions) in instruction for sport skills and games. The prospective teacher develops an understanding of critical-thinking, decision-making, problem-solving, collaborating, communication, leadership, conflict resolution and teamwork skills.

- The program requires prospective teachers to develop knowledge of outdoor education activities (e.g., orienteering, outdoor survival skills, ropes, hiking and backpacking) and an understanding of long-term psychological, physiological and lifestyle benefits of participation in outdoor education activities.
- The program requires prospective teachers to develop knowledge of how to promote critical thinking, decision making, problem-solving, collaboration, cooperation, leadership and communication through participation in non-traditional, global, and cooperative games and activities (e.g., disk activities, lacrosse, team juggling).
- The program requires prospective teachers to develop knowledge of one or more basic combative activities (e.g., fencing, wrestling, self-defense) and related safety issues.
- The program requires prospective teachers to develop an understanding of and demonstrate fitness activities such as aerobic conditioning, resistance and weight training, and stretching that increase cardiovascular efficiency, muscular strength and endurance, and flexibility.

Standard 7: Professional Foundations

The subject matter program includes the study of the philosophical, historical, legal, and ethical foundations of physical education and provides knowledge of the past/present philosophies of physical education and issues that affect and impact contemporary programs.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- Coursework requires prospective teachers to explore past and present philosophies of physical education and their impact on the goals, scope and components of physical education programs.
- Coursework requires prospective teachers to develop an understanding of the organization, purpose and goals of contemporary physical education programs.
- Coursework includes the study of the historical development of physical education.
- Coursework provides opportunities for prospective teachers to analyze current research, trends and issues that affect physical education (e.g., inclusion, lifelong fitness, the sharp increase in obesity-related diseases among U.S. youth) and their impact on physical education programs and goals.
- Coursework includes review of legal and ethical issues in physical education, such as those related to supervision, liability, confidentiality, equity, disability and diversity.
- The subject matter program includes examination of the interrelationships of the subdisciplines of kinesiology.
- Coursework introduces prospective teachers to organizations and resources that support physical education (e.g., California Association for Health, Physical Education, Recreation and Dance; American Alliance for Health, Physical Education, Recreation and Dance; American College of Sports Medicine; National Council for the Exceptional Individual) and professional responsibilities.
- Coursework includes study of current state and national standards for physical education.

Standard 8: Assessment and Evaluation Principles

The program requires prospective teachers to develop knowledge of assessment principles and procedures to evaluate the effectiveness of physical education strategies and activities in promoting student achievement of the goals presented in the *California Physical Education Framework* or most current state-adopted document. Prospective teachers must be able to select, adapt, and develop appropriate assessment instruments and strategies based on accepted research principles related to physical, motor, and fitness attributes and needs of individuals and groups. The program provides knowledge of assessment techniques that enhance prospective teachers' ability to determine whether individuals, including those with diverse backgrounds, varying abilities and special needs, have progressed and achieved specified goals in physical education.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program provides knowledge of evaluation methods and practical applications used for the various domains of learning in physical education (physical, psychomotor, cognitive, social, affective).
- The program provides knowledge of basic strategies of test construction, evaluation and administration for traditional, holistic and authentic assessments such as developing and using criteria to assess attainment of goals and objectives.
- The program provides knowledge of test characteristics such as validity, reliability and objectivity.
- The program provides knowledge of assessment strategies and instruments, including technology appropriate for individuals with diverse backgrounds, special needs and disabilities.
- The program requires prospective teachers to develop an understanding of types of evaluation such as norm-referenced, criterion-referenced, and content-referenced authentic assessment and formative and summative evaluation strategies.
- The program requires prospective teachers to develop knowledge of basic statistical applications, including central tendency and variability, standard scores, norms, and correlations.
- The program requires prospective teachers to develop skills for interpreting assessment data and for communicating test results, performance profiles, and assessment data to various audiences (e.g., students, parents, school board members).

Standard 9: Integration of Concepts

The subject matter program includes integrative study of themes and concepts in physical education and the interrelationships between physical education and other subject areas in order to create effective learning environments and experiences.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- Coursework prepares prospective teachers to interpret and apply knowledge of the subdisciplines of kinesiology to facilitate student (K-12) skill acquisition and performance through inclusion and active engagement.
- Coursework prepares prospective teachers to use developmental information to appropriately select, adapt and modify sports, games and physical activities based on goals, skill levels, individual needs and disabilities.
- Coursework requires prospective teachers to demonstrate knowledge of appropriate developmental progressions within and between individual movement skills.
- Coursework prepares prospective teachers to use concepts and principles of learning to analyze observed individual differences.
- Coursework requires prospective teachers to demonstrate knowledge of connections between physical education and other subject areas such as the life and physical sciences, social science, health, mathematics, language arts, and the visual and performing arts.
- Coursework provides prospective teachers with strategies for encouraging lifelong adherence to physical activities.

Concentration in Dance

Standard 10: Artistic Perception

The dance concentration program includes processing, analyzing and responding to sensory information through the knowledge and skills unique to dance. The program prepares prospective teachers to demonstrate movement skills, process sensory information and describe movement using vocabulary of dance. The program provides a study of motor skills and development, technical expertise, dance movements, comprehension and analysis of dance elements, and study of dance vocabulary.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program prepares prospective teachers to develop physical coordination and control when performing body articulation, complex loco/motor patterns, and axial movement phrases from a variety of genres, demonstrating agility, balance and strength.
- The program provides a study of multiple dance genres and integration of an advanced level of technical skill in at least one genre.
- The program prepares prospective teachers to memorize and perform complex works of dance at a high level of refinement.
- The program prepares prospective teachers to apply a wide range of kinesthetic communication and to demonstrate clarity of intent and stylistic nuance.
- The program prepares prospective teachers to utilize dance vocabulary to describe movement and dance elements.

Standard 11: Creative Expression

The dance concentration program includes the study of the application of choreographic principles, processes, and skills needed to create and communicate meaning through the improvisation, composition and performance of dance. The program provides prospective teachers a study of the creation of dance movement, the application of choreographic principles and processes used to create dance, communication of meaning in performance of dance, and the development of partner and group skills.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program provides the study of diverse dance works that demonstrate originality, unity, clarity of intent and a dynamic range of movement.
- The program includes the study of the use of dance structures, musical forms, theatrical elements, and technology to create original works.
- The program includes the study of the notation of dances using a variety of systems (e.g., labanotion, motif writing, personal systems).
- The program provides the study of music for dances and choreography.
- The program provides an opportunity for prospective teachers to perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.
- The program provides prospective teachers with the opportunity for developing complex choreography for diverse groupings in varied settings, including the modification for movement for different abilities.

Standard 12: Historical and Cultural Context

The dance concentration program includes coursework that provides candidates with an understanding of and appreciation for the history and cultural dimensions of dance. The program prepares candidates to recognize dance similarities and differences in cultures throughout the world.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program provides the study of the development of dance by identifying, analyzing and performing folk/traditional, social and theatrical dances with technical accuracy and appropriate stylistic nuances.
- The program provides the study of the history and function of dance by comparing and contrasting universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.
- The program provides the study of the diversity of dance by analyzing and explaining how dancers and choreographers reflect roles, work and values in selected cultures, countries and historical periods.
- The program provides the study of the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.

Standard 13: Aesthetic Valuing

The dance concentration includes coursework that require prospective teachers to respond, analyze and evaluate works of dance. Prospective teachers assess and derive meaning from viewing works of dance, performing dances, and critiquing original works based on the elements of dance and aesthetic qualities.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program provides the study and critique of archival dance works.
- The program provides the study of selected criteria to compare, contrast and assess various dance forms (e.g., jazz dance, modern dance, ballet, and liturgical).
- The program requires prospective teachers to analyze evolving personal preferences about dance styles and choreographic forms in order to identify change and development of personal choices.
- The program provides the study of research and assessment of how dance works change due to the impact of historic and cultural influences.
- The program requires prospective teachers to evaluate how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging).

Standard 14: Integration: Connections, Relationships, Applications

The program prepares prospective teachers to apply what they learn in dance to learning across disciplines in order to develop competencies and creative skills in problem-solving, communication and time management. The program requires prospective teachers to learn about careers related to dance.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program prepares prospective teachers to demonstrate effective knowledge and skills in using technology when creating, recording and producing dance.
- The program prepares prospective teachers to analyze the study and practice of dance techniques based on physical principles from scientific disciplines.
- The program prepares prospective teachers to synthesize information from a variety of health and wellness-related resources that apply to dance.
- The dance concentration prepares prospective teachers to determine the appropriate training, experience and education needed to pursue a variety of dance and dance-related careers.

Subject Matter Requirements for Prospective Teachers of Physical Education

Part I: Content Domains for Subject Matter Understanding and Skill in Physical Education

Domain 1. Professional Foundations

Candidates demonstrate an understanding of the philosophical, historical, and legal/ethical foundations of physical education. To plan and implement programs that are aligned with the approved Physical Education Framework or other approved state documents and the Challenge Standards for Student Success: Physical Education (1998), candidates must have a broad and deep understanding of issues that affect the field, of the professional responsibilities of physical educators, and of the past and present philosophies of physical education and their impact on contemporary programs.

1.1 Philosophies of Physical Education

- a. Demonstrate knowledge of past and present philosophies of physical education and their impact on the goals, scope, and components of physical education programs.
- b. Demonstrate an understanding of the organization, purposes, and goals of contemporary physical education programs.

1.2 Historical Development

Demonstrate knowledge of the historical development of physical education, including contributions of noteworthy physical educators of various backgrounds, races, ethnicities, genders, and national origins.

1.3 Current Research, Trends, and Issues

Analyze current research, trends, and issues that affect physical education (e.g., inclusion, lifelong fitness, the sharp increase in obesity-related diseases among U.S. youth) and their impact on physical education programs and goals.

1.4 Legal and Ethical Issues

Demonstrate an understanding of legal and ethical issues in physical education, such as those related to supervision, liability, confidentiality, equity, disability, and diversity.

1.5 Interrelationships of the Subdisciplines of Kinesiology

Demonstrate an understanding of the interrelationships of the subdisciplines of kinesiology.

1.6 Professional Responsibilities, Organizations, and Resources

- a. Demonstrate knowledge of professional responsibilities, organizations, and resources that support physical education (e.g., AAHPERD, American College of Sports Medicine, National Council for the Exceptional Individual).
- b. Demonstrate knowledge of current state and national standards for physical education.

1.7 Relationship Between Human Movement Activities and Values

- a. Demonstrate an understanding of human movement activities as instruments for maintaining traditional values and/or for examining and changing traditional values.
- b. Analyze the role of physical education in promoting equity for diverse groups.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1, 2, 3, and 7. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 4, 7, 8, and 9.)

Domain 2. Growth, Motor Development, and Motor Learning

Candidates must demonstrate an understanding of human growth and development processes, as well as how these processes interact with and influence motor learning, in order to teach the movement knowledge and skills contained in the Challenge Standards for Student Success: Physical Education (1998). Foundational knowledge of physical growth, motor development, and motor learning helps ensure that candidates are prepared to provide students, including students with disabilities, with an appropriate, safe, and effective physical education program.

2.1 Individual Differences

- a. Demonstrate knowledge of individual motor and physical fitness variables such as agility, balance, flexibility, coordination, strength, and speed.
- b. Analyze individual physical changes and their impact on mechanical and physiological aspects of motor performance.

2.2 Perceptual-Motor Development

Know components of perceptual-motor development such as visual, auditory, tactile, and kinesthetic discrimination and how they relate to skill acquisition and performance.

2.3 Physical and Developmental Changes

Demonstrate an understanding of physical changes that occur with growth, development, and age, and analyze their impact on mechanical and physiological aspects of motor performance.

2.4 Motor Learning

Relate classical and current theories and models of motor learning to fundamental concepts underlying skill acquisition such as transfer, feedback, retention, practice, readiness, and observational learning.

2.5 Motor Task Analysis

Apply knowledge of motor task analysis as it relates to motor development, enabling students to select or design motor tasks that are appropriate to the process of learning movement skills.

2.6 Conditions Affecting Growth, Motor Development, and Motor Learning

Analyze conditions that affect growth, motor development, and motor learning such as diseases, disabilities, and social, emotional, and environmental factors.

2.7 Developmental Differences Affecting Motor Skills Acquisition

Demonstrate an understanding of developmental differences in motor learning and factors that affect motor skills acquisition for individuals with disabilities.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1 and 2. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standard 2.)

Domain 3. The Science of Human Movement

Candidates demonstrate an understanding of the scientific bases of human movement. To guide students in meeting the goals identified in the Challenge Standards for Student Success: Physical Education (1998), candidates must be able to analyze motion according to scientific principles and apply that knowledge with consideration for individual differences, including disabilities. A broad and deep understanding of the sciences involved in human movement, including anatomy, physiology, kinesiology/biomechanics, exercise physiology, and health-related fitness, enables candidates to understand and explain motion; recognize changes in body systems resulting from practice, development, and response to exercise; and provide instruction in safe and efficient body mechanics.

3.1 Body Systems

Demonstrate knowledge of the skeletal system, the general organization of the nervous system, the actions of muscles and major muscle groups, and the interaction of these systems with one another and with the external environment in producing motion.

3.2 Basic Kinematic and Kinetic Principles of Motion

Apply knowledge of basic kinematic and kinetic principles of motion including, but not limited to, summation of forces of equilibrium, vectors, and force-velocity relationships.

3.3 Biomechanical Principles

- a. Apply knowledge of biomechanical principles (e.g., Newton's laws of motion, center of gravity) to a broad range of movement activities.
- b. Apply knowledge of biomechanical principles in relation to individual differences and to body mechanics for safe and efficient movement/motion.

3.4 Movement Analysis

Apply knowledge of movement analysis to movement patterns, including technologies for movement analysis.

3.5 Effects of Exercise

Demonstrate knowledge of acute and chronic effects of exercise on body systems (e.g., pulmonary, cardiorespiratory, muscular, skeletal, neural, endocrine) and on energy systems utilized during exercise.

3.6 Components of Wellness

- a. Demonstrate an understanding of components of wellness, such as nutrition, stress management, cardiorespiratory risk reduction, and physical fitness (i.e., cardiorespiratory endurance, flexibility, muscular strength and endurance, and body composition).
- b. Analyze the effects of factors such as gender, age, disability, environment, and substance abuse on physical fitness.

3.7 Physical Fitness Testing and Prescription

Demonstrate knowledge of physical fitness testing, exercise prescription, and fitness programs for all individuals, including those with disabilities, as well as the components of health-related fitness and technologies for fitness testing and training.

3.8 Factors Affecting Physical Performance

Analyze the effects of factors such as gender, age, disability, environment, and substance abuse on physical performance.

3.9 Safety, Injury Prevention, and First Aid

Demonstrate an understanding of safety-related topics such as the prevention and care of injuries, cardiopulmonary resuscitation, and first aid.

3.10 Physiological Principles of Fitness

Apply knowledge of physiological principles (e.g., overload, specificity, FIT, reversibility) to the components of physical fitness.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1, 2, 3, and 4. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 3, 5, and 10.)

Domain 4. The Sociology and Psychology of Human Movement

Candidates demonstrate an understanding of the sociology and psychology of human movement. Physical activity provides a context for a broad range of experiences that can be used to promote the personal and social developmental concepts and skills contained in the Challenge Standards for Student Success: Physical Education (1998). A broad and deep understanding of the sociological and psychological aspects of movement activities helps ensure that candidates are prepared to promote students' motivation for physical activity, regardless of students' abilities, and their development of positive, responsible personal and social behaviors that encourage lifelong physical activity.

4.1 Personal Development

Analyze the relationship of movement to the development of individual identity, including the development of self-awareness, self-concept, self-discipline, self-expression, and body image.

4.2 Theories Related to Motivation

Demonstrate an understanding of contemporary theories such as attribution, social learning, competence, learned helplessness, self-efficacy, and other social/psychological theories as they relate to motivation in physical activities.

4.3 Social Development

- a. Analyze the relationship of movement to social interaction and the development of group member identity through physical education activities.
- b. Identify strategies and activities for promoting appropriate skills and behaviors for cooperation, competition, problem solving, trust building, and risk taking.

4.4 Role of Movement Activities in Society

- a. Demonstrate knowledge of the role of movement activities in society and the relationship of movement activities to social norms, ethics, values, and institutions.
- b. Demonstrate knowledge of the role of movement activities in the development of social interaction skills, a sense of group identity, and a sense of productive participation with others.
- c. Demonstrate knowledge of the role of movement activities in promoting positive social behaviors and traits (e.g., loyalty; compassion; fairness; understanding and appreciation of similarities, differences, and abilities).

4.5 Factors Influencing Activity Choices

Analyze factors that influence an individual's activity choices (e.g., gender, age, ethnicity, culture, disability).

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 4, 5, and 6. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 4 and 8.)

Domain 5. Movement Concepts and Forms

Candidates demonstrate an understanding of the movement concepts and forms contained in the Challenge Standards for Student Success: Physical Education (1998). These include but are not limited to aquatics; dance; fitness activities; fundamental and creative movement skills; individual, dual, and team sports; nontraditional activities and games; outdoor education activities; and gymnastics. To develop a balanced program that will address a variety of ability levels and create challenging, appropriate tasks in a variety of movement forms, candidates must have a broad and deep understanding of movement and fitness activities as well as an ability to integrate and apply movement concepts to a broad range of physical education activities and environments.

5.1 Fundamental and Creative Movement Skills

- a. Demonstrate knowledge of fundamental movement skills such as basic locomotor and non-locomotor skills, movement patterns, manipulative skills, and basic rhythmic movement, as well as knowledge of elements and qualities of movement (e.g., space, time, force, flow, level).
- b. Demonstrate knowledge of creative movement such as exploration, improvisation, and problem solving.

5.2 Dance Concepts and Forms

- a. Demonstrate knowledge of skills used in rhythmic activities, creative dance, and structured dance forms (e.g., modern, ballet, jazz, tap, social, folk, country, ethnic, classical).
- b. Demonstrate an understanding of the use of dance to express perceptions, feelings, images, and thoughts.
- c. Demonstrate an understanding of dance concepts, forms, and basic vocabulary.

5.3 Gymnastic Movements

- a. Demonstrate knowledge of gymnastic forms such as rhythmic gymnastics and educational gymnastics.
- b. Demonstrate knowledge of gymnastic movements such as stunts, tumbling, apparatus work, and floor exercise.

5.4 Aquatic Skills

Demonstrate knowledge of aquatic skills such as water safety, swimming strokes, diving, and water fitness activities and games.

5.5 Individual, Dual, and Team Sports and Games

- a. Demonstrate knowledge of techniques, skills, critical elements, scientific principles, and equipment for individual, dual, and team sports and games.
- b. Apply knowledge of developmental progressions for sports activities.
- c. Demonstrate an understanding of principles of game strategies.
- d. Demonstrate knowledge of safety, etiquette, fair play, and fair competition.
- e. Apply knowledge of how to promote critical-thinking, decision-making, problem-solving, collaboration, communication, leadership, conflict-resolution, and teamwork skills through participation in sports and games.
- f. Demonstrate knowledge of the application of motor learning principles (e.g., transfer, game-like conditions) in instruction for sports and games.

5.6 Outdoor Education

- a. Demonstrate knowledge of techniques, skills, and safety issues for outdoor education activities.
- b. Identify long-term psychological, physiological, and lifestyle benefits of participation in outdoor education activities.

5.7 Nontraditional and Cooperative Activities

- a. Identify examples of nontraditional, global, and cooperative games and activities (e.g., Pickle ball, bocce ball, team juggling).
- b. Apply knowledge of how to promote critical thinking, decision making, problem solving, collaboration, cooperation, leadership, and communication through participation in non-traditional and cooperative activities.

5.8 Combative Activities

Demonstrate knowledge of one or more basic combative activities (e.g., fencing, wrestling, self-defense) and related safety issues.

5.9 Fitness Activities

Demonstrate an understanding of fitness activities such as aerobic conditioning, resistance and weight training, and stretching that increase cardiovascular efficiency, muscular strength and endurance, and flexibility.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1, 2, 3, and 4. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standard 5.)

Domain 6. Assessment and Evaluation Principles

Candidates must demonstrate an understanding of assessment principles and procedures in order to be able to evaluate the effectiveness of physical education strategies and activities in promoting student achievement of the goals presented in the Challenge Standards for Student Success: Physical Education (1998). A rigorous knowledge of assessment helps ensure that candidates can determine whether individuals, including those with diverse backgrounds, varying abilities, and special needs, have progressed and achieved specified goals in physical education. Candidates must be able to select, adapt, and develop appropriate assessment instruments and strategies based on sound research principles related to physical, motor, and fitness attributes and needs of individuals and classes.

6.1 Evaluation Methods in Physical Education

Demonstrate knowledge of evaluation methods used for the various domains of learning in physical education (e.g., physical, psychomotor, cognitive, social, affective).

6.2 Techniques of Test Construction, Evaluation, and Administration

Demonstrate knowledge of basic strategies of test construction, evaluation, and administration for traditional, holistic, and authentic assessments such as developing and using criteria to assess attainment of goals and objectives.

6.3 Test Characteristics

Apply knowledge of test characteristics such as validity, reliability, and objectivity.

6.4 Assessment Techniques and Tools

Apply knowledge of assessment strategies and instruments, including technology, that are appropriate for individuals with diverse backgrounds, special needs, and disabilities.

6.5 Types of Evaluation

- a. Demonstrate an understanding of types of evaluation such as norm-referenced, criterion-referenced, content-referenced, and authentic assessment.
- b. Demonstrate knowledge of formative and summative evaluation strategies.

6.6 Basic Statistical Applications

Demonstrate knowledge of basic statistical applications, including central tendency and variability, standard scores, norms, and correlations.

6.7 Interpretation and Communication of Assessment Data

Apply skills for interpreting assessment data and for communicating test results, performance profiles, and assessment data to various audiences (e.g., students, parents, school board members).

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 1, 2, and 5. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 6, 10, and 11.)

Domain 7. Integration of Concepts

Candidates must demonstrate an understanding of the integration of themes and concepts in physical education and the interrelationships between physical education and other subject areas in order to create effective learning environments and experiences that provide students with opportunities to achieve the goals contained in the Challenge Standards for Student Success: Physical Education (1998).

7.1 Interpretation and Application of the Subdisciplines of Kinesiology

Interpret and apply knowledge of the subdisciplines of kinesiology to facilitate student skill acquisition and performance.

7.2 Selecting, Adapting, and Modifying Activities

Use developmental information to appropriately select, adapt, and modify sports and games based on goals, skill levels, individual needs, and disabilities.

7.3 Developmental Progressions

Demonstrate knowledge of appropriate developmental progressions within and between individual movement skills.

7.4 Learning Concepts and Principles

Use concepts and principles of learning to analyze observed individual differences.

7.5 Connections Between Physical Education and Other Disciplines

Demonstrate knowledge of connections between physical education and other subject areas such as life and physical sciences, social science, health, mathematics, language arts, and visual and performing arts.

(Challenge Standards for Student Success: Physical Education, Kindergarten Through High School (1998), Standards 2, 3, 4, 6, and 7. Physical Education Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs (1994), Standards 5, 7, 9, 10, and 11.)

Part II: Subject Matter Skills and Abilities

Applicable to the Content Domains in Physical Education

Candidates apply knowledge of the theoretical and scientific bases of human movement to design, select, and modify physical activities that reflect students' developmental characteristics and individual differences. They draw upon knowledge of the subdisciplines of kinesiology to ensure that students are able to participate safely and effectively in physical education activities designed to develop and enhance their movement skills and movement knowledge.

Candidates understand significant factors and influences in developing, analyzing, and assessing basic motor skills. They know how to structure developmentally appropriate activities to promote maximum participation, inclusion, and active engagement in a wide range of movement forms, including traditional and nontraditional games, sports, dance, and fitness activities. They select and create cooperative and competitive activities that promote trust building, problem solving, collaboration, leadership, and strategic planning. They design fitness programs and recommend exercises and activities that are based on sound physiological and fitness training principles. Candidates understand the short-term and long-term benefits of a healthy, active lifestyle and know how to demonstrate and communicate these benefits to students.

Candidates apply knowledge of the sociological, psychological, philosophical, historical, and cultural dimensions of physical education to select and develop activities and approaches that promote students' development of positive personal and social behaviors, including social interaction and communication skills. They are aware of the role of movement activities in helping participants develop a sense of individual identity and group member identity. Candidates use knowledge of historical and cultural influences on games, sports, dance, and other physical activities to enhance student awareness and appreciation of cultural and artistic diversity, the role of movement in society, and the use of physical activity for enjoyment and self-expression. They recognize the importance of inclusion, fair play, and etiquette, as well as respect and consideration for self and others. Candidates understand that many factors influence an individual's activity choices and carefully evaluate the appropriateness of activities in terms of participants' age and developmental levels, motor proficiency, gender, cultural background, and physical strengths and limitations. Candidates apply knowledge of student development and learning to select activities and approaches that help students experience the benefits of individual challenges and successes, and they use principles of learning and motivation to spark students' interest in physical activity and their desire to engage in lifelong physical activity.

Candidates use their knowledge of assessment principles and procedures to collect, analyze, interpret, and summarize assessment data. They know physical fitness testing principles, technologies, and techniques and are prepared to administer the state-mandated physical fitness assessment. Candidates are able to interpret and communicate test results, performance profiles, and other types of assessment information in a meaningful and sensitive way.

Candidates understand connections among the subdisciplines of kinesiology, as well as connections between physical education and other subject areas and use this understanding to provide learning activities that promote student skill acquisition and performance. Candidates select, adapt, and modify activities based on program goals, individual differences, and individual needs so that all students have an opportunity to develop their understanding and application of movement skills and concepts and to use this knowledge in exploring other academic and life skills areas.

Part 3: Implementation of Program Quality Standards for the Subject Matter Preparation of Physical Education Teachers

The 2003 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 resulting from the mandate of Senate Bill 2042. The Commission initiated this policy change to insure high quality in educator preparation and to combine flexibility with accountability for institutions that offer programs for prospective teachers. The success of this reform effort depends on the effective implementation of program quality standards for each credential.

Review and Improvement of Subject Matter Standards

The Commission will adhere to its cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in Physical Education* and in 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 the review process.

Adoption and Implementation of Standards by the Commission

Program sponsors have at least two years to transition from current to new standards of quality and effectiveness for Single Subject Matter Programs. Each sponsor is being asked to select from among seven submission deadlines during the period October 2004 through March 2006. The form for requesting a submission date is included in this section. In the absence of a timely request for a submission date, the review may take longer. All program documents will be reviewed by statewide teams of peer reviewers selected from among qualified K-12 and IHE professional educators. It should be noted that each program of Single Subject Matter Preparation for the Single Subject Credentials must be submitted for review by the statewide panel. No new programs written to the old standards will be reviewed after the adoption of the new standards in June 2004.

Information about transition timelines for candidates, sunset dates for currently approved programs, and preconditions will be provided by the Commission through Coded Correspondence and additional program transition documents as it becomes available. Program sponsors should check the Commission website (www.ctc.ca.gov) frequently for updates.

Technical Assistance Meetings for Colleges and Universities

During 2004-05 school year, the Commission will sponsor meetings to provide assistance to institutions related to their subject matter programs in physical education. The agenda for each workshop included:

- Explanation of the implementation plan adopted by the Commission.
- Description of the steps in program review and approval.

- Review of program standards, factors to consider preconditions and examples presented by Subject Matter Advisory Panel members and others with experience in implementing Standards of Program Quality.
- Opportunities to discuss subject-specific questions in small groups.

Information disseminated at those meetings is available upon request to those who were unable to attend.

Implementation Timeline: Impact on Candidates for Physical Education Credentials

Based on the Commission's implementation plan, candidates for Single Subject Credentials in Physical education who do not plan to pass the subject matter examinations adopted by the Commission should enroll in subject matter programs that fulfill the “new” standards either (1) once a new program commences at their institution, or (2) before July 1, 2006, whichever occurs first. 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 “old” standards). Regardless of the date when new programs are implemented, no students should enter old programs after July 1, 2006. If students do enter old programs after this date, they should be informed in writing that the program will expire on June 30, 2010.

Candidates who enrolled in programs approved on the basis of 1994 standards (“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 July 1, 2006, and (2) they complete the old programs before July 1, 2010. Candidates who do not comply with these timelines may qualify for Single Subject Teaching Credentials by passing the subject matter examinations that have been adopted for that purpose by the Commission.

Implementation Plan Adopted by the Commission

July 1, 2004

- (1) By July 1, 2006, existing (“old”) programs based on current guidelines should be superseded by new programs with full approval.
 - (a) Once a new program receives full approval, all students not previously enrolled in the old program (i.e., all “new” students) should enroll in the new program.
 - (b) After July 1, 2006, no “new” students should enroll in an “old” program, even if a new program in the subject is not available at that institution.
 - (c) Students who enrolled in an old program prior to July 1, 2006, may continue to complete the old program until July 1, 2010.

Timeline for Implementing the Physical Education Standards

- May 2004** The Commission on Teacher Credentialing adopts the Standards of Program Quality and Effectiveness that are in this handbook. The Commission adopts the implementation plan outlined in this handbook. No new subject matter programs in physical education will be reviewed in relation to the Commission's "old" standards.
- August 2004** The Commission conducts statewide technical assistance meetings for developing new subject matter programs to meet the new standards.
- October 2004** The Commission selects, orients and trains a Program Review Panel in physical education. Qualified subject matter experts are prepared to review programs in relation to the standards beginning in 2004-06.
- October 2004** Review and approval of programs under the new standards begins.
- 2003-05** Institutions may submit programs for review on or after October 1, 2004, after requesting and being assigned a submission date by Commission staff. 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 July 1, 2006, whichever occurs first.
- July 1, 2006** "Old" programs that are based on 1994 standards must be superseded by new programs with full approval (see pages 42-43). After July 1, 2006, no new students should enroll in an old program, even if a new program in physical education is not yet available at the institution.
- 2006-10** The Commission will continue to review program proposals based on the standards and preconditions in this handbook. Institutions which submit program proposals without an assigned submission date will be reviewed at the earliest date of an opening in the submission schedule.
- July 1, 2010** The final date for candidates to complete subject matter preparation programs approved under the 1994 standards. To qualify for a credential based on an "old" program, students must have completed that program prior to either (1) the implementation of a new program with full or interim approval at their institution, or (2) July 1 2010, whichever occurs first.

Implementation Timeline Diagram

June 2004

Adopt the physical education standards and preconditions in this handbook, including the implementation plan.

July 2004 to March 2005

Disseminate the standards, timeline and implementation plan throughout the state. Hold regional technical assistance meetings to offer information, answer questions, and assist colleges and universities in developing new programs.

October 2004

Colleges and universities may begin to present program documents for review by the Commission's staff and Program Review Panels.

July 1, 2006

"Old" subject matter programs in physical education should be superseded by new approved programs.

July 1, 2010

Final date for candidates to qualify for Single Subject Credentials in physical education on the basis of "old" programs of subject matter preparation.

Review and Approval of Physical Education Subject Matter Programs

A regionally accredited institution of post-secondary 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.

If an institution would like to offer two or more distinct programs of subject matter preparation in physical education, a separate proposal may be forwarded to the Commission for each program. For example, one program in physical education might emphasize studies of sports and games, while a second program at the same institution could have an emphasis in kinesiology. However, the Commission encourages institutions to coordinate its single subject programs that are within the same subject matter discipline.

The Commission is prepared to review subject matter program proposals beginning on October 1, 2004. Prior to that date, the Commission's professional staff is able to consult with institutional representatives on meeting the new standards and preparing program documents.

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 subject matter experts, and statewide professional organizations. Because the process is a peer review, the Commission strongly encourages institutions seeking program approval to designate a subject matter faculty member to serve as a reviewer. 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.

The Commission staff conducts a training and calibration session that all reviewers must attend. 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 and calibration in reviewing programs.
- Responsive feedback for program revision.

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. Commission staff is available to consult with during program document development.

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on Commission policies and do not involve issues of program quality. Preconditions are reviewed upon the institution's formal submission of a document. Once the status of the preconditions is established, the program document is referred to the expert review panel.

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. 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's staff.

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 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, please contact the executive director of the Commission. After changes have been made in the program, the proposal may be re-submitted 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 document 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 CCTC executive director may deny the appeal, or appoint an independent review panel, or present the appeal directly to the Commission for consideration.

Submission Guidelines for Single Subject Matter Program Documents

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for approval of Single Subject Matter Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

Transmittal Instructions

Sponsoring agencies are required to submit **one printed bound paper copy** of their proposal(s), to the following address:

California Commission on Teacher Credentialing
Professional Services Division: Single Subject Matter Programs
1900 Capitol Avenue
Sacramento, CA 95814

In addition, **one electronic copy of the proposal text** (including supporting evidence where possible) should be submitted in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CTCdocument.doc).

Submittal Deadlines

There are seven opportunities during which to submit proposals for review and approval. The submittal deadlines are:

| | |
|------------------------|-------------------------|
| October 4, 2004 | August 2, 2005 |
| January 5, 2005 | November 2, 2005 |
| March 2, 2005 | March 1, 2006* |
| June 1, 2005 | |

*Any programs submitted after March 2006 will be reviewed according to the availability of the review panel.

Organization of Required Documents

Sponsoring agencies should include as the cover page of each copy of the program application the "Sponsoring Organization Transmittal Cover Sheet." A copy of the Transmittal Cover Sheet is located at the end of this section of the handbook for use by program sponsors. The proposal application documents should begin with Transmittal Cover Sheet that includes the original signatures of the program contacts and chief executive officer.

The program contact identified on the Transmittal Cover Sheet will be the individual who is informed electronically and by mail as changes occur, and to whom the review feedback will be sent. Program sponsors are strongly urged to consult the CTC web site, www.ctc.ca.gov, for updates relating to the implementation of new single subject matter standards and programs.

Each proposal must be organized in the following order:

- Transmittal Cover Sheet
- Table of Contents
- Responses to Preconditions, including course lists, units and catalog descriptions
- A matrix identifying which courses meet which subject matter requirements
- One to two pages of narrative responses to each Standard

The response to the standards must:

- be tabbed/labeled to help guide the reviewers,
- have numbered pages,
- provide supporting evidence organized into appendices. Evidence should be cross-referenced or electronically linked in the response, and appendices *must* be tabbed and labelled for easy access by reviewers.

Responding to the Standards Common To All

The Commission adopted two standards that relate to program design and structure for programs in *all* single subject disciplines.

| | |
|------------|-------------------------------|
| Standard 1 | Program Design |
| Standard 2 | Program Resources and Support |

Both of these standards require subject-specific program information.

Responses to the Program Standards

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

The written text should be organized in the same order as the standards. Responses should not merely reiterate the standard. They should describe how the standard will be met in the coursework content, requirements, and processes and by providing evidence from course syllabi or other course materials to support the explanation. ***Responses that do not completely address each standard will be considered incomplete and returned for revision.***

Lines of suitable evidence will vary with each standard. Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Course or module outlines or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.

- Current catalog descriptions.

Packaging A Submission for Shipment to the Commission

Please do **not**:

- Use foam peanuts as packaging material
- Overstuff the binders. Use multiple binders if necessary.
- Overstuff the boxes in which the binders are packed, as these may break open in shipment.

**Submission Request Form
For Single Subject Matter Preparation Program Response to Standards**

Program Sponsor (Name of Institution and Department)

Please fill out the requested information below to help us plan for providing technical assistance in a timely manner.

Contact Person: _____ **Title:** _____

Department: _____

Address: _____

Phone: _____ **Fax:** _____

Email: _____

Please indicate the subject area for which you are submitting a program proposal document:

English _____ Mathematics _____ Science _____ Social Science _____

Please indicate when you intend to submit program documents responding to the new Single Subject Matter Preparation Standards: _____

Submit to: Commission on Teacher Credentialing
Professional Services Division:
Single Subject Matter Programs
1900 Capitol Ave.
Sacramento, CA 95814
Fax (916) 324-8927

Single Subject Matter Program Sponsor - Transmittal Cover Sheet
(Page 1 of 2)

• **Sponsoring Organization:**

Name _____

• **Submission Type(s) Place a check mark in the appropriate box.**

| | |
|-------------------------------------------|--|
| English Subject Matter Preparation | |
| Mathematics Subject Matter Preparation | |
| Science Subject Matter Preparation | |
| Social Science Subject Matter Preparation | |

• **Program Contacts:**

1. Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

Single Subject Program Sponsor - Transmittal Cover Sheet

Page 2 of 2

Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

Chief Executive Officer (*President or Provost; Superintendent*):

Name _____

Address _____

Phone _____ Fax _____

E-mail _____

I Hereby Signify My Approval to Transmit This Program Document to the California Commission on Teacher Credentialing:

CEO Signature _____

Title _____

Date _____

Appendix A
Assembly Bill No. 537
(Education Code Chapter 587, Statutes of 1999)

CHAPTER 587

An act to amend Sections 200, 220, 66251, and 66270 of, to add Section 241 to, and to amend and renumber Sections 221 and 66271 of, the Education Code, relating to discrimination.

[Approved by Governor October 2, 1999. Filed with Secretary of State October 10, 1999.]

LEGISLATIVE COUNSEL'S DIGEST

AB 537, Kuehl. Discrimination.

(1) Existing law provides that it is the policy of the State of California to afford all persons in public schools and postsecondary institutions, regardless of their sex, ethnic group identification, race, national origin, religion, or mental or physical disability, equal rights and opportunities in the educational institutions of the state.

Existing law makes it a crime for a person, whether or not acting under color of law, to willfully injure, intimidate, interfere with, oppress, or threaten any other person, by force or threat of force, in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics.

This bill would also provide that it is the policy of the state to afford all persons in public school and postsecondary institutions equal rights and opportunities in the educational institutions of the state, regardless of any basis referred to in the aforementioned paragraph.

(2) Existing law prohibits a person from being subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

This bill would also prohibit a person from being subjected to discrimination on the basis of any basis referred to in paragraph (1) in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

(3) This bill would state that it does not require the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution and would prohibit this bill from being deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution.

To the extent that this bill would impose new duties on school districts and community college districts, it would impose a state-mandated local program.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates that do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. This bill shall be known, and may be cited, as the California Student Safety and Violence Prevention Act of 2000.

SEC. 2. (a) The Legislature finds and declares all of the following:

(1) Under the California Constitution, all students of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. Violence is the number one cause of death for young people in California and has become a public health problem of epidemic proportion. One of the Legislature's highest priorities must be to prevent our children from the plague of violence.

(2) The fastest growing, violent crime in California is hate crime, and it is incumbent upon us to ensure that all students attending public school in California are protected from potentially violent discrimination. Educators see how violence affects youth every day; they know first hand that youth cannot learn if they are concerned about their safety. This legislation is designed to protect the institution of learning as well as our students.

(3) Not only do we need to address the issue of school violence but also we must strive to reverse the increase in teen suicide. The number of teens who attempt suicide, as well as the number who actually kill themselves, has risen substantially in recent years. Teen suicides in the United States have doubled in number since 1960 and every year over a quarter of a million adolescents in the United States attempt suicide. Sadly, approximately 4,000 of these attempts every year are completed. Suicide is the third leading cause of death for youths 15 through 24 years of age. To combat this problem we must seriously examine these grim statistics and take immediate action to ensure all students are offered equal protection from discrimination under California law.

SEC. 3. Section 200 of the Education Code is amended to read:

200. It is the policy of the State of California to afford all persons in public schools, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts which are contrary to that policy and to provide remedies therefor.

SEC. 4. Section 220 of the Education Code is amended to read:

220. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

SEC. 5. Section 221 of the Education Code is renumbered to read:

220.5. This article shall not apply to an educational institution which is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 6. Section 241 is added to the Education Code, to read:

241. Nothing in the California Student Safety and Violence Prevention Act of 2000 requires the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution; the California Student Safety and Violence Prevention Act of 2000 shall not be deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution.

SEC. 7. Section 66251 of the Education Code is amended to read:

66251. It is the policy of the State of California to afford all persons, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the postsecondary institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

SEC. 8. Section 66270 of the Education Code is amended to read:

66270. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by any postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

SEC. 9. Section 66271 of the Education Code is renumbered to read:

66270.5. This chapter shall not apply to an educational institution that is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 10. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund.

