

# Competencies for Teachers of Physical Education/Health, Grades K-12

2023

In addition to the Arkansas Teaching Standards, the teacher of Physical Education/Health, grades K-12, shall demonstrate knowledge and competencies in the following areas:

<p><b>1. Content and Foundational Knowledge</b></p> <p><i>SHAPE (Health &amp; PE)America/CAEP: Standard 1 Praxis II(5857): Section II ARHPE</i></p>	<ol style="list-style-type: none"><li>1.1 Describes and applies content knowledge for teaching K-12 physical education and health education</li><li>1.2 Describes and applies physiological and biomechanical concepts related to skillful movement, physical activity and fitness for K-12 students</li><li>1.3 Describes and applies motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for K-12</li><li>1.4 Describes and applies motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for K-12 students</li><li>1.5 Describes historical, philosophical and social perspectives of physical and health education issues and legislation</li><li>1.6 Demonstrates knowledge acquisition in multiple health content areas</li><li>1.7 Demonstrates the theoretical foundations of human development, learning, and health behavior</li><li>1.8 Analyzes local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners</li><li>1.9 Demonstrates proficiency in health literacy skills and digital literacy skills</li></ol>
<p><b>2. Skillfulness</b></p> <p><i>SHAPE (Health &amp; PE)America/CAEP: Standard 2 Praxis II(5857): Section I ARHPE</i></p>	<ol style="list-style-type: none"><li>2.1 Demonstrates competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).</li><li>2.2 Designs a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners</li></ol>
<p><b>3. Planning and Implementation</b></p> <p><i>SHAPE (Health &amp; PE)America/CAEP: Standard 3 ARHPE</i></p>	<ol style="list-style-type: none"><li>3.1 Plans and implements appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with district, Arkansas Health Safety and Physical Education Standards, and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education</li><li>3.2 Plans and implements progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students</li><li>3.3 Plans for and manage resources to provide active, fair and equitable learning experiences</li></ol>

	<p>3.4 Plans and implements individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.</p> <p>3.5 Plans and implements learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s)</p> <p>3.6 Plans and implements learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results</p>
<p><b>4. Instructional Delivery and Management</b></p> <p><i>SHAPE (Health &amp; PE)America/CAEP: Standard 4</i> <i>Praxis II (5857): Section I</i> <i>ARHPE</i></p>	<p>4.1 Demonstrates verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences</p> <p>4.2 Implements demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives</p> <p>4.3 Evaluates the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress</p> <p>4.4 Implements transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment</p> <p>4.5 Analyzes motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning</p> <p>4.6 Applies use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decisions</p>
<p><b>5. Assessment of Student Learning</b></p> <p><i>SHAPE (Health &amp; PE)America/CAEP: Standard 5</i> <i>Praxis II (5857): Section V</i> <i>ARHPE</i></p>	<p>5.1 Selects or creates authentic, formal assessments that measure student attainment of short and long-term objectives.</p> <p>5.2 Implements formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.</p> <p>5.3 Implements a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives</p> <p>5.4 Implements appropriate assessment of individuals with disabilities; follow referral procedures under the Individuals with Disabilities Education and Section 504 of the Vocational Rehabilitation Act</p>
<p><b>6. Professional Responsibility</b></p> <p><i>SHAPE America/CAEP: Standard 6</i> <i>Praxis II (5857): Sections I, II, and IV</i> <i>ARHPE</i></p>	<p>6.1 Engages in behavior that reflects professional ethics, practice and cultural competence</p> <p>6.2 Engages in continued professional growth and collaboration in schools and/or professional organizations</p> <p>6.3 Describes strategies for the promotion and advocacy of physical and health education and expanded physical/health activity opportunities</p> <p>6.4 Identifies appropriate education materials from professional organizations, agencies, and associations that meet the diverse needs of audiences</p> <p>6.5 Identifies laws and regulations governing health and safety (e.g., disease reporting, immunizations, infectious disease control, and consumer safety)</p>

## 7. Disciplinary Literacy

AR ELA Standards  
(Grades K-6)  
AR Disciplinary  
Literacy Standards  
(Grades 6-12)

### **Reading in Science and Technical Subjects, Grades K-12**

*The Arkansas Disciplinary Literacy Standards for college and career readiness on the following pages define what students should understand and be able to do by the end of the grade span. They correspond by number to the Arkansas Anchor Standards for college and career readiness. The Arkansas Anchor Standards for college and career readiness and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.*

#### **Key Ideas and Details**

7.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

7.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

7.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

#### **Craft and Structure**

7.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning; analyze how specific word choices shape meaning and/or tone

7.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, and stanza) relate to each other and the whole

7.6 Assess how point of view, perspective, and/or purpose shapes the content and style of a text

#### **Integration of Knowledge and Ideas**

7.7 Integrate and evaluate content presented in diverse media and formats.

7.8 Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

7.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s)

#### **Range of Reading and Level of Text Complexity**

7.10 Read and comprehend complex literary and informational texts independently and proficiently

### **Writing in History/Social Studies, Science, and Technical Subjects, Grades K-12**

*The Grades K-12 standards for disciplinary literacy on the following pages define what students should understand and be able to do by the end of the grade span. They correspond by number to the Arkansas Anchor Standards for college and career readiness. The Arkansas Anchor Standards for college and career readiness and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.*

## ***Text Types and Purposes***

7.11 Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence

7.12 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

7.13 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences

## ***Production and Distribution of Writing***

7.14 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

7.15 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

7.16 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

## ***Research to Build and Present Knowledge***

7.17 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

7.18 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

7.19 Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis

## ***Range of Writing***

7.20 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences