I am here to help you be successful. You can expect a response to emails and phone calls within 24 hours.

I. Course Description:
This course is designed to provide knowledge and experience in the kinesiological concepts and health concepts needing to be taught in elementary school physical education classes. Course work will consist of lectures, informal discussions, and occasional physical activity outside of the regular scheduled class meeting times. Designing and writing developmentally appropriate lesson plans will also be a major focus for the course. Lesson plan assignments turned in by Kinesiology majors will be used to provide evidence for meeting accountability and accreditation standards.

Course Justification-KINE 3331 Concepts of Elementary Physical Education typically meets 150 minutes of class time each week for 15 weeks, and also meets for a 2.5-hour final examination. During a semester in which there are only 14 weeks of class time this course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussion, case studies, synthesis exercises, reflection activities, peer review, and skills practice. Students have significant weekly reading assignments and are expected to take regular quizzes in preparation for their content examination, as well as additional practice modules. Students are required to make a major class presentation in which they provide documentation to advocate for the profession of physical education, submit case study discussion questions and several short papers related to case study topics. Students reflect on personal/professional dispositions and develop action plans for change if necessary and submit their resumes for critique. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Course Delivery- Face to Face

This course is design for you to be successful. Coming to class will increase your success level. Assignments are due by 11:59pm on the date selected.

Perkins College of Education Diversity Statement - The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and Initiative #4: Teaching and student success.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes: Undergraduate Kinesiology – Physical Education Teacher Education
1. The Physical education candidate will demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

2. The Physical education candidate will be a physically literate individual who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

3. The Physical education candidate will apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

4. The Physical education candidate will engage students in meaningful learning experiences through effective use of pedagogical skills. They will use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

5. The Physical education candidate will select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.

6. The Physical education candidate will demonstrate behaviors essential to becoming effective professionals. They will exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

**Student Learning Outcomes:**
Upon completion of the course the student will be able to:

1. Plan activities that incorporate motor skills (PLO #5, 1, 4, 2, 6).
2. Apply knowledge of developmental stages as they apply to physical skills (PLO #3, 4, 1, 5).
3. Utilize a variety of instructional methods and materials for educating widely diverse student populations in the area of physical education and health (PLO #5).
4. Select activities that are appropriate for widely diverse student populations in physical education and health (PLO #1, 2, 3, 4, 5, 6).
5. Describe techniques for class management and discipline in a physical activity setting (PLO #5).
6. Utilize knowledge regarding the integration of various subject areas with physical activity (PLO #5)

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**
Students will complete Fitness Lesson for K-2 students and one for grades 3-5 students.

Students will complete a Lesson Focus for K-2 students and one for grades 3-5 students.

Students will complete a Closing Activity for K-2 students and one for grades 3-5 students.

Students will view videos of quality physical education being taught and write reviews for each video.

Students will write a paper answering the question, “what is elementary physical education?”

**Instructional Strategies, use of Technology:**
A variety of instructional methods are modeled during the course and include, but are not limited to the following:

1. Traditional Experiences such as lecture (using PowerPoint), class discussion and demonstration
   When voiced over PowerPoint presentations and handouts are posted on Brightspace it is highly recommended that these be watched and notes taken prior to class meetings. There are PowerPoint notes that go with each set of presentations and it is suggested that you take notes as you watch/listen to the presentations.
2. Clinical Experiences such as group work, cooperative activities, and lab exercises
3. Student presentations/evaluation of advocacy projects
4. Brightspace is also used for presentation of class quizzes, discussions, submission of assignments, etc. It is important that you are competent in using the system.
5. Reflective assignments for assessment of teaching experiences for edTPA preparation.
### Assignment and Standards alignment

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>CAPSTONE: Teacher Candidates (TCs) will develop a learning segment consisting of three lesson plans that scaffold each other. TC will then teach the lesson. The TC will be video taped teaching the class using Swivl technology. The TC will complete three commentaries for this assignment and will identify activities for students of different skill levels. (Capstone of the course)</td>
<td>2a,2b</td>
<td>1.1, 1.3, 4.2</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.8k, 1.10k, 1.11k, 1.12k, 1.13k, 1.15k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 1.10s, 1.12s, 1.13s, 2.3k, 2.4k, 2.5k, 2.7k, 2.8k, 2.9k, 2.10k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.11s, 2.13s, 2.15s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.10k, 3.11k, 3.12k, 3.14k, 3.15k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.9s, 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 4.2s, 4.3s, 4.4s, 4.5s, 5.1k, 5.2k, 5.3k, 5.4k, 5.5k, 5.1s, 5.2s, 5.3s, 5.4s, 6.1k, 6.2k, 6.3k, 6.4k, 6.5k, 6.6k, 6.7k, 6.8k, 6.1s, 6.2s, 6.3s, 6.4s, 6.5s, 6.6s, 6.8s, 6.9s, 6.10s, 6.11s, 7.1k, 7.3k, 7.1s, 7.2s, 7.3s, 8.1k, 8.2k, 8.3k, 8.4k, 8.3s, 9.1k, 9.2k, 9.3k, 9.4k, 9.1s, 10.4k, 10.5k, 10.6k, 10.2s, 10.4s, 10.5s</td>
<td>1c, 2b, 3c, 5b, 5c, 6d, 7c</td>
<td>4j, 4k, 4l, 4n, 4o, 5i, 6j, 6q</td>
</tr>
<tr>
<td>Documentation: TASK 1, 2, &amp; 3</td>
<td>Video (swivl), Reflection, Instructional Material</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Quiz 1**
The value and purpose of secondary physical education, why adolescents need physical education, Characteristics of quality secondary physical education. The three learning domains | 1a, 1b, 1c, 1d, 1e, 1f | 1.1, 1.3, 2.3k, 2.4k, 2.5k, 2.7k, 2.10k, 5b, 5c, 3k, 3p, 3q, 4k, 4l, 4n, 5i, 5s, 7j, 7k, 7n |

**Quiz 2**: Legal issues and responsibilities of P.E. Teacher | 1a, 1b, 1c, 1d, 1e, 1f | 1.1, 1.3, 10.1k, 10.2k, 10.3k, 10.4k, 10.5k, 10.6k | 5b, 5c, 2.3i, 3j, 3k, 3p, 3q, 3r, 4j, 4k, 4l, 4n, 4o, 5i, 5s, 7j, 7k, 7n |

**Quiz 3**: Develop an appropriate record keeping plan (injuries, equipment, Safety | 1a, 1b, 1c, 1d, 1e, 1f | 1.1, 1.3, 2.3k, 2.4k, 2.5k, 2.7k, 2.10k, 5b, 5c, 2.3i, 3j, 3k, 3p, 3q, 3r, 4j, 4k, 4l, 4n, 4o, 5i, 5s, 7j, 7k, 7n |

**Quiz 4**: How to motivate students | 1a, 1b, 1c, 1d, 1e, 1f | 1.1, 1.3, 2.11s, 2.13s, 2.15s | 5b, 5c, 3k, 3p, 3q, 4k, 4l, 4n, 4o, 5i, 5s, 7j, 7k, 7n |
Quiz 5: Rules of games and how to group students.

1a,1b,1c,1d, 1e,1f

1.1,1.3

3.1k,3.2k,3.3k,3.4k, 3.5k,3.6k,3.7k,3.8k, 3.10k,3.11k,3.12k, 3.14k,3.15k

5b,5c

3k,3p,3q, 4k,4l,4n,4o,5i,5s, 7j,7k,7n

Quiz 6: Examples of instructional materials, exit tickets, word wall, objectives, three learning domains.

1a,1b,1c,1d, 1e,1f

1.1,1.3

4.1k,4.2k,4.3k, 4.2s,4.3s,4.4s, 4.5s,

5b,5c

3k,3p,3q, 3r,4j 4k,4l,4n,4o,5i,5s, 7j,7k,7n

Individual Project:
(Developing Activities that leads up to a game)

Students demonstrate and understand the importance of teaching cues and the importance of implementing them to teach skills. Develop to activities that incorporate the teaching cues.

Documentation:
- Completed create-a-game/activity lesson plan and management plan

Teach skills to class.

Assignments:
Students will submit sequences of learning activities, video analyses, organizational plans, physical education standards, and review one scholarly journal articles relating to topics discussed and covered in class throughout the semester.

5a, 6.a, 6.b, 6.c

1.3

9.1k,9.2k, 10.1k,10.2k, 10.3k,10.4k, 10.5k,10.6k, 10.1s,10.2s, 10.3s,10.4s, 10.5s

1b

1d,1e, 2a, 2h, 4b, 4l, 5h,5j, 6b, 7a, 7b, 7c

A copy of CAEP, ISTE and InTASC standards can be found on the Perkins College of Education website – www.sfasu.edu/education

A copy of SHAPE standards can be found on the Kinesiology and Health Science Departments website – http://www.sfasu.edu/kinesiology/

A copy of SFASU Kinesiology Professional Preparation Program standards can be found on the Kinesiology and Health Science Department website – http://www.sfasu.edu/kinesiology/

SHAPE and TExES Standards for Physical Education EC-12 (State Board for Educator Certification) are in the appendix.

IV. Evaluation and Assessments (Grading): The final grade in this course will be based on the percentage of overall points accumulated (approximately 1000 points) throughout the semester. The grading scale is as follows:

A = 90 – 100% of point total
B = 80 – 89.9% of point total
C = 70 – 79.9% of point total
D = 60 – 69.9% of point total
F = below 60% of point total

Updated August 16, 2023
V. **Evaluation and Assessments (Grading):** The final grade in this course will be based on the percentage of overall points accumulated throughout the semester. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Total</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATs</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Exams (6)</td>
<td>300</td>
<td>90% - 100% = A</td>
</tr>
<tr>
<td>Task 1, 2 and 3(3)</td>
<td>100 points each</td>
<td>80% - 89% = B</td>
</tr>
<tr>
<td>Lesson Focus Plans (3)</td>
<td>100 points Total</td>
<td>70% - 79% = C</td>
</tr>
<tr>
<td>Journal Reflections (2)</td>
<td>50 points each</td>
<td>60% - 69% = D</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>100 points</td>
<td>Below 60% = F</td>
</tr>
</tbody>
</table>

VI. **Tentative Course Outline/Calendar:** This schedule is subject to change due to utilizing livestream/Zoom technologies for teaching this course and the Covid-19 status.

- **Week 1**
  - Orientation to course, course syllabus, notes – Elementary School Physical Education. Provides an overview of quality elementary school physical education. Introduce “Circle Map” for “What is elementary physical education?”

- **Week 2**
  - Continue notes. Quiz
  - notes – Growth and Development. Provides information regarding physical and physiological aspects of elementary age children and how to use this knowledge in teaching elementary physical education. Quiz

- **Week 3**
  - notes – Youth Physical Activity and Schools. Discusses the benefits of physical activity and current physical activity recommendations. Quiz/exam covering chapters 1, 2, 3.

- **Week 4**
  - notes – Lesson Planning. Discusses the various components of quality elementary physical education lesson plans. Introduce the Fitness Activity lesson plan assignments.

- **Week 5**
  - Discuss KINE Dept. Ed.Studies lesson plan template. Continue notes, work on Fitness Activity lesson plan assignments during class time. Quiz

- **Week 6**
  - notes – Improving Instructional Effectiveness. Learning about various methods and techniques to be able to provide effective teaching. Fitness Activity lesson plans due.

- **Week 7**
  - notes – Management and Discipline. Effective strategies for classroom management and discipline. Discuss Lesson Focus lesson plan assignments.

- **Week 8**
  - Quiz/exam Work on Lesson Focus assignments during class time.

- **Week 9**

- **Week 10**
  - Lesson Focus assignments are due. notes – Children with Disabilities. Information regarding methods to modify instruction for children with disabilities. Quiz

- **Week 11**

- **Week 12**
  - Quiz/exam covering notes – Legal Liability, Supervision and Safety. How to prevent potential lawsuits.

- **Week 13**
  - Thanksgiving Break

- **Week 14**
  - notes – Facilities, Equipment and Supplies. Discuss the process of inventory and the process of purchasing equipment for physical education program. Closing Activity lesson plans due.

- **Week 15**
  - Capstone Project due-Task 1, 2, and 3

- **Week 16**
  - Review for Final Exam.
  - Comprehensive Final Exam.
Daily attendance and active participation are expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade. Daily or Weekly Application Tasks (DATs), completed during class cannot be made up. Test material comes from class – if you miss class, you miss test materials. Students arriving after attendance is taken (and/or after their name has been called for roll) are responsible for notifying the instructor at the end of the class period or they will be marked absent. Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Office of Community Standards (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 2 class periods. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced in class and obtain class related information if absent. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip. For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

VII. Readings (Recommended – including texts, websites, articles, etc.):

**Suggested Text/Materials:**

- Human Kinetics, Champaign, IL


**Required- Physical Education edTPA Online Preparation Guide** $39.00- Author: Johnson and Brummitt (it is an online textbook)

**QClassroom Statement:** This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

Full text of policies can be found at the associated links provided below

**Course Grades (Include Withheld Grades), Policy 5.5**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/docs/policies/5.5.pdf](https://www.sfasu.edu/docs/policies/5.5.pdf)

Students will be required to file a “Withheld Grade Report,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, this form documents the work to be completed to remove the ‘withheld’ grade.

**Final Course Grade Appeals by Students, Policy 6.3**
[https://www.sfasu.edu/docs/policies/6.3.pdf](https://www.sfasu.edu/docs/policies/6.3.pdf)

Updated August 16, 2023
**Academic Accommodation for Students with Disabilities, Policy 6.1**

https://www.sfasu.edu/docs/policies/6.1.pdf

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations.

*For additional information, visit [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)*

*It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.*

**Appeal Procedure Relating to the Provision of Accommodations for Students with Disabilities, Policy 6.6**

https://www.sfasu.edu/docs/policies/6.6.pdf

**Class Attendance, Policy 6.7**

https://www.sfasu.edu/docs/policies/6.7.pdf

**Absence is no excuse for not knowing.** You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part. Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

**The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.**

**Class preparation is your responsibility.** Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments are accepted but will have a minimum automatic 25% point deduction if turned in within one week of the due date. Assignments later than one week will not be accepted.

**Active participation is expected and required of all professionals, therefore your participation in discussion and involvement or lack of involvement in assignments, may affect your final grade.** Weekly Application Tasks, completed during a specified week cannot be made up once a due date is past. Exam material comes from class content, discussions, articles, videos, readings – if you fail to do assignments or participate in discussions you may not be prepared for the exams.

Plan ahead if you know you may have something that conflicts in your schedule. Due to the nature of an online class most times work can be done ahead of actual due dates. However, exceptions will be made for students who miss class assignments for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Office of Community Standards (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 1 week. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced on Brightspace. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip. **For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.**

**Code of Student Conduct and Academic Integrity, Policy 10.4**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations,
structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

https://www.sfasu.edu/docs/policies/10.4.pdf

***Other SFA Policy Information - https://www.sfasu.edu/policies

Students and Mental Health
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student mental health and wellness. Many of these resources are free and all of them are confidential.

On-Campus Resources
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
Human Services Room 202
936-468-1041

Crisis Resources
Burke 24-Hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Code of Ethics for the Texas Educator: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

Updated August 16, 2023
• You enrolled or planning to enroll in an educator preparation program or
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability 936-468-1282 or edprep@sfasu.edu.
Appendix 1

Content Specific Standards for PETE Courses

**TExES Standards for Physical Education EC-12 (State Board for Educator Certification)**

**Standard I:** The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills

**Standard II:** The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

**Standard III:** The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.

**Standard VI:** The physical education uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development.

**Standard V:** The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

**Standard VI:** The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

**Standard VII:** The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

**Standard VIII:** The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others and seeks opportunities to grow professionally.

**Standard IX:** The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.

**Standard X:** The physical education teacher understands the legal issues and responsibilities of physical education teachers in relations to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

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**National Standards for Physical Education Teacher Education, 4th edition (2017, SHAPE)**

**Standard 1: Content and Foundational Knowledge:** Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

**Standard 2: Skillfulness and Health-Related Fitness:** Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.

**Standard 3: Planning and Implementation:** Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

**Standard 4: Instructional Delivery and Management:** Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

**Standard 5: Assessment of Student Learning:** Physical education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.

**Standard 6: Professional Responsibility:** Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

*SHAPE Standards have been adopted as the Program Learning Outcomes in the Physical Education Teacher Education Program