

## **1. Goals and Objectives of the Physical Education Teacher Certification Program**

Physical education teachers provide a necessary service to the youth of our generation. In a society where life-threatening diseases related to sedentary lifestyle are becoming more prevalent, the teacher can educate his/her students as to the concepts and skills needed to live a healthy lifestyle. It is hoped that the knowledge, skills and dispositions obtained will delay or prevent several “lifestyle diseases” prevalent in our society today.

*The Goals and Objectives of the Program are to:*

1. Prepare candidates in the content (discipline specific content and skills) knowledge of physical education.
  - a. Provide an organized, sequential curriculum that addresses the knowledge and skills of human movement.
  - b. Focus on cross-curricular integration.
  - c. Address a wide spectrum of teaching styles to meet the needs of diverse learners.
  - d. Provide framework for candidates to develop a comprehensive student teaching portfolio (HHP Student Teaching Handbook and HHP Competency Manual)
  - e. Provide opportunities for candidates to stay abreast of current developments in technological advances applied to the teaching of physical education while fostering literacy in the broadest sense.
2. Provide early, sequential teaching experiences that incorporate growth and development concepts.
  - a. Connect altruistically as a resource for local schools, community and other organizations.
  - b. Acquire, use and promote developmentally appropriate equipment and supplies while having the capacity to modify existing equipment. Maintain the existing facilities (D&M, PE Center, fields) while expanding the use of community facilities for learning opportunities for each candidate.
3. Develop active members of learning and professional communities (community service, national, regional, state, and department professional involvement).
  - a. Require professional experiences and community service opportunities within core courses.
  - b. Encourage membership in on-campus clubs (i.e. Student Senate, HPER/TFU)
4. Develop candidates who foster a teaching-learning environment that respects diversity.
  - a. Build an environment that recognizes, celebrates and respects the personal, racial, ethnic, gender differences of the multicultural society in which we live.
  - b. Incorporate an ongoing process of reflection, challenge, awareness and communication throughout candidate’s program.
5. Develop candidates who are effective in managing, organizing and monitoring learning.
  - a. Prepare candidates using a variety of teaching strategies in order to manage within a K-12 context.
  - b. Prepare candidates in organizational skills to minimize discipline issues, maximize academic learning time.

- c. Prepare candidates to utilize appropriate forms of assessment (traditional, alternative, and authentic) in order to guide instruction, provide feedback, and motivate students as well as evaluate one's teaching.
6. Prepare candidates who are able to plan a K-12 content balanced program.
  - a. Provide systems for candidates to use and apply an effective and comprehensive curricula programming (e.g. NASPE content standards, New Hampshire and surrounding states' curricular frameworks, New Hampshire Department of Education Professional Standards for Beginning Physical Education Teachers).
  - b. Incorporate opportunities to teach across the disciplines (CHECK)
7. Develop candidates with technological competency sufficient to motivate students, enhance teacher instruction, and assess student learning.
  - a. Develop and utilize assorted media and technology for presentation and communication strategies, student motivation, knowledge acquisition and assessment.
  - b. Develop and utilize technology as a management tool in classes and practicas.
8. Develop thoughtful and reflective practitioners.
  - a. Utilize a series of opportunities for reflection after each public school encounter, critical incidents, etc.
  - b. Provide discussion forums for candidates regarding ethics within the public school environment.
9. Develop candidates to become effective agents of change through advocacy and professional association/s.
  - a. Develop well-qualified, inquisitive Physical Education teachers to become the agents of change in existing programs today.
  - b. Provide a series of sequential and progressive field experiences and community service opportunities will assist in the development, refinement, and application of each candidate's teaching skills.
  - c. Utilize strategies for candidates to assess and evaluate stakeholders.
10. Prepare candidates to be effective communicators (oral, written, kinesthetic) and role models.
  - a. Produce both a 'Physically Educated Person' and 'Professionally Educated Person' prior to graduation (PSU/HHP Physical Education portfolio).
  - b. Achieve and maintain a minimal level of personal fitness by requiring his/her participation in the "Fitness Achievement Award" (FAA) program during all four years at PSU (FAA package). This may allow the candidate to develop empathy for those they will teach.
  - c. Promote several writing experiences using several different mediums.
  - d. Completing early, sequential learning practica to refine communication skills.