**Section 27.270 Physical Education**

By October 1, 2024, all candidates for an endorsement in Physical Education will be required to complete a program aligned to the Initial Physical Education Teacher Education Standards (2017), published by the Society of Health and Physical Educators, 1900 Association Drive, Reston VA 20191, and available at https:// www.shapeamerica.org/accreditation/peteacherprep.aspx. (No later amendments to or editions of these guidelines are incorporated.) The standards effective until September 30, 2024 are as follows:

a) The competent physical education teacher applies principles of health-related fitness and training.

1) Knowledge Indicators – The competent physical education teacher:

A) understands major principles, concepts, assumptions, and misconceptions of health-related physical fitness and training.

B) explains principles and applications of the components of health-related fitness.

C) identifies concepts of health-related fitness and how to incorporate them into various physical activities.

D) names and describes organic, skeletal, and neuromuscular structures of the human body, how these systems adapt to physical activity, and how they contribute to health-related fitness.

2) Performance Indicators – The competent physical education teacher:

A) describes and applies health-related fitness concepts and principles to physical activity.

B) identifies program elements for health-related fitness and develops an appropriate curriculum.

C) evaluates the effects of conditioning and training on body systems.

D) analyzes the relationship between health-related fitness and personal well-being.

b) The competent physical education teacher applies techniques and procedures for developing and assessing health-related fitness.

1) Knowledge Indicators – The competent physical education teacher:

A) recognizes typical developmental progressions, ranges of individual variation, and levels of readiness for health-related fitness.

B) knows developmentally appropriate assessment strategies and instruments to assess students' performance against health-related fitness standards.

C) understands that assessment is an integral part of instruction to provide feedback to learners.

2) Performance Indicators – The competent physical education teacher:

A) incorporates learners' performance data to shape instructional design.

B) assesses learners' progress in developing health-related fitness.

C) schedules activities to develop specific aspects of health-related fitness.

D) applies techniques to motivate students to enhance health-related fitness levels.

E) evaluates health-related fitness goal setting, activity selection, and personal health-related fitness programs for students.

c) The competent physical education teacher understands human movement, motor skills, and their developmental sequence.

1) Knowledge Indicators – The competent physical education teacher:

A) understands and differentiates critical elements and sequencing of basic motor skills.

B) detects developmental progressions, ranges of individual variation, and levels of readiness.

C) describes principles and activities for developing locomotor, non-locomotor, manipulative, rhythmic, and dance movements.

D) knows basic principles of biomechanics, motor learning, and motor development.

2) Performance Indicators – The competent physical education teacher:

A) applies principles of movement concepts and patterns.

B) demonstrates basic motor skills and physical activities with competence.

C) identifies critical elements of basic motor skills and develops appropriate sequences to teach motor skills.

D) identifies, selects, and implements developmentally appropriate learning/practice opportunities based on learners' motivation and skill level.

d) The competent physical education teacher organizes activities and techniques for developing motor skills.

1) Knowledge Indicators – The competent physical education teacher:

A) recognizes appropriate instructional cues and prompts to elicit basic motor skills.

B) understands developmental progressions, ranges of individual variation, and levels of readiness.

2) Performance Indicators – The competent physical education teacher:

A) designs a variety of developmentally appropriate opportunities for practice.

B) applies performance concepts and principles to skillful movement and physical activity.

C) implements developmentally appropriate instruction to teach basic motor skills.

D) uses a variety of formal and informal assessment techniques to evaluate learners' progress in developing motor skills.

e) The competent physical education teacher guides the dynamic interaction between individuals and within groups while they are engaged in activities for personal and social development.

1) Knowledge Indicators – The competent physical education teacher:

A) understands developmental progressions in the cognitive and affective domains.

B) recognizes the socio-cultural benefits of participation in a variety of activities.

C) identifies aesthetic and creative aspects of skilled performance.

2) Performance Indicators – The competent physical education teacher:

A) plans activities that aid in the development of problem-solving and critical thinking skills.

B) evaluates students' progress in personal expression and the development of interpersonal skills during physical activity.

C) plans activities that aid in developing positive personal behaviors.

D) plans activities that aid in promoting positive social attitudes and behaviors in group settings.

f) The competent physical education teacher applies techniques, skills, strategies, basic rules, etiquette, and safety practices for individual and group sports.

1) Knowledge Indicators – The competent physical education teacher:

A) understands techniques, skills, strategies, and skill progressions of individual and group sports.

B) recognizes basic rules, etiquette, and safety practices associated with individual and group sports.

2) Performance Indicators – The competent physical education teacher:

A) selects verbal and non-verbal cues as appropriate in the teaching of physical activity.

B) selects developmentally appropriate assessment strategies and instruments congruent with physical education learning goals.

C) demonstrates techniques, skills, and progressions of a variety of individual and group sports.

D) articulates basic rules, etiquette, and safety practices associated with individual and group sports.

E) uses a variety of formal and informal assessment techniques to assess learners' progress.

g) The competent physical education teacher applies techniques, skills, strategies, basic rules, etiquette, and safety practices associated with lifelong sports, creative movement, dance, non-competitive activities, and cooperative activities.

1) Knowledge Indicators – The competent physical education teacher:

A) knows techniques, skills, strategies, and skill progressions of lifelong sports.

B) knows techniques, steps, and activities involving dance and creative movement.

C) understands concepts, strategies, and safety issues in the development of noncompetitive activities and cooperative activities.

D) understands basic rules, strategies, etiquette, and safety practices associated with lifelong sports.

E) is aware of verbal and non-verbal cues as appropriate in the teaching of physical activity.

F) recognizes developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals.

2) Performance Indicators – The competent physical education teacher:

A) demonstrates techniques, skills, and progressions of a variety of lifelong sports.

B) teaches steps and activities involving dance and creative movement.

C) directs noncompetitive activities and cooperative activities.

D) articulates etiquette and safety practices associated with creative movement, dance, noncompetitive activities, and cooperative activities.

E) helps learners facilitate problem-solving and critical thinking strategies in the process of becoming physically educated persons.

F) asks questions and poses scenarios to stimulate interactive learning opportunities.

G) uses a variety of formal and informal assessment techniques to assess learners' progress.

h) The competent physical education teacher incorporates the historical, philosophical, and social contexts of physical education.

1) Knowledge Indicators – The competent physical education teacher:

A) identifies historical events and key leaders associated with the field.

B) recognizes the influence of social and philosophical trends in physical education.

2) Performance Indicators – The competent physical education teacher:

A) examines the historical and philosophical trends of physical education as they affect the goals and components of instructional programs and as they relate to current issues in the field.

B) remains current with social, political, and economic issues influencing the physical education profession and their impact on instructional programs at the local, State, national, and global levels.

i) The competent physical education teacher recognizes issues that influence the development and evaluation of the physical education program.

1) Knowledge Indicators – The competent physical education teacher:

A) understands value orientations, goals, and models of curriculum design.

B) recognizes environmental factors affecting curriculum design.

C) recognizes assessment procedures for program evaluation.

D) understands factors affecting the preparation of a budget to support the instructional program.

2) Performance Indicators – The competent physical education teacher:

A) constructs lesson plans, unit plans, and a curricular scope and sequence following a given model.

B) follows accepted steps in creating curricula.

C) is a member of recognized State and national professional organizations and reads publications from those bodies.

D) plans for and manages necessary equipment and resources for instruction.

E) establishes appropriate criteria and selects tools for evaluation of a given program.

F) revises programs based on a needs assessment or other appropriate evaluative criteria.

j) The competent physical education teacher uses concepts and strategies for effective instruction in the physical education program.

1) Knowledge Indicators – The competent physical education teacher:

A) understands principles and philosophies of physical education.

B) recognizes principles for organizing and administering a comprehensive physical education curriculum for all student populations.

C) knows effective classroom management procedures in physical education.

2) Performance Indicators – The competent physical education teacher:

A) designs instruction to accommodate the learning style strength of students to enhance both knowledge and skill development.

B) identifies students with special needs.

C) follows measurement concepts including validity, reliability and bias.

D) identifies a variety of assessment procedures for student and instructional evaluation.

E) conducts appropriate physical education instruction in a variety of curricular offerings and settings.

F) selects and implements developmentally appropriate instruction that is sensitive to the needs, learning styles and experiences of learners.

G) uses different types of assessment with a variety of teaching styles and strategies.

k) The competent physical education teacher follows safety practices, principles of emergency first aid, and equipment maintenance procedures.

1) Knowledge Indicators – The competent physical education teacher:

A) has knowledge of equipment, materials, and human and technological resources to enhance learning in a safe environment.

B) understands safety issues when planning and implementing instruction.

C) knows principles of emergency first aid in given situations.

D) recognizes appropriate use, maintenance, and storage of equipment.

2) Performance Indicators – The competent physical education teacher:

A) uses managerial and instructional routines that create safe environments.

B) applies disciplinary and pedagogical knowledge in developing safe learning experiences.

C) applies first aid procedures in given situations.

l) The competent physical education teacher recognizes legal and ethical issues that influence physical education programs.

1) Knowledge Indicators – The competent physical education teacher:

A) understands unique characteristics of physical education related to legal issues.

B) recognizes State and federal laws and guidelines regarding gender equity, special education, religious issues, privacy, and other aspects of students' rights.

2) Performance Indicators – The competent physical education teacher:

A) discusses ethical guidelines for decision-making in various physical education settings.

B) follows codes of professional conduct and current legal directives.

C) follows school policy and procedures regarding professional responsibilities when working with students, colleagues, and families.

(Source: Amended at 44 Ill. Reg. 8630, effective May 12, 2020)