Program Mission Statement

The Physical Education Teacher Program prepares professionals to teach students in K - 12 physical education programs in addition to directing youth in intramural and athletic programs. Physical educators provide leadership in a variety of school-based roles. Professional preparation in physical education emphasizes the development of candidates who will model pedagogical effectiveness and engage in active leadership roles in physical activity/health for schools and community organizations. Therefore pre-professional coursework must include: anatomy and physiology; physiology of exercise; care and prevention of sport injuries; and, kinesiology and motor behavior. Pre-professionals must be able to demonstrate an appropriate level of fitness and consistently improve in skillfulness as they engage in sport and other physical activities. Course work offerings to accomplish maintenance of fitness and improve skillful sport play are physical conditioning, weight lifting, water exercise, yoga, and spinning, as well as golf, basketball, tennis, softball, and volleyball.

More specifically, pre-professionals also are required to complete courses related to diverse learners, educational technology, TESOL, content reading, classroom management, and assessment. Physical education pedagogical course work includes: curriculum and adapted physical education; teaching movement education; teaching sport skills; fitness education; theory and practice of coaching; and, administration of physical education and sport programs. Pre-professionals are involved in three school experiences linked to non-field coursework; two field experiences as courses; followed by fifteen weeks of internship.

The core learning objectives of the Physical Education Program are correlated to NASPE's Standards for Initial Programs in Physical Education Teacher Education, Subject Matter Content Standards for Florida's Teachers: K-12 Physical Education, College of Education and Human Services Conceptual Framework, as well as Florida's Accomplished Practices (AP) for Teachers at the pre-professional level - AP 1 Instructional Design and Lesson Planning, AP 2 Learning environment, AP 3 Instructional Delivery and Facilitation, AP 4 Assessment, AP 5 Continuous Professional Improvement, AP 6 Professional Responsibility and Ethical Conduct.

Area professionals involved instructionally in the program include school district practitioners of note such as the new district level supervisor and a NBTS teacher. A new tenure track faculty member has been selected to begin Fall 2014. Program faculty, including adjuncts, will collaborate to make professional presentations and conduct a range of research activities that will be disseminated through state and national organizations (e.g., AHERD) and other appropriate entities. This scholarship will relate, in part, to the preservice preparation of teachers and the induction of those teachers into the profession. In addition, key constructs such as inquiry, ethic of care, and understanding personal epistemologies that form the bedrock of reflective practice will be emphasized in the reconceptualization of the curriculum and ongoing assessment protocols.

Student Learning Outcomes

Graduates will be able to:

**Content/Discipline-Specific Knowledge/Skills**

- Links subject matter to standards and benchmarks

- The candidate will analyze and apply data from multiple assessments and measures to diagnose student learning needs and develop instructional activities based on these needs.

- Employs traditional and alternative assessment strategies in determining student mastery of specific outcomes.

**Communication Skills**

- Students use various communication forms (verbal and nonverbal) according to the nature and needs of students.

**Critical Thinking Skills**

- Model the use of higher order thinking skills.
Assessment Approaches

UNF graduates of the B.A.E program in Physical Education program will demonstrate mastery of content knowledge, communication and critical thinking, and pedagogical skills. These occur in core, major, and clinical coursework and develop during the program to a proficiency level expected of a teacher candidate. Teacher candidates learn to apply knowledge, communicate with peers, teachers, students and university supervisors and demonstrate critical thinking throughout the program through successful completion of challenging course and clinical experience assignments. Assessment strategies include: in-class performances, written works, projects, tests, as well as observations during actual teaching of lesson plans and units of instruction.