



Guidance Document

Best Practices in PETE/HETE

Guidelines for Physical Education Teacher Education and Health Education Teacher Education





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Acknowledgements

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Introduction

This document provides guidelines for best practices in physical education teacher education (PETE) and health education teacher education (HETE). Health education and physical education are separate disciplines that each require specific training, and this document offers guidance for preparing future professionals in these disciplines without placing emphasis on the design of the program itself.

It is well known that programs that certify pre-service teachers in the areas of health education and physical education vary greatly depending on the size of the program, college/university, number of faculty, state regulations, etc. Additionally, they may be offered as stand-alone programs or as combined or dual programs.

As such, this document has been organized into four primary sections, which cover:

- 1) Best practices applicable to both PETE and HETE programs
- 2) Additional best practices applicable only to PETE programs
- 3) Additional best practices applicable only to HETE programs
- 4) Considerations for combined and dual PETE and HETE programs

Each section contains evidence-based practices grounded in research and theory. Information is presented in table format to indicate varying levels of implementation in acknowledgement of the differing contexts surrounding PETE and HETE programs. The main purpose is not to be prescriptive, but to allow programs flexibility within their own context. Acknowledging that all programs have various circumstances and resources, the task force created levels of implementation as used in the [Modern Classrooms Project approach](#) (Wolf, Eisinger, & Ross, 2020).

In this approach, there are three pillars of instruction: mastery-based learning, self-pacing, and blended instruction. This task force has adopted one of the tenets of self-pacing, which is categorization of requirements, using the terms *must*, *should* and *aspire*. In the tables below, this verbiage is used and three columns are presented.

The “*Must*” categories include what all programs should be incorporating, at a minimum. These aspects of programming are non-negotiable and are the baseline requirements of PETE/HETE programs. These are applicable to all initial credentialing programs (e.g., traditional undergraduate program, post-baccalaureate, master’s degrees) regardless of contextual factors.

The “*Should*” column is the next step up. These aspects are for programs that have capacity to implement the “*Must*” level aspects and enrich those with further programming.

Finally, the “*Aspire*” column identifies aspects of PETE/HETE programs that implement all the “*Must*” and “*Should*” level components and can enhance student learning even more. All programs should strive to implement the aspects of programming listed in the “*Aspire*” column, as they represent components that are considered best practices and ideal situations in each given case.

It is important to note that whether the program is stand-alone or combined, faculty should aspire to ensure teacher candidates (TCs) are fully prepared to teach in each certification area.

Best Practices: PETE and HETE Programs

It is important for all teacher preparation programs in both health education and physical education to strive to meet the following suggestions. This applies regardless of the structure of the program or degree level offered by the program (e.g., undergraduate, post-baccalaureate, master's).

Faculty Qualifications — Teaching Methods Courses

This is intended for health education and physical education methods courses within the program.

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • Preparation in preK-12 pedagogy methods and best practices • Expertise in health education and/or physical education content knowledge and applicable preK-12 standards • Relevant teaching experience in content area • Master's degree 	<ul style="list-style-type: none"> • Undergraduate degree or post-bachelor certificate in teacher preparation in HE/PE • Master's degree in relevant field • PreK-12 experience in health education or physical education 	<ul style="list-style-type: none"> • PreK-12 experience (3+ years of experience in content area) • Earned terminal degree (e.g., Ed.D., Ph.D.) in related field • PETE/HETE experience

Faculty Qualifications — Teaching Content Specific Courses

This includes all sub-disciplinary content courses and could include but not be limited to courses in Motor Development/Motor Learning, Biomechanics, Nutrition, Human Sexuality, etc.

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • Expertise in content area • Relevant teaching experience in content area • Master's degree 	<ul style="list-style-type: none"> • Faculty have the ability to apply content to PETE/HETE curriculum • Experience teaching content to preK-12 populations • Experience teaching in higher education • Master's degree in relevant field 	<ul style="list-style-type: none"> • Advanced content coursework • Teacher preparation degree in PE/HE • PreK-12 experience (3+ years of experience in content area) • Terminal degree (e.g., Ed.D., Ph.D.) in related field • PETE/HETE experience

Curriculum Development and Processes

PETE/HETE faculty should engage in processes and procedures of sound curriculum development and appropriate scope and sequences within the program.

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • Program curriculum map aligned to PETE/HETE standards • Use of backward design • Use of curriculum/content map • Equal balance across content areas (e.g., teacher candidates can design lessons across a variety of skills and topics without overemphasis on areas such as team sports or nutrition) 	<ul style="list-style-type: none"> • Learning is scaffolded via sequential methods courses • Integration of program content course knowledge across courses (e.g., motor learning is integrated into pedagogy courses) 	<ul style="list-style-type: none"> • Use of a cohort model • Application of standards-based grading

Purposeful and Progressive Field Experiences

This section refers to both field experiences and student teaching.

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • Include observation, peer-teaching, co-teaching preK-12 small groups • Provide early field experiences • Engage the reflective process 	<ul style="list-style-type: none"> • Include a variety of field experiences, including licensing levels, adapted and diverse settings, traditional vs. specialized schools • Provide experiences in “other” duties such as field day, health fair, healthy celebrations and fundraisers, recess, bike programs, etc. 	<ul style="list-style-type: none"> • Include both co-teaching and independently teaching preK-12 classes

Placement Sites and Cooperating Teachers

This refers to any sites where teacher candidates (TCs) are placed, as well as the cooperating teachers and mentors that are involved in supervising field placements.

<p style="text-align: center;">Must</p>	<p style="text-align: center;">Should <i>(in addition to Must)</i></p>	<p style="text-align: center;">Aspire <i>(in addition to Should)</i></p>
<ul style="list-style-type: none"> ● TCs' cooperating/mentor teachers have a minimum of 3 years of experience teaching in the content area ● Cooperating/mentor teacher is licensed in the field ● Cooperating/mentor teacher has a content-related degree ● TCs' college/ university supervisors are trained in supervising techniques 	<ul style="list-style-type: none"> ● PETE/HETE faculty have a voice in the selection of cooperating/mentor teachers ● TCs' college/university supervisors are trained in the content area and have a minimum of 3 years of preK-12 teaching experience in the content area 	<ul style="list-style-type: none"> ● TCs' college/university supervisors are faculty from the content area ● TCs' college/university supervisors are licensed (or previously licensed) in the content area

Collaboration With Colleagues Outside the Program

This could include colleagues that are in Colleges of Education (if you are located elsewhere) or also colleagues in departments that might teach content for your courses.

<p style="text-align: center;">Must</p>	<p style="text-align: center;">Should <i>(in addition to Must)</i></p>	<p style="text-align: center;">Aspire <i>(in addition to Should)</i></p>
<ul style="list-style-type: none"> ● Communicate regularly with education and other departments (e.g., attend meetings, meet with key liaisons such as field experience coordinators) ● Establish clear expectations with adjunct faculty, and those teaching program-specific courses from other institution departments (such as Athletics) 	<ul style="list-style-type: none"> ● Faculty actively engage in program decisions if it is administered/credentialed by another department (e.g., Education) 	<ul style="list-style-type: none"> ● HE and PE perspectives are considered within education courses and other courses (e.g., Nutrition, Human Sexuality) ● Incorporate inclusive candidate assessments that consider HE/PE contexts (both within courses and across the program)

Collaboration With Colleagues of Content Courses

This section suggests that there should be collaboration of PETE/HETE faculty with sub-disciplinary content experts and instructors to ensure continuity in the courses (i.e., Biomechanics, Nutrition, Physiology).

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> Each course addresses desired teacher candidate outcomes 	<ul style="list-style-type: none"> Include assignments and assessments within content courses that connect foundational pedagogical knowledge with content specific knowledge Include assignments and assessments within pedagogy method courses that integrate content knowledge and assist teacher candidates in application of the content 	<ul style="list-style-type: none"> Include content faculty in curriculum mapping discussions

Engagement in Holistic Program Assessment Using a Variety of Tools

This section highlights the importance of PETE/HETE program assessment.

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> Engage in program assessment on a regular schedule Have a clear plan for program assessment Seek feedback from one or more of the following: <ul style="list-style-type: none"> Pre-service teacher candidates Teacher candidate graduates Cooperating teachers <ul style="list-style-type: none"> Feedback on teacher candidates Feedback on curriculum/program design University/college supervisors (ideally someone who fits within the Aspire faculty column) 	<ul style="list-style-type: none"> Make considerations for institutional accreditation (e.g., shared assessments) Seek feedback from all of the following: <ul style="list-style-type: none"> Pre-service teacher candidates Teacher candidate graduates Cooperating teachers <ul style="list-style-type: none"> Feedback on teacher candidates Feedback on curriculum/program design University/college supervisors (ideally someone who fits within the Aspire faculty column) 	<ul style="list-style-type: none"> Seek preK-12 administration feedback about post-graduates Host stakeholder feedback events (i.e., advisory council) where a variety of stakeholders can provide feedback in a forum together

Content

Infuse the following content in some capacity throughout the program. How this is approached will vary depending on contextual circumstances. This is aimed at teacher candidates' (TCs) content knowledge as well as how they infuse it into their teaching.

Social and Emotional Learning (SEL)

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs can describe core SEL competencies • TCs develop personal SEL competencies • TCs can explain how Transformative SEL supports equity in the classroom • TCs plan and deliver learning experiences that foster development of SEL competencies in peer-teaching settings 	<ul style="list-style-type: none"> • With assistance, TCs plan and deliver lessons that foster development of SEL competencies in preK-12 health education and physical education using SHAPE America's Health Education/SEL Crosswalk and Physical Education/SEL Crosswalk for guidance • TCs observe health education and physical education lessons in which SEL competencies are explicit outcomes 	<ul style="list-style-type: none"> • Independently, TCs plan and deliver lessons that foster development of SEL competencies in health education and physical education using SHAPE America's SEL Crosswalks for guidance

Trauma-Informed Practices

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs are introduced to topics of trauma-informed practices and how they should be applied in preK-12 settings 	<ul style="list-style-type: none"> • TCs discuss and practice various ways in which they can integrate trauma-informed practices into their teaching • TCs observe health education and physical education lessons in which trauma-informed practices are used 	<ul style="list-style-type: none"> • TCs use the skills learned to apply trauma-informed practices in preK-12 settings

Culturally Responsive Teaching

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> TCs examine personal [implicit] biases and potential impact on instruction and student-teacher relationships 	<ul style="list-style-type: none"> TCs discuss and practice ways in which they can be culturally responsive and sustaining in their teaching TC identifies materials and resources that are culturally inclusive that can be integrated into the curriculum 	<ul style="list-style-type: none"> TCs implement culturally responsive and sustaining strategies and practice in preK-12 settings TC integrates culturally responsive teaching materials and resources into preK-12 setting

Social Justice

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> TCs are introduced to topics of EDI and Social Justice and how they should be applied in the PK-12 setting See the Social Justice in PETE/HETE guidance document for more information 	<ul style="list-style-type: none"> TCs discuss and practice various ways in which they can integrate social justice practices into their teaching TCs observe a variety of ways to integrate social justice practices into their teaching 	<ul style="list-style-type: none"> TCs use the skills learned to apply social justice practices in the preK-12 settings

Universal Design for Learning (UDL)

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> TCs are introduced to UDL and how it should be applied in the preK-12 setting TCs complete coursework on implementing UDL in lessons 	<ul style="list-style-type: none"> TCs observe in-service teachers implementing UDL strategies TCs plan activities using UDL concepts and strategies 	<ul style="list-style-type: none"> TCs apply UDL in all lessons (e.g., course assignments, field experiences, student teaching)

Equity for Diverse Learners

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs complete coursework on implementing content with diverse learners (e.g., adapted PE, working with students with disabilities and/or talented and gifted students, working with English Language Learners) 	<ul style="list-style-type: none"> • TCs observe in-service teachers instructing, accommodating, and adapting for students with diverse needs • TCs plan activities for diverse learners 	<ul style="list-style-type: none"> • TCs apply skills learned through coursework to teach diverse learners in various educational and/or clinical settings

Education Theory

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs learn about one or more educational theories pertinent to teaching PE and/or health education 	<ul style="list-style-type: none"> • TCs identify how different educational theories can be applied to planning appropriate learning tasks for students in PE and health • TCs observe in-service teachers using educational theories to guide their practice 	<ul style="list-style-type: none"> • TCs apply multiple educational theories in their lesson plans and teaching in PE and health

Learning Environment

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs are taught developmentally appropriate classroom management strategies for health education and PE settings • TCs can identify appropriate classroom management strategies in both physically active and sedentary settings 	<ul style="list-style-type: none"> • TCs observe in-service teachers implementing developmentally appropriate classroom management strategies in PE and health education settings • TCs reflect on their observations of in-service teachers and their classroom management strategies in PE and health education settings 	<ul style="list-style-type: none"> • TCs implement appropriate classroom management strategies with diverse groups of students • TCs reflect on their own teaching with regard to classroom management in both PE and health education settings

Technology

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs demonstrate how to use basic computer software to create and edit text documents, spreadsheets, PDFs, and slideshows • TCs demonstrate how to create and send electronic communication • TCs discuss how to use a LMS with future students • TCs acknowledge and apply standards and ethics around technology use as an educator • TCs recognize various technologies available to aid in teaching concepts within content area • TCs recognize various technologies available for students to use when demonstrating their learning 	<ul style="list-style-type: none"> • TCs use basic computer skills to implement lessons with preK-12 students • TCs use basic computer software to create and edit text documents, spreadsheets, PDFs, and slideshows to supplement and support their teaching • TCs discuss scenarios and provide examples of proper electronic communication to parents and students • TCs use varying LMSs (e.g., Google Classroom, Schoology) to create and disseminate instructional materials in a real or fictional preK-12 setting • TCs use and apply various technologies available to aid in their teaching practices 	<ul style="list-style-type: none"> • TCs consistently implement computer software skills into their preK-12 lessons • TCs use technology to appropriately communicate with parents and students • TCs use a LMS as part of their preK-12 teaching • TCs consistently use and apply various technologies to aid in their preK-12 teaching practices • TCs receive a certificate for technology in the classroom (e.g., Google Level 1 certification) • TCs create appropriate content for social media

Curriculum and Lesson Development

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs identify valid resources available for creation of lessons and unit planning • TCs can interpret state and national standards (in both HE and PE) • TCs can describe proper scope and sequencing within and across grade levels • TCs create assessments, lesson plans, and unit plans that can be applied to a preK-12 setting • TCs analyze how different philosophies around health and PE influence their planning and teaching 	<ul style="list-style-type: none"> • TCs use and apply valid resources available for creation of lessons and unit planning • TCs use and apply HE & PE state and national standards in their lesson and unit planning • TCs create a scope and sequence that demonstrates proper sequencing within and across grade levels (including planning yearly curriculum across a grade span) • TCs create and implement assessments, lesson plans, and unit plans at each certification level, and apply them in a field setting 	<ul style="list-style-type: none"> • TCs apply a scope and sequence that demonstrates proper sequencing within and across grade levels within their field experiences • TCs consistently implement appropriate, standards and outcome-based assessments, lesson plans, and unit plans at each certification level

Online Teaching

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs discuss online teaching and adjustments needed to teach in an online environment for both HE and PE settings • TCs articulate the differences between synchronous and asynchronous teaching. • TCs read SHAPE America guidance documents about high-quality online teaching 	<ul style="list-style-type: none"> • TCs practice distributing content virtually (e.g., LMS, videos, interactive technology) • TCs apply basic principles of online instructional design • TCs implement best practices found in SHAPE America guidance documents about high-quality online teaching, while practicing online teaching 	<ul style="list-style-type: none"> • TCs use a LMS with preK-12 students (e.g., uploading videos, uploading assignments, grading, discussion boards) • TCs earn a certificate for technology credentials and/or online teaching (e.g., Google Level 2 certification)

Opportunities for Professional Development and Membership/Involvement in Professional Organization

This section refers to opportunities for learning that occur outside a program's regular coursework, which could include: conferences, workshops, majors club, volunteer opportunities, job opportunities, and more.

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs are encouraged to participate in professional development opportunities (e.g., webinars, workshops, conferences) • TCs can express the benefits of membership in professional organizations 	<ul style="list-style-type: none"> • TCs are required to participate in professional development opportunities (e.g., workshops, majors club) • TCs become member of state or national organization 	<ul style="list-style-type: none"> • TCs are given the opportunity to lead professional development opportunities (e.g., presenting at conferences) • TCs become members of both state and national organizations • TCs attend at least one state or national conference as a part of the preparation process

Additional Best Practices: PETE Programs

This section discusses content specific to physical education teacher education (PETE) programs. If your program certifies in physical education in any capacity, it is important to use this chart to understand content that should be represented within your program.

Standards

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> TCs use state standards and/or SHAPE America's National Standards for K-12 Physical Education to plan curriculum 	<ul style="list-style-type: none"> TCs can explain how state standards and/or SHAPE America's National Standards for K-12 Physical Education are aligned with other content areas via crosswalks 	<ul style="list-style-type: none"> TCs implement and assess grade-level outcomes that are aligned with SHAPE America's National Standards for K-12 Physical Education in their practicum experiences

Laws, Legislation, and Policies Impacting Physical Education

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> TCs receive instruction on prominent laws, legislation, and policies impacting the profession (e.g., ADA, Title IX, locker rooms) 	<ul style="list-style-type: none"> TCs are able to apply how prominent laws, legislation, and policies (e.g., ADA, Title IX, locker rooms) would impact various scenarios in physical education 	<ul style="list-style-type: none"> TCs are able to critically analyze prominent laws, legislation, and policies (e.g., ADA, Title IX, locker rooms) and their impact

Appropriate Instructional Practices

<p style="text-align: center;">Must</p>	<p style="text-align: center;">Should <i>(in addition to Must)</i></p>	<p style="text-align: center;">Aspire <i>(in addition to Should)</i></p>
<ul style="list-style-type: none"> ● Candidates receive instruction on appropriate practices in physical education ● Methods courses are designed in ways that emphasize effective and appropriate practices in physical education ● Required activity courses model appropriate practices ● Appropriate practices are integrated into course assignments and assessed 	<ul style="list-style-type: none"> ● <u>Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison</u> is integrated into course assignments and assessed ● <i>Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison</i> is used to inform lesson and unit planning ● PreK-12 field experiences allow candidates to explicitly make connections to the <i>Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison</i> document 	<ul style="list-style-type: none"> ● Appropriate practices are scaffolded and assessed throughout multiple courses within the program at various levels

Assessment

<p style="text-align: center;">Must</p>	<p style="text-align: center;">Should <i>(in addition to Must)</i></p>	<p style="text-align: center;">Aspire <i>(in addition to Should)</i></p>
<ul style="list-style-type: none"> ● A variety of assessment techniques (continuous, formative, and summative) are taught and practiced ● TCs are prepared to use performance-based assessments to determine students' level of skill and knowledge acquisition ● Appropriate grading strategies are discussed ● Microsoft Office and/or Google Suite applications are used for data collection and/or analysis 	<ul style="list-style-type: none"> ● TCs design their own performance-based assessments aligned with skill and knowledge outcomes ● TCs design formative assessments that inform instruction and provide feedback for learning ● TCs are taught multiple ways to analyze assessment data, reflect on it, and make instructional decisions ● Types of assessment are incorporated in all 3 domains: psychomotor, cognitive, affective 	<ul style="list-style-type: none"> ● TCs use performance assessments with PK-12 students ● TCs analyze data from formative and summative assessments to make instructional decisions Technology is used in collecting data for assessment purposes (e.g., heart rate monitors, pedometers, video capture)

Motor Skill Development

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs can describe preK-12 motor skill development and progression • TCs demonstrate proficiency in a variety of motor skills and movement concepts with or without accommodations • TCs plan developmentally appropriate lessons for preK-12 contexts • TCs plan appropriate progressions of motor skills within individual lesson plans and units of instruction 	<ul style="list-style-type: none"> • TCs demonstrate appropriate motor skill progressions in preK-12 settings with or without accommodations (e.g., using self, student demonstrators, videos) • TCs adjust motor skill activities for both groups and individuals based on observation and assessment 	<ul style="list-style-type: none"> • TCs create and assess personalized progressions of motor skills for individual preK-12 students during field experiences

Fitness Assessment

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs can explain appropriate practices for assessing levels of personal fitness 	<ul style="list-style-type: none"> • SHAPE America's <u>Appropriate and Inappropriate Practices Related to Fitness Testing</u> position statement is shared and discussed • TCs can conduct fitness assessment using appropriate practices 	<ul style="list-style-type: none"> • TCs advocate for fitness assessment protocols that use appropriate practices

Adapted Physical Education (APE)

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • Include APE and APA content • Emphasize UDL throughout multiple program courses 	<ul style="list-style-type: none"> • Have at least one course dedicated to APE • Include an APE or APA field experience with preK-12 populations 	<ul style="list-style-type: none"> • Include an APE field experience within the preK-12 school setting • Offer credentialing in APE (e.g., minor, licensing, certificate, CAPE)

Whole School, Whole Community, Whole Child (WSCC)

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • WSCC is integrated into content 	<ul style="list-style-type: none"> • TCs apply WSCC content within a project or field experience 	<ul style="list-style-type: none"> • TCs apply WSCC content within the student teaching capstone

Comprehensive School Physical Activity Programs (CSPAP)

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • CSPAP is integrated into content 	<ul style="list-style-type: none"> • TCs apply CSPAP content within a project or field experience 	<ul style="list-style-type: none"> • TCs implement CSPAP components within the student teaching capstone

Advocacy

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • Advocacy strategies are integrated into content 	<ul style="list-style-type: none"> • TCs apply advocacy strategies within a project or field experience 	<ul style="list-style-type: none"> • TCs implement advocacy strategies within the student teaching capstone

Authenticity of Physical Education

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • Discussions occur about the realities of teaching PE in preK-12 settings (e.g., marginalization, large class sizes, insufficient equipment) 	<ul style="list-style-type: none"> • TCs develop strategies to address the realities of teaching PE in preK-12 settings 	<ul style="list-style-type: none"> • TCs apply strategies to address the realities of teaching PE in preK-12 settings

Instructional Models

<p style="text-align: center;">Must</p>	<p style="text-align: center;">Should <i>(in addition to Must)</i></p>	<p style="text-align: center;">Aspire <i>(in addition to Should)</i></p>
<ul style="list-style-type: none"> • Provide an introduction to various instructional models (e.g., Cooperative Learning, Inquiry Teaching, Sport Education, Teaching Games for Understanding, Personal and Social Responsibility) 	<ul style="list-style-type: none"> • TCs engage in peer teaching experiences using different instructional models (e.g., Cooperative Learning, Inquiry Teaching, Sport Education, Teaching Games for Understanding, Personal and Social Responsibility) 	<ul style="list-style-type: none"> • TCs use a variety of instructional models (e.g., Cooperative Learning, Inquiry Teaching, Sport Education, Teaching Games for Understanding, Personal and Social Responsibility) in preK-12 teaching experiences

Additional Best Practices: HETE Programs

This section discusses content specific to health education teacher education (HETE) programs. If your program(s) certifies teacher candidates (TCs) in health education in any capacity, it is important to use this chart to understand content that should be represented within your program.

Skills-Based Health Education

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • A skills-based approach is emphasized in at least one course • TCs are prepared to create a learning experience using a skills-based approach 	<ul style="list-style-type: none"> • All methods and pedagogy courses teach a skills-based approach • Lesson and unit plan design emphasizes a skills-based approach • TCs are prepared to teach in ways that develop essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors 	<ul style="list-style-type: none"> • A skills-based approach is integrated across all courses • Student teaching allows for TCs to implement a skills-based approach by leading students through a skill-progression toward proficiency

Health Behavior Theory

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs receive instruction on a variety of learning and behavioral theories • TC receive instruction in how to develop personal competence, social competence, and self-efficacy 	<ul style="list-style-type: none"> • Methods courses emphasize connections to health education for a variety of learning and behavior change theories • Methods courses emphasize connections to health outcomes for a variety of learning and behavior change theories 	<ul style="list-style-type: none"> • All courses are grounded in and explicitly demonstrate connections to learning and behavioral theories as they relate to health and health outcomes • TCs justify lesson decisions based on learning and behavioral theories

Appropriate Practices in School-Based Health Education

Appropriate practices are critical in order to implement effective health education. For more details, see SHAPE America’s [Appropriate Practices in School-Based Health Education](#) guidance document.

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs receive instruction on appropriate practices in health education • Methods courses are designed in ways that emphasize effective and appropriate practices in health education • TC receives instruction on age-appropriate and developmentally appropriate instruction practices 	<ul style="list-style-type: none"> • <i>Appropriate Practices in School-Based Health Education</i> is integrated into course assignments • <i>Appropriate Practices in School-Based Health Education</i> is used to inform lesson and unit planning • Student teaching allows TCs to explicitly make connections to the <i>Appropriate Practices in School-Based Health Education</i> document 	<ul style="list-style-type: none"> • <i>Appropriate Practices in School-Based Health Education</i> is explicitly referenced in course syllabi • All sections of <i>Appropriate Practices</i> (learning environment, curriculum, instructional strategies, assessment, advocacy, professionalism) are deliberately addressed and assessed in program’s coursework

Health-Related Standards

This includes a variety of standards related to improving health-related outcomes (e.g. National Health Education Standards, National Sexuality Education Standards, state standards).

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs receive instruction on state and national standards for health education • TCs are prepared to use standards in curriculum planning • TCs recognize the value of using a variety of standards in curriculum planning 	<ul style="list-style-type: none"> • TCs use state and national standards for health education in curriculum planning • TCs use a variety of standards in curriculum planning 	<ul style="list-style-type: none"> • TCs can articulate how various standards intersect to form a well-rounded learning experience in health education • Critically examine standards and use them to ensure developmentally appropriate curricular decisions • TCs use SHAPE America’s Student-Friendly Standards in preK-12 planning and instruction

Health Content

This specifically refers to topic areas that are common in health education (e.g., Nutrition, Human Sexuality, Alcohol and Other Drugs)

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs are prepared to provide instruction on health behaviors as outlined in CDC's Health Education Curriculum Analysis Tool • TCs are prepared to provide instruction based on standards and state-level priorities • TCs determine functional health information to be used in curriculum planning • TCs are able to integrate health content with skills in order to design effective unit plans and learning experiences 	<ul style="list-style-type: none"> • Health content is taught in a way that allows for TCs to experience skill application • Faculty use data (e.g., YRBS) to determine health content priorities • Faculty examine the role of health information as a way to achieve health outcomes • Faculty remain current on health issues and trends and plan instruction that builds functional health knowledge 	<ul style="list-style-type: none"> • TCs use skills-based learning experiences that demonstrate how to teach content through a skills-based approach

Whole School, Whole Community, Whole Child (WSCC)

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs develop a working knowledge of the WSCC model and integrate the model into coursework 	<ul style="list-style-type: none"> • TCs apply WSCC content within a project or field experience 	<ul style="list-style-type: none"> • TCs are assessed on their ability to apply WSCC strategies within the capstone

Equity, Inclusion, Social Justice

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • See the for Social Justice in PETE/HETE guidance document for more information • TCs receive instruction on trauma-informed/sustaining practices • TCs receive instruction on social determinants of health • TCs receive instruction on equity, diversity, and inclusion along with their implications for health education 	<ul style="list-style-type: none"> • TCs demonstrate the ability to plan lessons and learning experiences through a trauma-informed/sustaining lens • TCs demonstrate the ability to plan lessons and learning experiences that integrate social determinants of health • TCs demonstrate the ability to plan lessons and learning experiences in health education through the lens of equity, diversity, and inclusion 	<ul style="list-style-type: none"> • TCs advocate for health education practices that are based on trauma-informed practices • TCs advocate for health education practices that integrate social determinants of health • TCs advocate for health education practices based in equity, diversity, and inclusion • TCs demonstrate leadership in equity practices in health education

Assessment

Must	Should <i>(in addition to Must)</i>	Aspire <i>(in addition to Should)</i>
<ul style="list-style-type: none"> • TCs are prepared to use performance-based assessments to determine students' level of skill and knowledge acquisition • TCs use formative assessments to inform instruction and provide feedback for learning 	<ul style="list-style-type: none"> • TCs design their own performance-based assessments aligned with skill and knowledge outcomes • TCs design formative assessments that inform instruction and provide feedback for learning 	<ul style="list-style-type: none"> • TCs use performance assessments with preK-12 students • TCs analyze data from formative and summative assessments to make instructional decisions

Instructional Strategies

<p style="text-align: center;">Must</p>	<p style="text-align: center;">Should <i>(in addition to Must)</i></p>	<p style="text-align: center;">Aspire <i>(in addition to Should)</i></p>
<ul style="list-style-type: none"> ● TCs are exposed to a variety of instructional strategies and supports ● TCs demonstrate the importance of variation in instructional strategies for student learning, while maintaining some level of consistency and routine with a lesson ● TCs design instructional strategies that reinforce skill development and positive health behaviors ● TCs plan lessons that include a distinct beginning - middle - end (beginning of lesson grabs students' attention; middle provides bulk of learning material; end of lesson closes the lesson) ● TCs use instructional strategies that allow for personalization and transfer outside the classroom 	<ul style="list-style-type: none"> ● TCs practice a variety of instructional strategies in field experiences and student teaching <ul style="list-style-type: none"> ○ Group norms ○ Addresses individual values, attitudes and beliefs ○ Addresses social pressures and influences ○ Utilizes strategies to personalize information and engage students 	<ul style="list-style-type: none"> ● TCs justify choices of instructional strategies in lesson and unit planning using learning and behavior change research and theory

Considerations for Combined and Dual PETE/HETE Programs

In addition to considering what should be addressed in singular programs (listed above), programs that are combined for dual certification should also take into account the items below (not listed in any hierarchical order). While these items are not laid out in the same format as the above sections, the “must,” “should,” and “aspire” categories can and do apply within the following statements:

- There should be faculty in the program who specialize in both content areas (i.e., at least one person who is trained in health education and at least one person who is trained in physical education).
- Overall, content should be equivalent for health education (HE) and physical education (PE). One certification area should not be represented more than the other. As such:
 - TCs should complete content courses specific to both HE and PE;
 - TCs should complete pedagogy courses specific to both HE and PE; and
 - PE should NOT overshadow HE.
- Field experiences and student teaching should occur within both HE and PE content areas and should reflect the certification level.
- Preparation programs should incorporate meaningful integration of content and methods and teach for transfer of content and methods between HE and PE.
 - Lesson plan templates should be applied in both contexts.
 - Assessments can be taught holistically and applied within both contexts.

For additional details, see the columns provided in the individual sections above.

Glossary/Key Terms

Cooperating Teachers (CT): Also known as collaborating teachers, clinical supervisors, school-based clinical educators, and school-based teacher educators.

Diversity: The range of human differences, including but not limited to race, ethnicity, gender identity, sexual identity, age, social class, physical ability, religion, national origin, etc.

EDI: Refers to equity, diversity, and inclusion. See separate working definitions for each within this Glossary/Key Terms section.

Equity: Justice according to natural law or right; freedom from bias or favoritism.

Health Education (HE): The content area of health education in the preK-12 school environment.

Health Education Teacher Education (HETE): Higher education programs that prepare and certify students for HE in the preK-12 setting.

Inclusion: Active, intentional, and ongoing engagement with diversity, including intentional policies and practices that promote the full participation and sense of belonging of every person. (CommonHealth ACTION, adapted from Riggs, 2012 & Xavier University, n.d.)

Physical Education (PE): The content area of physical education in the preK-12 school environment.

Physical Education Teacher Education (PETE): Higher education programs that prepare and certify students for PE in the preK-12 setting.

Social and Emotional Learning (SEL): The process through which young people and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2022).

Students: Refers to students enrolled in preK-12 educational settings.

Teacher Candidates (TC): College students that are enrolled in pre-service teacher education programs in health education and/or physical education.

Universal Design for Learning (UDL): A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

References and Additional Resources

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Additional Resources

Key SHAPE America Documents for Physical Education

- [Appropriate and Inappropriate Practices Related to Fitness Testing](#) [Position Statement]
- [Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison](#) [Guidance Document]
- [Comprehensive School Physical Activity Programs \(CSPAP\): A Guide for Schools](#)
- [Dodgeball Is Not an Appropriate Physical Education Activity](#) [Position Statement]
- [The Essential Components of Physical Education](#) [Guidance Document]
- [Physical Education Is an Academic Subject](#) [Position Statement]
- [Physical Education/SEL Crosswalk](#)

Key SHAPE America Documents for Health Education

- [Appropriate Practice in School-Based Health Education](#) [Guidance Document]
- [Health Education/SEL Crosswalk](#)
- [National Health Education Standards](#)
- [National Sex Education Standards, Second Edition](#)
- [National Standards for Initial Health Education Teacher Education](#)

Miscellaneous Resources

- [4 Laws of Learning \(and How to Follow Them\)](#)
- [CDC's Health Education Curriculum Analysis Tool](#)
- [CDC's School Health Index](#)
- [Hattie Ranking: 252 Influences and Effect Sizes Related to Student Achievement](#)
- [Marzano's 9 Effective Instructional Strategies](#) (Based off Marzano et al., 2000)

Suggested Citation:

SHAPE America – Society of Health and Physical Educators (2022). *Best Practices in PETE/HETE* [Guidance Document]. Reston, VA: Author