

**Standards For
Physical Education Teachers**

Grade 11-12

Introduction

This document presents standards for Physical Education teachers in second cycles of secondary education, i.e., grades 11-12 respectively. The standards are designed on the basis of a framework provided in Generic Standards, alias, National Professional Standards for Teachers of Ethiopia.

The framework in the Generic Standards constitutes three teaching domains and seven standards, as shown in table: 1. But our focus in this document is only on one of the teaching domains and two of the standards that correlate with this domain. The domain is called Professional Knowledge, while the two standards are referred to as Know the Students and How they Learn, and Know the Content and How to Teach It. These standards are prepared for two cycles separately; and they will be presented in the following pages accordingly.

Framework of the document

The physical education 11-12 test framework is based on the National standards for teacher prepared by MoE. The content covered by the document is organized in to broader areas of content called Elements/ competencies. Each elements/competency covers one or more of the educators standards for the field. Within each element/competency the content is further defined by a set of criteria/performance indicators.

Each element/competency is composed of two major parts.

- ✓ The performance indicator statement which broadly defines what an entry-level educator in the field of physical education should know and be able to do.
- ✓ The performance indicator/criteria statement which describe in more detail the knowledge and skills eligible for testing.


One should read each element/competency with its performance indicator/criteria to get a more specific idea of the knowledge he/she will be required to demonstrate on the test.

Purpose of the document

Primary teachers' professional standard certification provides formal recognition, opportunities, and incentives for teachers to increase their knowledge and skill to teach or to lead others in teaching primary and secondary schools. With a formal certificate program, school and regional administrators will be better positioned to create primary and secondary TPS positions and identify qualified personnel-improving support for their teachers and students.

The proposed standards are intended to provide a starting point for state agencies to establish teaching certification guidelines. They can also guide teachers training institutions in the creation of programs to prepare primary and secondary subject specialists. Therefore, this document contains the standards for content teachers at all levels and focus on what teachers need to know about content and pedagogy to develop subjectively powerful students.

Table: 1. Correlation between domain and standards

<i>DOMAINS OF TEACHING</i>	<i>STANDARDS</i>	<i>Elements & Performance criteria</i>
<i>1. Professional Knowledge</i>	1. Know students and how they learn	 <p>Refer to the standards at each career stage</p>
	2. Know the content and how to teach it	
<i>2. Professional Practice</i>	3. Plans for and implement effective teaching and learning	
	4. Create and maintain supportive and safe learning environments	
	5. Assess, provide feedback and report on student learning	
<i>3 Professional engagement</i>	6. Engage in professional learning	
	7. Engage professionally with colleagues, parents/care givers and the community	

Standards for Physical Education Teachers in Second Cycle, Grades 11 and 12

STANDARD1: Know students and how they learn	
Element/competency	Performance Indicators
1.1. Knows growth and development of students	<p>1.1.1. Demonstrates understanding of the relationship between motor development and physical, cognitive, social and emotional development.</p> <p>1.1.2. Identifies and recognizes age and sex appropriate physical activities.</p> <p>1.1.3. Demonstrates knowledge of how students differ in their approaches to learning and physical performance and uses this knowledge to provide equitable and appropriate instruction that draws upon students strength as a basis for growth</p> <p>1.1.4. Utilizes age appropriate sport facilities, equipment and supplies to develop students health and well-being.</p> <p>1.1.5. Knows how to design and implement instruction that is based on the knowledge and skills level of learners for physical education which is safe to achieve goals and ensures student progress, motivation and safety.</p> <p>1.1.6. Knows how to use a variety of instructional models , strategies, materials and technologies to address specific purpose, objectives, learning needs and program goals.</p> <p>1.1.7. Identifies learning outcomes for individuals and groups that are matched to students developmental needs and are consistent with national curriculum requirements.</p>
1.2. Knowledge of how students learn that support students physical, cognitive,	<p>1.2.1. Knows how to create, modify and adapt Physical activities. games, rules equipment and settings to ensure that all students have an equal opportunities that are appropriate for students developmental characteristic and needs.</p> <p>1.2.2. Encourages students to take responsibility for attaining learning</p>

<p>social and emotional development</p>	<p>goals</p> <p>1.2.3. Builds relationships with students by establishing and maintaining connection and valuing each student as an individual</p> <p>1.2.4. Makes the purpose of learning experiences clear to students and links new concepts to prior knowledge</p> <p>1.2.5. Facilitates collaborative learning processes</p>
<p>1.3. Differentiate teaching to meet the specific learning needs of students with special needs</p>	<p>1.3.1. knows how to create, modify and adapt activities, games, rules equipments and settings to ensure that all students have an equal opportunities to participate, learn be successfully enjoy physical activities</p> <p>1.3.2. Identifies gifted and talented students based on established practices</p> <p>1.3.3. Respects students as individuals with different experiences, skills, talents and interests.</p> <p>1.3.4. Seeks and uses support to students with disability and at-risk students from specialists and other sources of expertise to enhance student learning</p>

STANDARD 2: Know the Content and How to Teach It

Element/competency	Performance Indicators
2.1 Knowledge of the concepts of Physical education, Physical fitness, and sport	Physical Education teacher in second cycle of secondary schools should have a basic knowledge and understanding of :- 2.1.1. Describes basic knowledge of caloric intake and expenditure. 2.1.2. Explain the importance of nutrition for exercise. 2.1.3. Examine contribution of physical education for vocational placement. 2.1.4. Explain the development of physical fitness 2.1.5. Describe the importance and methods of developing flexibility. 2.1.6. Describes the history, objectives, duration and types of completion of All African games. 2.1.7. Discuss the importance and methods of developing muscular strength/endurance. 2.1.8. Elaborate the history, aims and symbol of Olympic Games. 2.1.9. Describes participation of Ethiopia in the Olympic Games. 2.1.10. Discusses the contribution of famous Ethiopian athletes (Abebe Bikila and Derartu Tulu).
2.2. Demonstrates knowledge of Gymnastics	2.2.1. Describes how to perform head spring. 2.2.2. Explain how to perform hand spring. 2.2.3. Discuss how to execute basic swing and L-sit in hand support on parallel bar. 2.2.4 Explain how to perform basic swing in hand support and front dismount on parallel bar.

<p>2.3. Knowledge of Ethics and the Art of self-defense.</p>	<p>2.3.1. Explains code of Ethics and acceptable social behavior (respect, self-confidence, courage and humanity) .</p> <p>2.3.2. Describes fundamental techniques of self -defense(basic stance, sward and hand strike, x-block, stamping kick, knee kick and release from two hand front grabs).</p> <p>2.3.4. Explain fundamental techniques of self- defense(walking or fighting stance, palm heel strike, sward hand block, front kick, side kick)</p> <p>2.3.5. Describe the fundamental techniques of grappling (release form back two hand grab, encircling and throwing.)</p>
<p>2.4. Demonstrates knowledge of team games</p>	<p>2.4.1. Describes the fundamental techniques of basketball (chest pass, bounce pass, overhead pass, base-ball pass, high dribble, low dribble, set shot, jump shot and lay up shot.)</p> <p>2.4.2. Explains basic rules of basketball.</p> <p>2.4.3. Discusses fundamental techniques of handball (shoulder pass, chest pass, bounce pass, jump shot, and under hand shot).</p> <p>2.4.4. Explain basic rules of Handball</p>
<p>2.5. Demonstrates knowledge of Athletics</p>	<p>2.5.1. Explains fundamental techniques of relay run(start, run, baton exchange and finish)</p> <p>2.5.2. Discuss fundamental techniques of high jump straddle style(approach run, take off, bar clearance and landing)</p> <p>2.5.3. Explain fundamental techniques of discus throw throw(holding, rotation, , throw and reverse)</p> <p>2.5.4. Describe basic rules, nature and purpose of high jump in straddle style.</p> <p>2.5.5. Describe the fundamental techniques of hurdle run.</p>
<p>2.6. Uses knowledge of planning and teaching methods</p>	<p>2.6.1. Designs and implements short and long term plans that are linked to program and instructional goals as well as a variety of students needs.</p> <p>2.6.2. Plans and implements progressive sequential instruction that</p>

	<p>addresses the diverse needs of students.</p> <p>2.6.3. Develops learning objectives and explain their alignment with learning standards.</p> <p>2.6.4. Designs instructional activities that promote students achievement of learning objectives, including the use of appropriate physical education strategies and resources.</p> <p>2.6.5. Knows and implement different methods of teaching Physical education.</p>
<p>2.7. Demonstrates Knowledge of assessment and feedback</p>	<p>2.7.1. Determines appropriate methods for assessing students readiness for successful participation in instructional activities.</p> <p>2.7.2. Explains how students performance and achievement of learning objectives can be measured and evaluated.</p> <p>2.7.3. Provides effective instructional feedback for skill acquisition, student learning and motivation.</p> <p>2.5.4. Uses a variety of methods to assess what each student has learned.</p> <p>2.7.5. Demonstrates understanding of the characteristics advantage, limitations and applications of assessment methods used in physical education (eg. observational check list, performance assessment, physical fitness tests)</p> <p>2.7.6. Plans and adapts instruction to diverse students needs, adding specific accommodations for student exceptionalities</p> <p>2.7.7. Knows how to provide appropriate verbal and non verbal teaching cues and positive feedback to students in physical education classes and how to communicate to students.</p>
<p>2.8. Uses knowledge of organizing and managing Physical education classes</p>	<p>2.8.1. Recognizes the complexity of managing heterogeneous groups of students safely and equitably in physical education classes.</p> <p>2.8.2. Demonstrates understanding of principles and methods for managing facilities, equipments, and resources in physical education classes (eg. inspecting equipment, instructional areas, and playing fields prior to activities or class)</p> <p>2.8.3. Demonstrates knowledge of appropriate strategies and resources for addressing diverse learning styles encouraging positive students interactions and fostering the engagement and inclusion of all students</p>

	2.8.4. Modifying rules, games, equipments, instructional approaches, activities settings and grouping strategies to accommodate diverse learners.
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Sources :

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- San Francisco, CA: Jossey -bass. Preparing teachers for a changing world. 2005.
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- Texas education agency, 2012