

Reaction about the national sports and physical education association standards

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**ASSIGN
BUSTER**

The National Sports and Physical Education Association (NASPE) came up with the 3rd edition of the National Guidelines and Standards for the Physical Education Teacher Education (PETE) which provides programs with guidance on the 2008 Initial and Advanced national physical education teacher training standards. Below are the INITIAL PETE Standards and reaction or view about each category: 1. Scientific and Theoretical Knowledge. Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

This standard assures that the teacher candidate has the scientific bases which could explain the concepts critical to the progress of an individual. The elements which must be done by the teacher started in describing and applying the scientific concepts related to the movement, physical activity and fitness, followed by identifying historical, philosophical and social perspectives of physical education issues and legislation, then lastly, analysing motor skills and performance concepts. It is very important for the teacher to know what he is teaching to the learners.

This will help the teacher find ways on how to attack or target and plan for a physical fitness activity that is very effective and scientific. This is the most important thing to provide effective and purposeful program for physical education. 2. Skill-Based and Fitness-Based Competence. Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in NASPE's K-12 Standards.

After having the knowledge about the bases of the concepts in developing physically educated individuals, a teacher candidate should also know how to demonstrate different movements and fitness activities. He must reach and maintain a health-enhancing level of fitness throughout the program. This is important in conducting variety of physical activities and maintain the level of fitness. It also stated that there should be no discrimination among the persons with disabilities. Teacher candidates with special needs are encouraged to modify or use different ways in providing physical activities. .

Planning and Implementation. Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

This refers to the ability of the teacher candidate in designing, planning, managing and implementing learning experiences. Teacher should provide a progressive activities to meet the needs of the learners, especially today there is an increasing number of persons with a poor- healthy lifestyle. .

Instructional Delivery and Management. Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. A physical educator must possess an effective verbal and non- verbal communication skills to encourage them to participate and get interested with all the planned physical activities. This is an effective avenue to promote fitness and wellness. A teacher who does not know how to communicate and deliver the competencies is not effective.

Delivery and communication is a very important standard to make all the learners understand the importance of engaging to physical activities and enhance their abilities and skills. 5. Impact on Student Learning. Physical education teacher candidates utilize assessments and reflection to foster student learning and to inform instructional decisions. This standard refers to the employment of assessment and evaluation of the physical fitness activities.

The importance of the assessments and reflection is knowing how effective the designed program or activities. It is also important to identify which part of the program needs to be improved and be adjusted. This helps the teacher to know the effect of the activities to the learners. 6.

Professionalism. Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals. It is very important for the teacher to be a model of character/ behaviors, dignity and respect.

Teacher must believe that all students can become a physically educated individuals. (REFERENCE: 2008 National Initial Physical Education Teacher Education Standards National Association for Sport and Physical Education) In general, NASPE's standards for the Physical Education Teacher Education will provide all the professional physical education teachers a guide and tool in achieving its mission- to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity programs.

Physical Education teachers must be aware of this standards to properly direct the learners. Sadly, not all physical educators are familiar with these standards. The reason why, especially in our country, Philippines they see physical education as a non-academic subject and always given the less priority. As the head- teacher of our institution, I will make sure that all my physical education teacher will follow this standards.