

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 64 SCHOOL PERSONNEL - COMPETENCIES FOR LICENSURE
PART 14 COMPETENCIES FOR ENTRY-LEVEL PHYSICAL EDUCATION TEACHERS

6.64.14.1 ISSUING AGENCY: Public Education Department (PED)
[6.64.14.1 NMAC - N, 07-01-02; A, 06-30-06; A, 10-31-07]

6.64.14.2 SCOPE: All persons seeking an endorsement in physical education to a New Mexico educator license.
[6.64.14.2 NMAC - N, 07-01-02]

6.64.14.3 STATUTORY AUTHORITY: Sections 22-2-1, 22-2-2, and 22-10A-3, NMSA 1978.
[6.64.14.3 NMAC - N, 07-01-02; A, 09-30-03]

6.64.14.4 DURATION: Permanent
[6.64.14.4 NMAC - N, 07-01-02]

6.64.14.5 EFFECTIVE DATE: July 1, 2002, unless a later date is cited in the history note at the end of a section.
[6.64.14.5 NMAC - N, 07-01-02]

6.64.14.6 OBJECTIVE: This rule establishes entry-level competencies that are based on what beginning physical education teachers must know and be able to do to provide effective physical education programs in New Mexico schools. The competencies were developed to ensure alignment with the New Mexico's content standards and benchmarks, the 1999 initial physical education standards of the national council for accreditation of teacher education (NCATE), and the national standards of the American alliance for health, physical education, recreation, and dance and must be used by New Mexico institutions of higher education to establish physical education preparatory programs.
[6.64.14.6 NMAC - N, 07-01-02; A, 06-30-06]

6.64.14.7 DEFINITIONS: [RESERVED]
[6.64.14.7 NMAC - N, 07-01-02]

6.64.14.8 REQUIREMENTS:

A. Beginning teachers seeking an endorsement in physical education to an initial level 1 New Mexico teaching license, must satisfy all of the requirements of the license as provided in (PED) rule for that license, which includes, among other requirements, 24-36 semester hours in physical education.

B. Teachers seeking to add an endorsement in physical education to an existing New Mexico teaching license of any level shall meet one of the following requirements:

- (1) pass the content knowledge test(s) of the New Mexico teacher assessments if provided in Subsection B of 6.60.5.8 NMAC, or predecessor New Mexico teacher licensure examination or accepted comparable licensure test(s) from another state in physical education; or
- (2) successfully complete an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major or a graduate degree in physical education; or
- (3) obtain certification in physical education for the appropriate grade level of New Mexico licensure from the national board for professional teaching standards.

[6.64.14.8 NMAC - N, 07-01-02; A, 09-30-03; A, 06-30-06; A, 10-31-07]

6.64.14.9 COMPETENCIES FOR ENTRY-LEVEL PHYSICAL EDUCATION TEACHERS:

A. Content knowledge: A physical education teacher understands and demonstrates physical education content, disciplinary concepts and tools of inquiry related to discovery and the development of a physically educated person. The physical education teacher:

- (1) identifies critical elements for basic motor skills and develops appropriate sequences;
- (2) models with competence basic motor skills, rhythms, physical activities (sports, games, outdoor pursuits, aquatics and dance;)

- (3) describes and demonstrates concepts and strategies related to skill movement and physical activity;
- (4) incorporates interdisciplinary learning experiences that allow learners to integrate knowledge and skills from multiple subject areas;
- (5) describes and applies scientific and technological concepts of anatomy, physiology, biomechanics, motor learning, and motor development;
- (6) analyzes current physical activity issues;
- (7) employs concepts, assumptions, and debates central to the process of inquiry in the study of physical activity;
- (8) creates and uses appropriate instructional cues and prompts for basic motor skills, rhythms, and physical activity.

B. Growth and development: A physical education teacher understands how individuals learn and develop and can provide opportunities that support their psychomotor, cognitive, affective, and fitness development. The physical education teacher:

- (1) assesses individual and group performance in order to design safe instruction that meets learner developmental needs in the psychomotor, cognitive, affective and fitness domains;
- (2) identifies, selects, and implements appropriate learning/ practice opportunities based on expected progressions;
- (3) demonstrates and applies knowledge of age and developmentally appropriate psychomotor and cognitive activities;
- (4) stimulates learner reflection in prior knowledge, experiences, and skills and based on this reflection, encourages them to assume responsibility for their own learning.

C. Diverse learners: A physical education teacher plans and implements learning experiences that are sensitive to diverse learners. The physical education teacher:

- (1) identifies, selects, and implements appropriate instruction that is sensitive to the strengths/weaknesses, multiple needs, learning styles, and experiences of learners;
- (2) uses appropriate strategies, services, and resources to meet special and diverse learning needs;
- (3) creates a learning environment which respects and incorporates learner's personal, family, cultural, and community experiences.

D. Management and motivation: A physical education teacher uses a variety of strategies to institute active engagement in learning and behavioral change, manage resources, promote mutual respect and self-responsibility and motivate students in a safe learning environment. The physical education teacher:

- (1) uses a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school setting;
- (2) uses strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive environment;
- (3) uses strategies to promote mutual respect, support, safety, and cooperative participation;
- (4) uses managerial and instructional routines which create smoothly functioning learning experiences;
- (5) organizes, allocates, and manages resources (i.e. time, space, equipment, activities, and teacher/student interaction) to provide active and equitable learning experiences;
- (6) uses strategies to help learners become self-motivated in their learning;
- (7) describes strategies to teach learners various behavioral change techniques;
- (8) supports and encourages learner expression through movement.

E. Communication: A physical education teacher demonstrates the use of assorted media and technology for presentation of lessons, demonstrates sensitivity to all learners and models appropriate behavior, and illustrates communication strategies for building a community of learners. The physical education teacher demonstrates effective verbal, nonverbal, and multi-media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings. The physical education teacher:

- (1) communicates in ways that demonstrate sensitivity to all learners;
- (2) demonstrates the use of assorted instructional information in a variety of ways including the use of bulletin boards, music, task cards, posters, video, and computer technology;
- (3) describes and models various communication strategies for use with learners, the school, colleagues, parents/guardians and the community;
- (4) uses computers and other technologies to communicate, network, and foster inquiry;

(5) describes and implements strategies for building a community of learners within a physical activity setting.

F. Planning and instruction: A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals. This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow physical education teachers to refine, extend, and apply their teaching skills. The physical education teacher:

(1) identifies, develops, and implements instructional and program goals that align with state content standards with benchmarks;

(2) selects and implements appropriate instructional strategies based on developmental levels, learning styles, and safety issues for diverse populations;

(3) applies content and pedagogical knowledge in developing and implementing safe learning environments and experiences;

(4) selects and implements teaching resources and curriculum materials based on their comprehensiveness, accuracy, utility, and safety;

(5) uses curricula which encourages learners to observe, question, and interpret physical activity from diverse perspectives;

(6) designs and implements learning experiences that are safe, appropriate, realistic, and relevant based on principles of effective instruction. Such instruction shall activate learners' prior knowledge, anticipate preconceptions, encourage exploration and problem solving, and build on skills and experiences;

(7) uses demonstrations and explanations to link physical activity concepts to appropriate learning experiences;

(8) selects and utilizes varied roles in the instructional process based on content, purpose of instruction, and the needs of learners;

(9) develops short- and long-term plans that are linked to learner needs and to performance, instructional, and program goals, and adapts them to ensure learner progress, motivation, and safety;

(10) selects and models instructional tasks that facilitate learning in the physical activity setting;

(11) asks questions and poses scenarios to stimulate interactive learning opportunities such as helping learners articulate ideas, promoting risk taking, and developing critical thinking, problem solving, and decision making skills, which aid in becoming physically educated.

G. Learner assessment: A physical education teacher understands and uses formal and informal assessment strategies to foster psychomotor, cognitive, affective, and fitness development of learners in physical activity. The physical education teacher explores the use of various forms of authentic and formal assessment to guide instruction, provide feedback to students, and evaluate teaching. The physical education teacher:

(1) uses a variety of formal and informal assessment techniques to assess learner performance, provide feedback and communicate learner progress;

(2) uses assessment strategies to involve learners in self-assessment;

(3) selects and uses developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals aligned with state content standards with benchmarks;

(4) identifies key components of various types of assessments, describes appropriate and inappropriate use, and addresses issues of validity, reliability, and bias;

(5) uses and interprets performance data to make informed instructional decisions.

H. Reflection and professional development: A reflective physical education teacher continually evaluates the effects of his/her actions on self and others, including learners, parents and guardians, and professionals in the learning community, and seeks opportunities to grow professionally. The physical education teacher:

(1) reflects upon and revises within the learning environment practice based on observation of learners' performance;

(2) reflects on appropriateness of program design on the development of physically educated individuals;

(3) consults professional literature, colleagues, and other resources to develop professionally;

(4) participates in the professional physical education community at the local, state, district, and national levels and within the broader education field;

(5) reflects on appropriateness of program design on the development of physically educated individuals.

I. Collaboration: A physical education teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well-being. The physical education teacher:

- (1) uses strategies to become an advocate in the school and community for the purpose of promoting a variety of physical activity opportunities;
- (2) solicits community resources and agencies to enhance physical activity opportunities;
- (3) establishes productive partnerships with parents/ guardians, counselors, and other school health personnel to support learner growth and well-being;
- (4) is culturally sensitive and identifies signs of learner distress and seeks help as appropriate;
- (5) participates in collegial activities designed to make the school a more productive learning environment;
- (6) has knowledge of state and federal laws and non-compliance consequences related to learner rights and teacher responsibilities.

[6.64.14.9 NMAC - N, 07-01-02]

6.64.14.10 IMPLEMENTATION: Institutions of higher education that prepare teachers shall deliver the competencies in a PED approved endorsement program within a range of twenty-four (24) to thirty-six (36) semester hours of credit. For secondary and pre K-12 licensed teachers, a minimum of twelve (12) semester hours must be upper division credit.

[6.64.14.10 NMAC - N, 07-01-02; A, 06-30-06]

HISTORY OF 6.64.14 NMAC: [RESERVED]