

## Alignment Between the Indiana REPA Educator Standards for Physical Education and state and national student and teacher standards for Physical Education

The alignment notations below indicate the content included in state and national standards that is addressed, in whole or in part, by each of the REPA Educator Standards for Physical Education.

<b>Standard 1: Physical and Motor Development</b>	
<b>Physical education teachers have a broad and comprehensive understanding of the stages and characteristics of physical and motor development, as well as factors affecting motor development and motor learning.</b>	
<b>Indiana Academic Standards for Physical Education (2010)</b>	Standard 1: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. 1.1.1-1.1.4,1.2.1.1-2.1.5, 3.1.2, 8.1.1, 10.1.3 Standard 2: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. K.2.3, 1.2.2, 3.2.2, 4.2.2, 4.2.3, 5.2.2, 5.2.3, 6.2.2, 8.2.2, 9.2.2, 10.2.1, 10.2.2
<b>SHAPE America National Standards for K-12 Physical Education (2014)</b>	Standard 1: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. 1.1.1-1.1.4,1.2.1.1-2.1.5, 3.1.2, 8.1.1, 10.1.3 Standard 2: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. K.2.3, 1.2.2, 3.2.2, 4.2.2, 4.2.3, 5.2.2, 5.2.3, 6.2.2, 8.2.2, 9.2.2, 10.2.1, 10.2.2
<b>NCATE/NASPE National Initial Physical Education Teacher Education Standards (2008)</b>	Standard 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. 1.2, 1.3, 1.5
<b>Standard 2: Physiological and Mechanical Bases of Movement</b>	
<b>Physical education teachers have a broad and comprehensive understanding of the physiological and mechanical bases of movement.</b>	
<b>Indiana Academic Standards for Physical Education (2010)</b>	Standard 2: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 1.2.4, 2.2.2, 2.2.3, 3.2.1, 3.2.3, 4.2.1, 4.2.4, 5.2.1, 6.2.1, 7.2.1, 8.2.1, 9.2.2, 10.2.2
<b>SHAPE America National Standards for K-12 Physical Education (2014)</b>	Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
<b>NCATE/NASPE National Initial Physical Education Teacher Education Standards (2008)</b>	Standard 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. 1.1
<b>Standard 3: Movement Forms, Patterns, and Concepts</b>	
<b>Physical education teachers have a broad and comprehensive understanding of movement forms, movement patterns, and movement concepts; as well as the skills to demonstrate competent movement performance.</b>	
<b>Indiana Academic Standards for Physical Education (2010)</b>	Standard 1: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. K.1.1-K.1.4, 1.1.1-1.1.4, 2.1.1-2.1.4, 3.1.1-3.1.4, 4.1.1-4.1.4, 5.1.1-5.1.4, 6.1.1-6.1.2, 7.1.1-7.1.2, 8.1.1-8.1.2

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	<p>Standard 2: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. K.2.1-K.2.3, 1.2.1-1.2.4, 2.2.1-2.2.3, 3.2.1-3.2.3, 4.2.1-4.2.4, 5.2.1-5.2.3, 6.2.1</p> <p>Standard 6: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. 3.6.1, 7.6.1</p>
<p><b>SHAPE America National Standards for K-12 Physical Education (2014)</b></p>	<p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p><b>NCATE/NASPE National Initial Physical Education Teacher Education Standards (2008)</b></p>	<p>Standard 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. 1.2, 1.5</p> <p>Standard 2: 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 the NASPE K – 12 Standards. 2.1, 2.3</p> <p>Standard 3: 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. 3.6</p> <p>Standard 4: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. 4.1-4.3</p>
<p><b>Standard 4: Sports and Recreational/Lifetime Activities</b>  <b>Physical education teachers have a broad and comprehensive understanding of the critical elements, skill progressions, strategies, and safety practices associated with participation in sports and recreational/lifetime activities.</b></p>	
<p><b>Indiana Academic Standards for Physical Education (2010)</b></p>	<p>Standard 1: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. K.1.3, 1.1.3, 2.1.3, 3.1.2, 3.1.3, 4.1.2, 5.1.2, 6.1.1-6.1.2, 7.1.1-7.1.2, 8.1.1, 9.1.1-9.1.4, 10.1.1-10.1.4</p> <p>Standard 2: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 1.2.2, 2.2.3-2.2.5, 3.2.1, 4.2.1, 4.2.5, 5.2.1, 5.2.2, 6.2.2-6.2.3, 7.2.1-7.2.4, 8.2.1-8.2.3, 9.2.1-9.2.2, 10.2.1-10.2.2</p> <p>Standard 5: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings. K.5.1-K.5.4, 1.5.1-1.5.4, 2.5.1-2.5.4, 3.5.1-3.5.4, 4.5.1-4.5.4, 5.5.1-5.5.5, 6.5.1-6.5.4, 7.5.1-7.5.4, 8.5.1-8.5.6, 9.5.1, 9.5.6, 10.5.1, 10.5.6</p> <p>Standard 6: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. 7.6.1, 7.6.2, 8.6.1</p>
<p><b>SHAPE America National Standards for K-12 Physical Education (2014)</b></p>	<p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>

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	<p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p><b>NCATE/NASPE National Initial Physical Education Teacher Education Standards (2008)</b></p>	<p>Standard 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. 1.5</p> <p>Standard 2: 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 the NASPE K – 12 Standards. 2.1, 2.3</p> <p>Standard 4: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. 4.1-4.3</p>
<p><b><u>Standard 5: Health-Related Physical Fitness</u></b></p> <p><b>Physical education teachers have a broad and comprehensive understanding of the components and principles of health-related physical fitness, as well as the strategies and skills to help students maintain physical activity and personal fitness for a lifetime.</b></p>	
<p><b>Indiana Academic Standards for Physical Education (2010)</b></p>	<p>Standard 3: Students participate regularly in physical activity. 1.3.1, 1.3.2, 2.3.1, 2.3.2, 3.3.1, 3.3.2, 4.3.1, 4.3.3, 5.3.2, 6.3.3, 7.3.1, 8.3.2, 8.3.4, 9.3.3-9.3.4, 10.3.3, 10.3.4</p> <p>Standard 4: Students achieve and maintain a health-enhancing level of physical fitness. K.4.1-K.4.4, 1.4.1-1.4.6, 2.4.1-2.4.4, 3.4.1-3.4.5, 4.4.1-4.4.4, 5.4.1-5.4.5, 6.4.1-6.4.3, 7.4.1-7.4.3, 8.4.1, 8.4.2, 9.4.1-9.4.3, 10.4.1-10.4.3</p> <p>Standard 5: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings. 9.5.3, 10.5.3</p> <p>Standard 6: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. 1.6.4, 2.6.1, 2.6.3, 4.6.1, 5.6.1, 5.6.3, 6.6.1-6.6.3, 7.6.3, 8.6.3, 9.6.1-9.6.3, 10.6.1-10.6.3</p>
<p><b>SHAPE America National Standards for K-12 Physical Education (2014)</b></p>	<p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p><b>NCATE/NASPE National Initial Physical Education Teacher Education Standards (2008)</b></p>	<p>Standard 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. 1.1, 1.2</p> <p>Standard 2: 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 the NASPE K – 12 Standards. 2.2</p>

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<b>Standard 6: Personal, Social, and Cognitive Dimensions of Physical Activity</b>	
<b>Physical education teachers have a broad and comprehensive understanding of the personal, social, and cognitive dimensions and benefits of physical activity.</b>	
<b>Indiana Academic Standards for Physical Education (2010)</b>	<p>Standard 3: Students participate regularly in physical activity. 4.3.1, 5.3.2, 6.3.1, 6.3.2, 8.3.2, 8.3.3, 9.3.3, 9.3.4, 10.3.3, 10.3.4</p> <p>Standard 5: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings. K.5.3-K.5.4, 1.5.3-1.5.4, 2.5.3-2.5.4, 3.5.3-3.5.4, 5.5.4-5.5.5, 6.5.4, 8.5.6, 9.5.2, 10.5.2</p> <p>Standard 6: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. K.6.1-K.6.3, 1.6.1-1.6.4, 2.6.1-2.6.3, 3.6.2-3.6.3, 4.6.1-4.6.3, 5.6.1-5.6.4, 6.6.1-6.6.3, 7.6.2-7.6.3, 8.6.2, 9.6.1-9.6.3, 10.6.1-10.6.3</p>
<b>SHAPE America National Standards for K-12 Physical Education (2014)</b>	<p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<b>NCATE/NASPE National Initial Physical Education Teacher Education Standards (2008)</b>	<p>Standard 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. 1.1, 1.2, 1.4</p> <p>Standard 4: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. 4.6</p> <p>Standard 6: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. 6.1, 6.4</p>
<b>Standard 7: Foundations of Physical Education</b>	
<b>Physical education teachers have a broad and comprehensive understanding of the historical, philosophical, and legal foundations of the field of physical education.</b>	
<b>Indiana Academic Standards for Physical Education (2010)</b>	
<b>SHAPE America National Standards for K-12 Physical Education (2014)</b>	
<b>NCATE/NASPE National Initial Physical Education Teacher Education Standards (2008)</b>	<p>Standard 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. 1.4</p> <p>Standard 3: 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. 3.1, 3.2</p> <p>Standard 6: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. 6.1</p>

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<b>Standard 8: Physical Education Instruction and Assessment</b> <b>Physical education teachers have a broad and comprehensive understanding of the principles, methods, and techniques of physical education instruction and assessment.</b>	
<b>Indiana Academic Standards for Physical Education (2010)</b>	
<b>SHAPE America National Standards for K-12 Physical Education (2014)</b>	
<b>NCATE/NASPE National Initial Physical Education Teacher Education Standards (2008)</b>	<p>Standard 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. 1.1-1.5</p> <p>Standard 3: 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. 3.1-3.7</p> <p>Standard 4: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. 4.1-4.5</p> <p>Standard 5: Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions. 5.1-5.3</p> <p>Standard 6: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. 6.4</p>
<b>Standard 9: Instructional Adaptations and Modifications for Students with Disabilities</b> <b>Physical education teachers have a broad and comprehensive understanding of the instructional adaptations, modifications, and safety considerations involved in the physical education of students with disabilities.</b>	
<b>Indiana Academic Standards for Physical Education (2010)</b>	<p>Standard 5: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings. 9.5.5, 10.5.5</p>
<b>SHAPE America National Standards for K-12 Physical Education (2014)</b>	<p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>
<b>NCATE/NASPE National Initial Physical Education Teacher Education Standards (2008)</b>	<p>Standard 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. 1.1-1.5</p> <p>Standard 3: 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. 3.1-3.7</p> <p>Standard 4: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. 4.1-4.4</p> <p>Standard 5: Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions. 5.1-5.5</p> <p>Standard 6: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. 6.1</p>

## Alignment Between the Indiana REPA Educator Standards for Physical Education and state and national student and teacher standards for Physical Education

<b>Standard 10: Collaborative, Professional, and Ethical Practice</b>	
<b>Physical education teachers have a broad and comprehensive understanding of the collaborative roles and the professional, ethical, and safety standards associated with the field of physical education.</b>	
<b>Indiana Academic Standards for Physical Education (2010)</b>	Standard 3: Students participate regularly in physical activity. 9.3.1-9.3.2, 10.3.1-10.3.2
<b>SHAPE America National Standards for K-12 Physical Education (2014)</b>	Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
<b>NCATE/NASPE National Initial Physical Education Teacher Education Standards (2008)</b>	<p>Standard 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. 1.4</p> <p>Standard 3: 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. 3.4, 3.7</p> <p>Standard 4: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning. 4.5</p> <p>Standard 5: Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions. 5.3</p> <p>Standard 6: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals. 6.1-6.4</p>