Your portfolio should contain the following items:

<table>
<thead>
<tr>
<th>Tab Title</th>
<th>Contents</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume</td>
<td>Resume</td>
<td>You will start this in PED 201. Update it each semester. Use Career Services for advice.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Teaching</td>
<td>You will write these statements in EDU 470.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Coaching</td>
<td></td>
</tr>
<tr>
<td>Standard 1-Standard 6</td>
<td>Twelve artifacts and reflections</td>
<td>Collect a quality artifact representing two different elements for each standard &amp; write a reflection for each artifact.</td>
</tr>
<tr>
<td>Certification</td>
<td>100 hours field experience log</td>
<td>Record your field experience hours from PED 201 &amp; 356, and EDU 256 &amp; 355. TYPE it!</td>
</tr>
<tr>
<td>Certification</td>
<td>ESL experience: part of web module or EDU 256 module 6</td>
<td>Take from EDU 256 notebook.</td>
</tr>
<tr>
<td>Certification</td>
<td>LAST exam results</td>
<td>Suggestion: take after your GE’s are complete.</td>
</tr>
<tr>
<td>Certification</td>
<td>CST content specialty test results</td>
<td>Suggestion: take after you have taken biomechanics &amp; exercise physiology</td>
</tr>
<tr>
<td>Certification</td>
<td>ATS-W exam results</td>
<td>Suggestion: take after your methods courses are completed.</td>
</tr>
<tr>
<td>Certification</td>
<td>Fingerprinting</td>
<td>Get packet at Career Services. Go to University Police Department or off-campus. Verify through TEACH.</td>
</tr>
<tr>
<td>Certification</td>
<td>Unofficial academic transcript</td>
<td>Print off of Banner Web.</td>
</tr>
<tr>
<td>Professional</td>
<td>List of references</td>
<td>Get permission from selected individuals.</td>
</tr>
<tr>
<td>Development</td>
<td>Certifications</td>
<td>Include those related to physical ed: FA, CPR, EKP, lifeguard, etc.</td>
</tr>
<tr>
<td>Professional</td>
<td>Conference attendance</td>
<td>Ex: mini-conference, state, national</td>
</tr>
<tr>
<td>Development</td>
<td>Professional membership</td>
<td>NYSAHPERD, AAHPERD, etc.</td>
</tr>
<tr>
<td>Professional</td>
<td>Awards</td>
<td>Highlight your accomplishments.</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NASPE Standards and Elements

Standard 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.*

Elements – Teacher candidates will:
1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.
1.5 Analyze and correct critical elements of motor skills and performance concepts.

Standard 2: Skill 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 the NASPE K – 12 Standards.*

Elements – Teacher candidates will:
2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.
2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight programs, exercise logs, etc.).

Standard 3: 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.*

Elements – Teacher candidates will:
3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.
3.3 Design and implement content that is aligned with lesson objectives.
3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.
3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
3.7 Plan and implement learning experiences that require students to appropriately use technology to meet lesson objectives.

**Standard 4: Instructional Delivery and Management**

*Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.*

Elements – Teacher candidates will:

4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

**Standard 5: Impact on Student Learning**

*Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.*

Elements – Teacher candidates will:

5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.
5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.
Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Elements – Teacher candidates will:
6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
6.4 Communicate in ways that convey respect and sensitivity.

Note: Throughout the standards and elements and rubrics, which follow, the term teacher candidate refers to pre-service teachers in an initial preparation program. In the rubrics, the term teacher candidate will be abbreviated to “TC”.

**SUNY Cortland Department of Physical Education**  
**Professional Portfolio Course Connection Checklist**

Listed below are suggestions for artifacts that could be used for each of the Beginning Teacher Standards. Read through the complete list of standards and elements to better understand the expectations. Collect a quality artifact representing two different elements for each standard & write a reflection for each artifact. You will have a total of 12 artifacts.

| **Standard 1**: Scientific and Theoretical Knowledge | *Project or assignment from EXS coursework  
*PED 201 field experience lab |
| **Standard 2**: Skill and Fitness-Based Competence | *FitnessGram results  
*Personal physical activity log  
*Activity courses: evidence of motor skill performance  
*Athletic performance evidence |
| **Standard 3**: Planning and Implementation | *PED 356 Individualized Educational Plan  
*PED 356 top-down plan  
*EDU 255 scope and sequence chart  
*EDU 255 lab D self-analysis forms  
*EDU 255 resource project  
*PED 434 lesson with HR monitors or pedometers |
| **Standard 4**: Instructional Delivery and Management | *EDU 256 Module 13: bulletin board  
*PED 356 letter to parents  
*Lesson plan with reflection |
| **Standard 5**: Impact on Student Learning | *PED 434 Teacher Work Sample data analysis or reflection  
*PED 434 presentation  
*EDU 355 curriculum project  
*EDU 355 reflective log |
| **Standard 6**: Professionalism | *PED 308 reflection  
*EDU 470 advocacy project  
*EDU 454 disposition self-appraisal  
*EDU 256 host teacher evaluations  
*EDU 355 host teacher evaluations |
Standard 2
Skill and Fitness Based Competence

Element 2.2: Achieve and maintain a health-enhancing level of fitness throughout the program.

Artifact: FitnessGram report
Date: Fall 2008

Reflection:
My personal fitness was assessed in PED 434 Statistics and Assessment using the FitnessGram. The health-related fitness components include cardio-respiratory fitness, muscular strength, muscular endurance, flexibility, and body composition.

The results of my fitness assessments show…

Maintaining a health-enhancing level of fitness is important for a physical educator because…

Reflection on Artifacts
The artifacts that you choose for each standard should be accompanied by a short reflection. You could use a half-sheet of cardstock paper inserted in front of the artifact or any other method to display your reflection.

Grammar and spelling MUST be correct!

Be sure to include the following:
- Standard number
- Standard title
- Element number
- Artifact
- Date the artifact was completed
- A brief reflection

Your reflection should address these items:
- The context in which the artifact was used or created.
- How the artifact represents your development towards meeting the Beginning Teacher Standard.
- Why the artifact/standard is important to your development as a teacher.