

DEPARTMENT OF EXERCISE AND SPORT SCIENCE  
PHYSICAL EDUCATION TEACHER EDUCATION



## PHYSICAL EDUCATION TEACHER EDUCATION STUDENT HANDBOOK



*Developing Physical Educators for the 21<sup>st</sup> Century*  
June 2008 Azusa Pacific University  
901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000

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## Physical Education Major

### INTRODUCTION

The Physical Education Teacher Education (PETE) Program prepares individuals to effectively teach physical education in schools utilizing curricula based on movement science principles. Program curricula are designed to challenge students to discover, experience, and reflect upon the study of movement through theory and practical experiences. The Physical Education Program content is aligned with two sets of standards: The California Commission on Teacher Credentialing and the Content Standards in Physical Education of the National Association for Sport and Physical Education. The program is arranged sequentially to help students acquire and gradually refine the planning, instructional, and interpersonal skills needed to be effective teachers. A series of clinical and field experiences are critical to achieving this goal. These experiences have specific objectives to help students obtain the necessary knowledge and skills needed to be highly effective physical educators in the 21<sup>st</sup> century.

### BENEFITS AND DISTINCTIVES:

- Study such topics such as fitness and wellness development and assessment, movement exploration, motor development, anatomy, physiology, and scientific techniques in observing and analyzing skill performances, as well as a thorough preparation in teaching methods.
- Engage in multiple service-learning endeavors in order to practically apply new skills and knowledge.
- Foster a desire to share the importance of lifetime physical activity with future generations.

### CAREER OPPORTUNITIES:

K – 12 Physical Education

Coaching

#### *Advanced Physical Education Degrees:*

Exercise Physiology

Biomechanics/Kinesiology

Adaptive Physical Education

Sports Administration/Management

## Purpose of this Handbook

The purpose of this PETE Handbook is to provide you with information that will help you be prepared and make the most of your APU education. The guidelines stated in this handbook are in effect immediately for all students enrolled in the PETE program. The handbook is divided into two sections:

### Curriculum

### Important Forms

Underpinning this handbook and at the foundation of the philosophy of education in the department is the principle: ***You are responsible for your education***. Although we, as faculty, obviously have a large influence on the quality of your educational experience, *you are ultimately responsible for how much you learn*. We encourage and expect you to do more than “play the game of getting grades.” We want you to learn. We want you to grow. We want you to develop into an effective, enthusiastic physical educator for the 21<sup>st</sup> century. We encourage and invite you to develop relationships with faculty, to turn to them for advice, for guidance, for direction, and to seek them out for their expertise. It is our desire to help you succeed and reach your professional goals.

Everything in this handbook is important; please read it carefully. If there is a change in the program, we will provide updates as necessary. We are happy you are interested in physical education – it is a distinguished and honorable profession. We look forward to helping you obtain an exceptional education.

## PROGRAM GOALS – STUDENT LEARNING OUTCOMES

Students who complete the BA in Physical Education will be able to:

1. Integrate a Christian faith perspective within the development of their personal mission statement in relation to teaching and coaching.
2. Demonstrate the ability to use current technology in assessing student achievement in Physical Education.
3. Understand and demonstrate the spiritual disciplines of discipleship, servant hood, compassion and mercy while teaching in the service learning environments.
4. Write developmentally appropriate lesson and unit plans emphasizing cooperation, critical thinking, communication skills, lifetime activity, and meeting individual needs.
5. Demonstrate the ability to instruct others in specific sport/activity skills and evaluate/correct body positions and movements using kinesiological, motor learning & development, and physiological principles.
6. Understand and incorporate a variety of pedagogy techniques and methods of classroom management.
7. Understand and appreciate diverse cultures, ethnic groups and special needs populations in order design lessons and curricula to meet individual needs of students in Physical Education.
8. Demonstrate comprehension of risk management and liability specifically related to physical education and sport, including safe learning environments and activities and the basics of injury prevention and treatment.
9. Articulate a clear philosophy of Physical Education and/or coaching.
10. Present and exhibit the culmination and totality of their work and subsequent learning/knowledge within the Physical Education major program.

## PROGRAM POLICIES

1. Adhere at all times to the course sequence in order to complete the program in a timely manner.
2. Maintain a 2.75 cumulative GPA or higher to remain in the program.
3. Earn a minimum of a C grade in all major classes.
4. Wear the PETE t-shirt (purchase from the bookstore) when teaching or observing at any service learning site.
5. Strictly adhere to all University Standards and policies.
6. Purchase specific professional books as listed on course syllabi each semester to be used throughout the PETE program and throughout your career.
7. Accept responsibility for assignments not completed and expectations not met. Initiate communication with appropriate faculty when situations arise that cause missed assignments, absences from class, etc.
8. Demonstrate professional behavior and an engaged approach to all courses, class work, and the learning process.
9. Come to each advising appointment with a plan, know which classes you want to register for, when the class meets, and alternate courses in case the intended courses are full.
10. Complete and pass the Senior Portfolio requirement and the Senior Exit Interview requirement.

# DEPARTMENT OF EXERCISE AND SPORT SCIENCE

## PHYSICAL EDUCATION TEACHER EDUCATION

### PHYSICAL EDUCATION MAJOR \* SUGGESTED COURSE SEQUENCING

BIOL 115 SHOULD BE ONE OF THE FIRST COURSES A PHYSICAL EDUCATION MAJOR TAKES! It is a prerequisite for PE 325, AES363, AES364 and PE366. PE325 and EDLS 300 (and jr/sr. standing) are prerequisites for PE 450 and PE451. PE450 is a prerequisite for PE451 and PE452. Classes which are offered in both fall and spring semesters are indicated with an asterisk (\*)

First Year Fall			First Year Spring		
BIOL 101	Fundamentals of Biology/Lab	4	PE 112/13	Swimming *	1
PE 138	Intro. to Physical Ed and Exercise Science *	2	PE 237	Methods of Teaching Rhythm and Multicultural Activity *	3
PE 250	Methods of Teaching Ind. Sports	2	PE 252	Methods of Teaching Team Sports	3
PE 251	Methods of Teaching Contemporary Activities *	2	<b>BIOL 115</b>	<b>Anatomy and Physiology *</b>	<b>4</b>
Second Year Fall			Second Year Spring		
<b>EDLS 300</b>	<b>Introduction to Teaching (with lab)</b>	4	PE 321	Organization & Administration of Physical Education & Athletics	3
PE 320	History & Principles of PE *	3	AES 364	Kinesiology*	3
<b>PE 325</b>	<b>Motor Learning/Development *</b>	3	AES 242	Fundamental Principles of Fitness*	2
Third Year Fall			Third Year Spring		
AES 363	Physiology of Exercise	4	PE 406	Sociological & Psychological Aspects of Physical Activity & Sport	3
PE 366	Care & Prevention of Athletic Injury *	3	PE 451	Methods of Teaching PE, K-12 *	2
<b>PE 450</b>	<b>PE in Elementary Schools, K-6 *</b>	3	PE 475	Tests & Measurements in PE	3
Fourth Year Fall			Fourth Year Spring		
PE 433-38	Coaching Skills (any one, jr. or sr. year) *	2	PE 478	Senior Preparation in Physical Education*	2
PE 452	Adapted Physical Education *	3	PE 496	Senior Seminar*	3
			Exit Interview & Portfolio due		

### GENERAL STUDIES (HYPOTHETICAL)

First Year Fall			First Year Spring		
ENGL 110	Freshman Writing Seminar	3	PE 1**	Fitness for Life	1
CSA 101	Beginnings	1	PE 240	Health Education	2
			UBBL 100	Exodus/Deuteronomy	3
Second Year Fall			Second Year Spring		
MATH 110	College Algebra	3	CMIN 108	Foundations of Ministry	3
		Aesthetics/Creative Arts core	3	Heritage & Institutions core	3
			COMM111	Public Communication	3
Third Year Fall			Third Year Spring		
PSYC 290	Human Growth and Development	3	Language & Literature core		3
		Foreign Language	4	Foreign Language	4
Fourth Year Fall			Fourth Year Spring		
		300+ Level - Elective	3	Additional Bible core	3
UBBL230	Luke/Acts	3	Doctrine core		3
		Heritage & Institutions core	3	300+ Level – Elective	3

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## ACADEMIC PROBATION

If at any time your grade point average drops below the cumulative 2.75 needed to graduate from the program, YOU must make an appointment to meet with the Program Director BEFORE you register for the next semester. You must also complete the following:

1. With the assistance of the Program Director you must identify the reasons your grade point average dropped and identify a specific plan for the next semester that will help you bring your grade point average up.
2. During the semester you must meet every two weeks with the Program Director to discuss your progress, to show your work that has been returned, to identify a plan for the following two weeks.
3. You must bring grade check sheets to the Program Director every month from each of your instructors to ensure that any problems are identified early and an appropriate plan is developed to overcome them.
4. Maintaining the appropriate cumulative GPA is YOUR responsibility and the Program Director will not seek you out, so DO NOT put it off. Failing to meeting the GPA requirement may prohibit you from graduating.
5. Failure to maintain the required GPA and follow the above policies will result in your dismissal from the PETE program.
6. If the student's GPA is raised to meet the 2.75 requirement, the student will be removed from academic probation and will continue in the PETE program.
7. If the GPA is not raised to meet the 2.75 requirement, the student may be dismissed from the program. Communication of the dismissal will be conducted in person during the school year and via a certified letter communicating his/her dismissal from the PETE program during the summer months.



# DEPARTMENT OF EXERCISE AND SPORT SCIENCE PHYSICAL EDUCATION TEACHER EDUCATION

## LESSON PLAN – Elementary & Middle School

Activity: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Name: \_\_\_\_\_

Objectives:

1. (Psychomotor)

2. (Cognitive)

Number of Students:

Equipment Needed:

Play Space Needed:

Special Markings:

**CALIFORNIA MODEL CONTENT STANDARDS:**

1. Demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
3. Assess and maintain a level of physical fitness to improve health and performance.
4. Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health & performance.
5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

**NASPE CONTENT STANDARDS IN PHYSICAL EDUCATION – a physically educated person:**

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
3. Participate regularly in physical activity
4. Achieve and maintain a health-enhancing level of physical fitness
5. Exhibit responsible personal and social behavior that respects self and others in physical activity
6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Time	Description of Skills and Activities	Student Teacher Organization Formations	Teaching Cues	Safety and Motivation	NASPE Content Standards	CA Skill Areas
Lesson Intro (1-2 min)						
Warm Up (3-5 min)						
Lesson Focus (skills) (15-18 min)						
Closure (2 min)						

# DEPARTMENT OF EXERCISE AND SPORT SCIENCE PHYSICAL EDUCATION TEACHER EDUCATION

## LESSON PLAN – High School

Activity: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Name: \_\_\_\_\_

Objectives:

1. (Psychomotor)

2. (Cognitive)

Number of Students:

Equipment Needed:

Play Space Needed:

Special Markings:

**CALIFORNIA MODEL CONTENT STANDARDS:**

1. Demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
2. Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
3. Demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

**NASPE CONTENT STANDARDS IN PHYSICAL EDUCATION – a physically educated person:**

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
2. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities
3. Participate regularly in physical activity
4. Achieve and maintain a health-enhancing level of physical fitness
5. Exhibit responsible personal and social behavior that respects self and others in physical activity
6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Time	Description of Skills and Activities	Student Teacher Organization Formations	Teaching Cues	Safety and Motivation	NASPE Content Standards	CA Skill Areas
Lesson Intro (1-2 min)						
Warm Up (3-5 min)						
Lesson Focus (skills) (15-18 min)						
Closure (2 min)						

## Methods of Teaching Skills Handbook

***The Main Objective of the Methods of a Teaching Skills courses (PE 250, 251, 252) is to:***

***Prepare you to  
TEACH the activity***

This task is accomplished using a four-fold method that includes the following:

1. You will receive proper skill instruction, practice, and testing on the 5-8 fundamental skills for that activity. The 5-8 fundamental skills are determined by the instructor.
2. You will develop 2 lesson plans that focus on several fundamental skills at a specific grade level (i.e. the two lesson plans will be developed for 2nd grade or 5th grade or 8th grade, etc.). You must integrate performance/skill cues into both your lesson plans and your peer teaching (*see next page for more details*).
3. You will create an insertion plan – a calendar of 30 days (a 6-week unit) where you will insert the various skills, techniques, rules and tests to be covered for the particular activity/sport unit (see sample *Insertion Plan* in this handbook).
4. An outline of skill cues will be given out to each student by each instructor of the various activities/sports. You may be asked to supplement the skills' outline with material presented in class by instructor.

## Methods of Teaching Skills Handbook

**Each of your developed lesson plans should include the following elements:**

1. One objective focusing on a specific psychomotor skill (i.e. the student will demonstrate proper throwing technique [T.E.S.T.] when throwing a ball, bean bag, stuffed toy)
2. One objective focusing on a specific cognitive skill (i.e. the student will correctly write all the performance cues for throwing on a piece of paper during closure)
3. A list of equipment and supplies
4. An introduction to the lesson (2-3 minutes) in which students are made aware of: a) the lesson objective; b) the teacher's expectations of what the student will learn and achieve that day; and c) how what they experience today relates to lessons they have learned in the past
5. Warm-up activity (3-5 minutes)
6. Lesson Focus (15-18 minutes) Demonstration of skill, which includes specific performance cues, practice activities and time for specific corrective feedback from the teacher
7. Closure (2-3 minutes) A time for the teacher to review the cues for the day, determine if students achieved stated/written objectives, remind students what they LEARNED and assign homework

**(SEE LESSON PLAN TEMPLATES ON PP. 9 – 10 IN THIS HANDBOOK)**

## Methods of Teaching Skills Handbook

### Sport Skills Lesson Planning Sheet:

List two student-learning goals you hope to achieve during this lesson (one psychomotor, one cognitive). Plan your activities to meet the goals – make sure your objectives are listed in a manner that you can state the goals to the students to set the expectations for the learning experience.

#### Ask yourself the following questions:

1. Am I emphasizing motor skill development?
2. Am I maximizing student participation and practice opportunities so skills are learned and applied?
3. Am I challenging students at various skill levels?
4. Do a majority of the activities I have planned emphasize lifetime participation in physical activity?
5. Because of these activities will the students be able to summarize the day's goals – do the activities emphasize the goals?

#### When planning the organization of the lesson ask yourself the following questions:

1. Are my groupings effective for maximum student participation?
2. Are my groupings effective for maximum student success?
3. Do my groupings and my activities truly provide an opportunity for maximum practice of the skill utilizing proper form and technique?
4. How will I quickly distribute the equipment?
5. How will I quickly group the students?
6. How will I know my objectives have been met?

## Methods of Teaching Skills Handbook

### Examples of Performance Cues

#### Throwing overhand:

- T**    **Turn** side to target, turn your hips and upper body toward your throwing hand when you pull it back in preparation to throw
- E**    Pull the **elbow** of your throwing arm way back before you begin the throw
- S**    **Step** toward the target on the foot opposite the hand that is throwing the ball
- T**    **Throw** and follow through toward the target, ending at your knees

#### Dribbling a ball with hands:

- Finger pads**            Remember to use the soft parts of your fingers
- Knees Bent**            As you dribble bend your knees a little, keeping your back straight, just like you are sitting down a little
- Hand on Top**            Make sure your hand touches the ball almost on its top
- Forward/  
Backward**            The foot of the hand you are not dribbling with should be a little in front

**DEPARTMENT OF EXERCISE AND SPORT SCIENCE  
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Sample Insertion Plan - Racquetball

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b><u>One</u></b>	<p><b><u>Introduction</u></b>                      *What is racquetball?                      *Grips – ready position                      *Forehand stroke                      *Backhand stroke                      *Class procedures                      *Practice bounce &amp; hit                      *Rule of the Day</p>	<p><b><u>Review</u></b>                      *Grip, forehand, backhand                      *Equipment                      Teach                      *Serves – Drive, Z                      *Lob</p> <p><b><u>Activities</u></b>                      *Serves – practice                      *Bounce &amp; hit                      *Rule of the Day</p>	<p><b><u>Review</u></b>                      *Serves, rules</p> <p><b><u>Teach</u></b>                      *Back-wall shots                      *Hinders</p> <p><b><u>Activities</u></b>                      *Back-wall practice                      *Serve practice                      *Rule of the Day</p>	<p><b><u>Review</u></b>                      *Forehand, backhand</p> <p><b><u>Teach</u></b>                      *Court position                      *Kill shots</p> <p><b><u>Activities</u></b>                      *Performance objectives or short game                      *Rule of the Day</p>	<p><b><u>Review</u></b>                      *Back wall shots</p> <p><b><u>Teach</u></b>                      *Ceiling shots                      *Passing shots</p> <p><b><u>Activities</u></b>                      *Ceiling games                      *1, 2, or 3 shots</p>
<b><u>Two</u></b>	<p><b><u>Review</u></b>                      *Problem rules                      *Serve strategy                      *Court coverage</p> <p><b><u>Activities</u></b>                      *Accuracy drills                      Drive serve                      Lob serve                      Backhand                      *Backhand games                      1 or 2 shots</p>	<p><b><u>Teach</u></b>                      *Cutthroat                      *Doubles</p> <p><b><u>Activities</u></b>                      *Performance objectives                      *8-ball rally                      *Rotation workup</p>	<p><b><u>Review</u></b>                      *Problem areas</p> <p><b><u>Activities</u></b>                      *Performance objectives                      *5 and out                      *Ceiling games</p>	<p><b><u>Review</u></b>                      *Rules</p> <p><b><u>Activities</u></b>                      *Performance objectives                      *Regular game                      *Cutthroat or doubles</p>	<p><b><u>Review</u></b>                      *Kill shots</p> <p><b><u>Activities</u></b>                      *Rotation workup</p>
<b><u>Three</u></b>	<p><b><u>Review</u></b>                      *Rules</p> <p><b><u>Activities</u></b>                      *Performance objectives                      *8-ball rally                      *Cutthroat or doubles</p>	<p><b><u>Review</u></b>                      *Court coverage</p> <p><b><u>Activities</u></b>                      *Performance objectives                      *Rotation workup</p>	<p><b><u>Review</u></b>                      *Problem areas</p> <p><b><u>Activities</u></b>                      *Performance objectives                      *5 and out                      *Ceiling games</p>	<p><b><u>Review</u></b>                      *Back wall shots</p> <p><b><u>Activities</u></b>                      *Performance objectives                      *Regular game                      *Cutthroat or doubles</p>	<p><b><u>Review</u></b>                      *Ceiling shots</p> <p><b><u>Activities</u></b>                      *Ceiling games                      *1, 2, or 3 shots</p>
<b><u>Four</u></b>	<p><b><u>Review</u></b>                      *Rules                      *Problem areas</p> <p><b><u>Activities</u></b>                      *Performance objectives                      *Backhand games                      *<b><u>Regular games</u></b></p>	<p><b><u>Review</u></b>                      *Rules, strategy, shots, serves</p> <p><b><u>Activities</u></b>                      *Performance objectives                      *Rotation workup                      *Tournament set-up</p>	<p><b><u>Review</u></b>                      *Court coverage</p> <p><b><u>Activities</u></b>                      *Performance objectives                      *Regular games</p>	<p><b><u>Review</u></b>                      *Rules</p> <p><b><u>Activities</u></b>                      *Performance objectives                      *Regular game                      *Cutthroat or doubles</p>	<p><b><u>Activities</u></b>                      *Performance objectives                      *Tournament games</p>
<b><u>Five</u></b>	<p><b><u>Activities</u></b>                      * Performance objectives                      *Tournament games</p>	<p><b><u>Review</u></b>                      *Rules</p> <p><b><u>Activities</u></b>                      *Performance objectives                      *Tournament games</p>	<p><b><u>Written Exam</u></b></p>	<p><b><u>Activities</u></b>                      *Performance objectives                      *Tournament games</p>	<p><b><u>Final performance objectives work</u></b></p> <p><b><u>Return exam</u></b></p>
<b><u>Six</u></b>	<p><b><u>Activities</u></b>                      *Tournament games</p>	<p><b><u>Activities</u></b>                      Tournament games</p>	<p><b><u>Activities</u></b>                      *Tournament games</p>	<p><b><u>Activities</u></b>                      *Tournament games</p>	<p><b><u>Activities</u></b>                      *Review course objectives                      *Final games</p>

## PHYSICAL EDUCATION PORTFOLIO



<b>COURSE</b>	<b>ASSIGNMENT(S)</b>	<b>GRADE</b>
<b>PE 237 Rhythms &amp; Multicultural Activities</b>	1 aerobics/dance lesson plan <b>OR</b> 1 multicultural lesson plan	
<b>AES 242 Fund. Principles of Fitness</b>	Fitness Assessment	
<b>PE 250 Methods of Teaching Individual Sports</b>	1 lesson plan and insertion plan (choose from tennis, golf, track & field, etc.)	
<b>PE 251 Methods of Teaching Contemporary Activities</b>	1 combative or cooperative game lesson and insertion plan	
<b>PE 252 Methods of Teaching Team Sports</b>	1 lesson plan and insertion plan (choose from basketball, volleyball, soccer, softball or football).	
<b>PE 321 Organization &amp; Administration</b>	Assignment portfolio (game management, mission statement, curriculum design, facility design)	
<b>PE 450 PE in the Elementary Schools</b>	1 elementary lesson plan	
<b>PE 451 Methods in Teaching, 7-12</b>	Curriculum plan	
<b>PE 452 Adapted PE</b>	Lesson plan IEP	
<b>PE 475 Tests &amp; Measurements</b>	1 knowledge test 1 skills test	
<b>PE 478 Senior Preparation in PE</b>	Personal Mission Statement Philosophy of Physical Education	
	APA formatted Physical Education Bibliography/Reading list (minimum 20 entries)	<b>NA</b>
	Completed senior questionnaire	<b>NA</b>

- All work is to be typed
- The portfolio must be presented in a 3-ring binder w/ dividers and clearly delineated sections



## Senior Exit Interview

**Exit interviews:** The exit interview is designed to assess a students' competency in regards to the student outcomes set forth by our Physical Education program at Azusa Pacific University. Furthermore, the interview serves to determine the satisfaction with their educational experience in the Physical Education major.

1. Share with us your personal mission statement related to your future career as a teacher.
2. Explain your philosophy of Physical Education.
3. How has the integration of the Christian faith played a part in developing your teaching philosophy?
4. What technology did you learn in the Physical Education courses that you plan to use in your future teaching? Explain how you will use it.
5. Why is it important to understand individual needs and abilities, as well as understanding various cultures and ethnic groups? How do you plan to meet the needs of each through teaching Physical Education?
6. What do you believe are your strengths as a teacher? Your weaknesses as a teacher?
7. Do you feel prepared to begin a credential program? Why or why not?
8. How has the Physical Education program at APU prepared you to teach Physical Education?
9. What specific courses, assignments, and faculty helped the most in preparing you for your future career in teaching Physical Education?
10. What suggestions do you have to help strengthen our program?

## Physical Education Resources

*The following list includes important PE organizations and websites that all PETE students should be acquainted with. These will be helpful with keeping up to date with the latest news and trends associated with Physical Education as well as great resources to use when developing lesson plans and researching activities and valuable teaching strategies.*

1. AAHPERD: American Alliance for Health, Physical Education, Recreation and Dance
  - [www.aahperd.org](http://www.aahperd.org)
  - AAHPERD is the largest organization of professionals supporting and assisting professionals involved in physical education, recreation, fitness, sport and coaching, dance, health education and promotion, and all specialties related to achieving a healthy and active lifestyle.
2. NASPE: National Association for Sport and Physical Education
  - [www.aahperd.org/naspe/](http://www.aahperd.org/naspe/)
  - NASPE is the non-profit professional membership association that sets the standards for best practices in quality physical education and sport. NASPE is the largest of the five national associations that make up the American Alliance for Health, Physical Education, Recreation and Dance.
3. CAHPERD: The California Association for Health, Physical Education, Recreation and Dance.
  - <http://www.cahperd.org/>
  - CAHPERD is an educational, non-profit organization designed to promote healthful lifestyles through quality education for all populations and provide leadership to school, community and statewide programs in the areas of health, physical education, recreation, dance and other movement-related programs.

4. Commission on Teacher Credentialing

- <http://www.ctc.ca.gov/>
- This site allows students to learn everything required and involved in becoming a teacher in California. Requirements for teaching elementary, junior high, high school, and special education students are discussed.

5. Action for Healthy Kids

- <http://www.actionforhealthykids.org>
- Action for Healthy Kids addresses childhood obesity, undernourishment, and prevention by working with schools to help kids learn to eat right and be active every day. This site provides updates on recent national policies and initiatives affecting physical education and the health of your nation's youth.

6. Websites filled with great PE resources such as lesson plans, new games and activities, teaching strategies, assessments, worksheets, and more:

- [www.pecentral.org](http://www.pecentral.org)
- [www.sparkpe.org](http://www.sparkpe.org)
- [www.peuniverse.com](http://www.peuniverse.com)
- [www.teachervision.fen.com/physical-education/teacher-resources/6653.html](http://www.teachervision.fen.com/physical-education/teacher-resources/6653.html)

## ADMINISTRATION

**Sharon Lehman:** Department Chair, Ed.D.

**Diana Rudolph:** Program Director, Assistant Professor, M.A., CPT

**Janice Ferris:** Administrative Assistant

## FULL-TIME FACULTY

**Michael Barnett, M.A.**

**Jennifer Livingston, Ph.D., ATC**

**David Blomquist, M.A.**

**Cynthia McKnight, Ph.D., ATC**

**Rudy Carlton, M.A.**

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**Brian Willmer, M.A.**

**Gary Knecht, M.A.**

**Victor Santa Cruz, B.A.**

**Justin Leslie, M.B.A.**

## ADJUNCT FACULTY

**Alan “Bo” Beatty**

**Danielle Jorgenson**

**Peter Bond**

**Tim Kyle**

**Sue Cheney**

**James Lundgren III**

**Kimberly Duskin**

**April Reed**

**Megan Fate Marshman**

**Robert Simmons**

**David Goodman**

**Julie Snodgrass**

**Preston Grey**

**Catherine Svagdis**

**Noelle Hoye**

**Joshua Wood**