



Early and Middle Childhood

PHYSICAL EDUCATION

Assessment at a Glance

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*National Board Certification
Promotes Better Teaching,
Better Learning, Better Schools*

Choosing the Right Certificate

The National Board Certification® process offers experienced teachers the professional development opportunity to demonstrate their knowledge, skills, and practices against high and rigorous standards. Candidates pursue certification by completing two major assessment components: a portfolio of classroom teaching practice and an assessment of content knowledge administered at a computer-based testing center.

The Early and Middle Childhood/Physical Education certificate is appropriate for teachers of students ages 3–12 who teach physical education programs. Read this document to learn the content and pedagogical knowledge you will be required to demonstrate for this certificate area and to measure your readiness to pursue National Board Certification.

Below is a set of questions to ask yourself about your teaching practice. If you answer “yes” to these questions, you are ready to apply. For eligibility requirements and application instructions, read the *Guide to National Board Certification* on the NBPTS Web site (www.nbpts.org).

If you answer “no” to one or more of these questions, you may need to discuss your teaching situation with professional colleagues, your school faculty, a National Board Certified Teacher®, your faculty support group, or a local-level administrator who is directing a National Board program.

For the portfolio, will you be able to:

- demonstrate that your teaching practice meets the Physical Education Standards?
- have access to a class of at least 6 students, in which 51% of the students are ages 3–12 during the 12 months prior to the submission of your portfolio entries?
- submit student work samples and video recordings in English and/or Spanish showing your interactions with your students?
- demonstrate your ability to engage your students in sequenced motor skill instruction and promote their understanding of a related cognitive concept?
- demonstrate your ability to integrate assessment into your instruction to promote learning of all students and show how you use the results of assessment to inform your instructional decisions?
- show how you engage your students in purposeful instruction in a physically and emotionally safe environment that supports equitable access to learning and promotes student interaction and reflection?
- show how you promote physical activity for a lifetime and raise students' awareness that physical activity is valuable?
- present evidence of how you impact student learning through your work with students' families and community and through your development as a learner and as a leader/collaborator?

For the assessment center, will you be able to demonstrate content knowledge in:

- motor learning, biomechanics, and skill acquisition?
- fitness components, related scientific/exercise principles and their application to physical education themes/activities?
- safety, equity, and fairness issues?
- planning instruction for students with disabilities?
- the principles of movement and critical elements of specific movement forms?
- integration of skills from other disciplines along with appropriate uses of technology for effective physical education instruction?

Reviewing the Standards

The requirements for National Board Certification in the field of Early and Middle Childhood/Physical Education (EMC/PE) are organized into the following Standards. The ordering of the Standards is designed to facilitate understanding, not to assign priorities.

I. Knowledge of Students

Accomplished physical education teachers use their knowledge of students to make every student feel important. They communicate through a humane, sensitive approach that each child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.

II. Knowledge of Subject Matter

Accomplished physical education teachers have a deep and broad understanding of the content and principles of physical education, which enables them to devise sound and developmentally appropriate instructional activities.

III. Sound Teaching Practices

Accomplished physical education teachers possess a thorough comprehension of the fundamentals of physical education and a broad grasp of relevant principles and theories that give their teaching purpose and guide them as they carry out a flexible, yet effective, instructional program responsive to students' needs and developmental levels.

IV. Student Engagement in Learning

Through their own passion for teaching and their personal example, accomplished physical education teachers inspire their students to learn and to participate in and appreciate physical education.

V. High Expectations for Learners

Accomplished physical education teachers tenaciously maintain a stimulating, productive setting that encourages participation, discovery, goal setting, and cooperation and that holds all students to the highest expectations.

VI. Learning Environment

Accomplished teachers of physical education create and sustain a welcoming, safe, and challenging environment in which students engage in and enjoy physical activity. They establish an orderly atmosphere with established protocols and expectations conducive to providing maximum learning for all students.

VII. Curricular Choices

Accomplished physical education teachers select, plan, and evaluate curriculum in a continuous process meant to ensure a sensible, properly structured, positive physical education program that meets students' needs and results in student learning.

VIII. Assessment

Accomplished physical education teachers design assessment strategies appropriate to the curriculum and to the learner. They use assessment results to provide feedback to the learner, to report student progress, and to shape instruction.

IX. Equity, Fairness, and Diversity

Accomplished physical education teachers model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.

X. Reflective Practice and Professional Growth

Accomplished physical education teachers participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism.

XI. Promoting an Active Lifestyle

Accomplished physical education teachers recognize the multiple benefits of a physically active lifestyle and promote purposeful daily activities for all students that will encourage them to become lifelong adherents of physical activity.

XII. Collaboration with Colleagues

Accomplished physical education teachers do not work in isolation but function as members of a large learning community. Recognizing that their responsibilities extend beyond their own classrooms, they contribute purposefully to enhancing instructional programs and improving the professional culture of their field.

XIII. Family and Community Partnerships

Accomplished physical education teachers create advocates for physical education by providing opportunities for family involvement and the involvement of the broader community in the physical education program.

Read the Standards on the NBPTS Web site to ensure that you will be able to demonstrate your accomplishments and confidently satisfy the defined expectations for National Board Certification.

Demonstrating Your Teaching Practice and Content Knowledge

This section describes the portfolio entries and assessment center exercises for the EMC/PE certificate area.

Portfolio Entries

You will be required to submit four portfolio entries. One entry is based on student work samples, and two entries feature video recordings of student–teacher interactions in the classroom. The fourth entry relates to your accomplishments outside of the classroom—with families, the community, or colleagues—and how they impact student learning.

Following is a description of each portfolio entry.

**Entry 1:
Instruction to
Facilitate Student
Learning**

In this entry, you submit a Written Commentary, instructional materials, and a 20-minute video recording that demonstrates your ability to engage all students in sequenced motor skill instruction while integrating related cognitive concepts. You also address how you promote the value of lifelong physical activity for your students.

**Entry 2:
Assessment for
Student Learning**

In this entry, you select and submit two assessments with instructional materials and two students' responses that demonstrate your ability to tie assessment to learning goals. You show how results of assessments are used to inform instruction. You also submit Written Commentary analyzing your teaching.

**Entry 3:
Creating a
Productive Learning
Environment**

In this entry, you submit a Written Commentary, instructional materials, and a 20-minute video recording that demonstrates how you manage the transition of learning activities; shows how you promote learning in a physically, socially, and emotionally safe environment; and highlights your ability to promote physical activity for a lifetime. **Entry 3 is the preselected *Take One!* portfolio entry.**

**Entry 4:
Documented
Accomplishments:
Contributions to
Student Learning**

In this entry, you illustrate your partnerships with students' families and community, and your development as a learner and collaborator with other professionals by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

Read the *Portfolio Instructions* on the NBPTS Web site to learn more about the requirements for preparing, developing, and submitting the portfolio component of your assessment.

Assessment Center Exercises

This assessment is composed of six exercises that examine content knowledge specified in the NBPTS Standards. You are given up to 30 minutes to respond to each exercise.

Following is a description of each assessment center exercise.

- Exercise 1:
Exercise Science** In this exercise, you use your knowledge of specific health- or skill-related fitness components to describe how they are related to scientific/exercise principles and how they apply to a physical education theme or activity. You demonstrate your knowledge of the interrelationship among fitness components, scientific/exercise principles, and developmentally appropriate practice.
- Exercise 2:
Biomechanics and
Motor Learning** In this exercise, you describe how you use motor learning concepts and apply biomechanical principles to the acquisition and development of skills.
- Exercise 3:
Safety, Equity, and
Fairness Issues** In this exercise, you are provided with scenarios and are asked to analyze each one in light of the students' physical, social, and emotional well-being in the physical education setting. The analyses you provide demonstrate your knowledge of safety, equity, and fairness issues in physical education. Based on your analyses, you then recommend appropriate and responsible actions that are based on best practice in the areas of student safety, fairness, and equity.
- Exercise 4:
Students with
Disabilities** In this exercise, you identify and apply knowledge of educational law and the design and implementation of an Individualized Education Plan. You identify the essential strategies and knowledge necessary for teaching physical education to students with disabilities in order to promote effective instruction for all students within a physically, socially, and emotionally safe environment.
- Exercise 5:
Movement Forms** In this exercise, you use your knowledge of critical elements of specific movement forms and identify developmentally immature aspects of performance. You demonstrate comprehensive knowledge of the impact of the principles of movement concepts (force, time, flow, space, effort, and relationship) in teaching movement patterns.
- Exercise 6:
Integration of
Technology and
Interdisciplinary
Approaches** In this exercise, you use your knowledge of integrating content and/or skills from physical education and another specified content area in a learning experience appropriate for fifth-grade physical education students. You justify the appropriateness of the content and/or skills from physical education and the other content area and explain how the learning experience advances students' understanding of physical education and the other content area. You must demonstrate your knowledge of purposeful and appropriate uses of technology for effective physical education instruction.

Read *Assessment Center Policy and Guidelines* on the NBPTS Web site for more information about the assessment center component of the certification process. To locate an assessment center, visit the NBPTS computer-based testing Web site (www.pearsonvue.com/nbpts/).

Selected Assessment Center Exercises

The following sections contain selected exercises administered in a previous assessment cycle. These exercises present information that candidates saw on screen at the assessment center and include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses. These exercises have been included to help you become familiar with the structure of assessment center exercises and to help you understand the scoring rubrics. The exercise prompts in this section **do not** represent actual prompts candidates will see at assessment centers in the future.

Please note that assessment center exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

Sample Exercise 1: Exercise Science

Exercise 1: Exercise Science - Candidate Name

🕒 Time Remaining 29:31

Introduction

In this exercise, you will use your knowledge of the interrelationship of fitness components and scientific/exercise principles to define and explain terms and to plan a developmentally appropriate physical education activity. You will be asked to respond to five prompts.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- a thorough and complete knowledge of specific health or skill-related fitness components and scientific/exercise principles and their interrelationships; and
- the promotion of student fitness through a developmentally appropriate physical education activity, a specific health or skill-related fitness component, and a related scientific/exercise principle.

Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

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Interrelationship of fitness components and scientific principles

The students you are planning for in this exercise are in a 3rd grade class of heterogeneously grouped students.

Retired Prompt 1

- Define the following fitness component: muscular strength.*
- Define the following scientific/exercise principle: intensity.*

Retired Prompt 2

How are muscular strength and intensity related to each other?

Retired Prompt 3

- a) Define the following fitness component: cardiovascular endurance.
- b) Define the following scientific/exercise principle: duration.

Retired Prompt 4

How are cardiovascular endurance and duration related to each other?

Retired Prompt 5

What developmentally appropriate learning experience would you use to integrate the fitness components of muscular strength and intensity **OR** the fitness components of cardiovascular endurance and duration? Explain why this learning experience is developmentally appropriate.

Sample Exercise 2: Biomechanics and Motor Learning

Exercise 2: Biomechanics and Motor Learning - Candidate Name

🕒 Time Remaining 29:31

Introduction

In this exercise, you will describe how you use motor learning concepts and apply biomechanic principles to the acquisition and development of skills. You will be asked to respond to three prompts.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of the following:

- a deep knowledge of motor learning concepts and the application of those concepts to the acquisition and development of skills; and
- a deep knowledge of biomechanics and the application of those principles to the acquisition and development of skills.

Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

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The following prompts require you to apply a particular motor learning concept and/or a biomechanic principle to teaching a given skill.

Explain each of your responses based on application of knowledge of motor learning concepts and/or biomechanic principles to skill acquisition and development.

Retired Prompt 1

Describe how stability can be applied to teaching a catching skill. Why is this principle important in teaching this skill?

Retired Prompt 2

Describe how whole and part practice can be used when teaching a dance movement. Why is this concept important in teaching this skill?

Retired Prompt 3

Describe how the concept of open and closed skills can be used to adjust for the striking skill of punting a ball for beginning, intermediate, and advanced learners.

Understanding the National Board Scoring Process

All portfolio entries and assessment center exercises are scored by teachers practicing in the same content area as the assessment they are scoring. The National Board's carefully trained assessors use scoring rubrics to evaluate candidate responses. The rubrics clearly articulate the criteria that are to be applied in the evaluation of your responses. These criteria reflect the Standards that the entry is designed to measure.

Assessors use a four-level rubric to score each candidate's response as shown below.

Rubric Level	Score Range	Quality of Evidence
Level 4	3.75–4.25	Clear, consistent, and convincing
Level 3	2.75–3.74	Clear
Level 2	1.75–2.74	Limited
Level 1	0.75–1.74	Little or no

The Level 4 and Level 3 score ranges represent accomplished teaching practice. You do not have to receive Level 4 or Level 3 scores for every entry and exercise. A high score on one may compensate for a lower score elsewhere. Read the *Scoring Guide for Candidates* on the NBPTS Web site for your assessment.

Your Total Weighted Scaled Score

When your portfolio entries and assessment center exercises are completed and scored, your Total Weighted Scaled Score is computed. This is done by applying a set of weights to each of your entry and exercise scores.

For the EMC/PE certificate, these are the weights:

- 16% for each of the three classroom-based portfolio entries
- 12% for the Documented Accomplishments portfolio entry
- 6.67% for each of the six assessment center exercises

Your weighted scaled score for each entry or exercise is calculated by multiplying the raw score by the appropriate weight, shown above. Your Total Weighted Scaled Score is the sum of the weighted scaled scores for all entries and exercises plus a 12-point uniform constant. For example, if your weighted scaled score is 263, you would receive a 12-point uniform constant score, and your Total Weighted Scaled Score would be 275. This number is then compared to 275, the performance standard established by the NBPTS Board of Directors.

A candidate whose Total Weighted Scaled Score is 275 or greater is recognized as an accomplished teacher and is awarded National Board Certification. A candidate whose Total Weighted Scaled Score does not meet 275 is not yet certified and for the following two years has the opportunity to retake certain portfolio entries or assessment center exercises in order to meet the performance standard of 275.

Things to Keep in Mind

The National Board Standards for the EMC/PE certificate area are addressed within the portfolio and assessment center process. Therefore, you should keep the following in mind:

- Although the portfolio entries address many of the Standards, they may not address all of them. Standards the portfolio does not address may be included in the assessment center portion of the certification process.
- Each entry is scored independently of the others. When an entry asks for background or contextual information, be complete, since an assessor for one entry will not see your other entries.
- At each of the four levels of the scoring rubric, the same Standards-related criteria are applied. However, each level of the scoring rubric represents a difference in the quality of evidence demonstrated by the entry or exercise. For example, if “Knowledge of Students” is a Standard measured by an entry, the Level 4 rubric will refer to “clear, consistent, and convincing” evidence of that Standard while the Level 2 rubric will refer to “limited” evidence of the same Standard.
- One of the fundamental principles underlying the evaluation is that responses are scored only on what candidates are specifically asked to do. For example, if the directions specifically ask you to demonstrate how to use assessment in the featured instructional sequence, evidence supporting your use of assessment will be evaluated based on the scoring rubric. Conversely, if an entry does not require you to demonstrate how to use assessment, it will not be evaluated.

Beginning Your Journey toward National Board Certification

The first step on this journey is to make a commitment, but what does this commitment involve? First-time candidates apply and complete their assessments in an initial candidacy period as shown in the timeline below. For candidates who are not successful in their first try, there is a 24-month window, following the receipt of scores, in which to retake assessments and/or resubmit portfolio entries in order to achieve certification.

You may wish to start with the *Take One!* program that requires submission of a single portfolio entry for scoring. The preselected portfolio entry required for *Take One!* is identified as part of the portfolio entry descriptions on page 4. You can choose to transfer your *Take One!* score to National Board Certification within three years of completing the *Take One!* process. Read *Becoming a Take One! Participant* on the NBPTS Web site to learn more about the requirements.

If you choose to pursue National Board Certification, there is also a financial commitment for which support is available. Visit the NBPTS Web site to learn about federal, state, and/or local funds available to support National Board Certification and *Take One!* fees. Be sure to check with your local, district, or state educational officials for incentives (such as salary increases and bonuses) that may be offered for achieving National Board Certification.

The following timeline provides a snapshot of your schedule of commitments. Read the *Guide to National Board Certification* on the NBPTS Web site for complete information.

Certification Planner

Step	To Do	Year 1	Year 2	Year 3	Year 4
1	Send forms and fees to NBPTS:				
	<ul style="list-style-type: none"> application nonrefundable initial fee (\$500) all eligibility forms balance of full fee (totaling \$2,500) 	Jan. 1 — Dec. 31			
2	Develop portfolio entries and submit them to NBPTS:				
	<ul style="list-style-type: none"> Receive portfolio box after submitting initial fees. Submit all four portfolio entries at once after submitting all fees and eligibility forms. 	Jan. 1 — Mar. 31			
3	Schedule your assessment center exercises:				
	<ul style="list-style-type: none"> after submitting all fees and eligibility forms at least 30 days before the test date 		Jan. 1 — Jun. 15		
4	Obtain your scores online:				
	<ul style="list-style-type: none"> Access <i>My Profile</i> to learn about your scores and certification status. 		Dec. 31	Dec. 31	Dec. 31
5	Continue the journey:				
	<ul style="list-style-type: none"> If you did not achieve certification, decide whether to retake assessment center exercises and/or portfolio entries. Submit retake application and fees. 			Jan. 31	Jan. 31
	<ul style="list-style-type: none"> Retake selected assessment center exercises. Submit selected portfolio entries. 			Jan. 1 — Jun. 15	Jan. 1 — Jun. 15
				Jan. 1 — Apr. 15	Jan. 1 — Apr. 15

Having made the commitment, many teachers who pursue National Board Certification become role models and leaders in their schools and districts, earning a greater voice in what happens and having a very positive effect on their students' experiences. On your journey, you will benefit directly from your candidacy, taking part in what many have described as the best professional development experience of their lives.

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