

8710.4700 TEACHERS OF PHYSICAL EDUCATION.

Subpart 1. **Scope of practice.** A teacher of physical education is authorized to provide to students in prekindergarten through grade 12 instruction that is designed to enhance physical growth and development through learning to move and learning through movement.

Subp. 2. **Licensure requirements.** An applicant seeking a license to teach physical education must meet the requirements for a license pursuant to parts 8710.0311 to 8710.0314 and Minnesota Statutes, sections 122A.181 to 122A.184.

Subp. 2a. **Initial licensure program.** A candidate completing a board-approved initial licensure program for physical education must demonstrate the content standards set forth in subpart 3 and the standards for effective practice in part 8710.2000.

Subp. 2b. **Additional licensure program.** A candidate completing a board-approved additional licensure program for physical education must demonstrate the content standards set forth in subpart 3.

Subp. 2c. **Licensure via portfolio.** An applicant seeking an initial license via portfolio pursuant to part 8710.0330 must submit a content portfolio aligned to the standards set forth in subpart 3 and a pedagogy portfolio aligned to the standards for effective practice in part 8710.2000.

Subp. 3. **Subject matter standards.** A candidate for licensure as a teacher of physical education must demonstrate the knowledge and skills in items A to E.

A. **Skills.** The candidate must demonstrate competency in:

(1) fundamental motor skills, including a minimum of at least two skills in each of the following categories: locomotor, nonlocomotor, and manipulative; and

(2) a skill representing at least four of the following physical activity categories: games and sports; aquatics; dance and rhythmic activities; fitness activities; outdoor pursuits; and individual-performance activities.

B. **Foundational knowledge.** The candidate must describe and apply content and foundational knowledge, including:

(1) common content knowledge for teaching students physical education, including developmentally appropriate motor skills, movement concepts, and movement patterns; situational-specific tactics, strategies, and correct techniques of skill-based performances in a developmentally appropriate manner; and rules and etiquette of activities, games, and sports;

(2) specialized content knowledge for teaching students physical education, including skill cues, identifying critical elements, and predicting common errors; planned and developmentally appropriate task progressions; and observed performance as the basis for adjusting learning tasks;

(3) anatomical and physiological concepts related to skillful movement, physical activity, and fitness for students;

(4) motor learning theory and principles related to skillful movement, physical activity, and fitness for students;

(5) motor development theory and principles related to fundamental motor skills, skillful movement, physical activity, and fitness for students;

(6) organization and administration of physical education programs, including the role and alignment of district, school, and department missions and goals in program planning and how to develop curriculum goals and purposes based on the central concepts of physical education;

(7) components of a quality physical education program;

(8) individualized instruction for diverse student needs, adding specific accommodations or modifications for all students, including developmental adapted physical education programs;

(9) an understanding of how to achieve a health-enhancing level of fitness; and

(10) CPR and first aid training.

C. Planning and instruction. A teacher of physical education must be able to apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with state standards and benchmarks through the effective use of resources, accommodations or modifications, technology, and metacognitive strategies to address the diverse needs of all students. The candidate must:

(1) design developmentally appropriate short- or long-term plans that are aligned with state academic standards, including plans for assessments;

(2) design progressive and sequential learning experiences that align with short- or long-term objectives and that address the diverse needs of all students;

(3) plan for and manage resources to provide active, fair, and equitable learning experiences;

(4) design developmentally appropriate, engaging instructional strategies and materials that foster a physically and emotionally safe learning environment;

(5) design individualized instruction for diverse student needs, adding specific accommodations or modifications for all students, including developmental adapted physical education programs;

(6) design short- or long-term lessons that use demonstrations, explanations, and instructional cues that are aligned with short- and long-term plan objectives;

(7) design short- or long-term plans that illustrate transitions, routines, and positive behavior management to create and maintain a safe, supportive, and engaging learning environment; and

(8) design short- or long-term plans that include supports for common errors and strategies for feedback.

D. Assessment and reflection. The candidate must:

- (1) select or create authentic, formal assessments that measure student attainment of short- or long-term objectives in physical education;
- (2) administer formative assessments that monitor student learning;
- (3) complete a reflective cycle to guide decision making based on short- or long-term objectives, student learning, and teacher performance;
- (4) engage in continued professional growth and collaboration in schools or professional organizations; and
- (5) describe strategies for the promotion and advocacy of physical education and expanded physical education activity opportunities.

E. A candidate for licensure as a teacher of physical education must understand the content and methods for teaching reading including the ability to use a wide range of instructional practices, approaches, methods, and curriculum materials including electronic resources to support reading and writing instruction including:

- (1) selection and implementation of a wide variety of before, during, and after reading comprehension strategies that develop reading and metacognitive abilities;
- (2) the ability to develop and implement effective vocabulary strategies that help students understand words including domain-specific words; and
- (3) the ability to identify instructional practices, approaches, methods, and match materials to the cognitive levels of all readers, guided by an evidence-based rationale, which support the developmental, cultural, and linguistic differences of readers.

Subp. 3a. **Placements for candidates completing an initial licensure program.** Across the combination of student teaching and other field experiences, candidates completing an initial licensure program must have experiences teaching physical education at three levels: prekindergarten and primary level (prekindergarten through grade 4), middle level (grades 5 through 8), and high school level (grades 9 through 12).

Subp. 3b. **Placements for candidates completing an additional licensure program.** A candidate completing an additional licensure program must have experiences teaching at three levels: prekindergarten and the primary level (prekindergarten through grade 4), middle level (grades 5 through 8), and high school level (grades 9 through 12). The candidate must complete a practicum teaching physical education in at least one of the levels: prekindergarten and the primary level (prekindergarten through grade 4), middle level (grades 5 through 8), or high school level (grades 9 through 12).

Subp. 4. [Repealed, 47 SR 986]

Subp. 5. [Repealed, L 2015 c 21 art 1 s 110]

Statutory Authority: *MS s 122A.09; 122A.092; 122A.18*

History: 23 SR 1928; 34 SR 595; L 2015 c 21 art 1 s 110; 39 SR 822; L 2017 1Sp5 art 12 s 22; 47 SR 986

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