University of New Mexico  
Department of Health, Exercise and Sports Sciences  
Checkpoint #1 Application

This form is to be used by sophomores who are applying to the College of Education and completing the first checkpoint. Retention in the program requires maintaining satisfactory academic performance.

Application process: After review by the Faculty Panel, students will be informed of the outcome of the checkpoint process. If progress is conditionally granted or progress denied, students must follow the appeal process outlined within the checkpoint criteria.

Complete the following:

Date _______________________

Name _________________________________ Banner ID Number ________________

Date of initial advisement and planning with program advisor ____________________

Expected semester and year of graduation _________________________

Anticipated semester of student teaching ______________________________

Current Address _______________________________________________________________________

Phone number _____________________________

Email Address __________________________________________

What was your GPA at the end of the most current semester? ______________

Overall GPA (Must be at least 2.5) _______________

Content GPA (Must be at least 2.75 – use the GPA spreadsheet to figure content GPA) ___________

Basic Skills Test Score __________________

Check the courses you have completed or are currently enrolled

_____ HED 164  
_____ PENP 118  
_____ PEP 208  
_____ PEP 222  
_____ PEP 223  
_____ PEP 234  
_____ PEP 225  
_____ PEP 226  
_____ PEP 227  
_____ PEP 228  
_____ PEP 239  
_____ PEP 245  
_____ PEP 288
Portfolio Items
Portfolios should be neatly organized and work should be displayed in a professional manner within your PowerPoint file. You must include a rationale statement for every artifact linked to an Entry Level Competency, which describes in detail why you have chosen a particular artifact for a particular competency. Your writing should be free of mistakes in grammar, typos, and punctuation. The following must be included within the early pages of your portfolio.

- A picture of you on the cover slide of your PowerPoint
- Scanned copy of your current professional membership card (NMAHPERD, AAHPERD) and how you have participated in professional growth opportunities within the organization
- Importance of lifetime activity or healthy lifestyle statement regarding your personal participation in physical activity (Items #2 & 3 should be within a slide “About Me”

Based on known coursework in the PETE Program, the following recommendations are provided to assist you in constructing your Checkpoint 1 portfolio. You have choices to include your best works that demonstrate your mastery of the New Mexico Entry Level Competencies for Physical Education Teachers.

- Competency 1: Content
  - Include your best task analysis from one of the 200 level activity courses (1a)
  - Include a motor learning practical laboratory activity that describes and reinforces a teaching principle e.g. transfer of learning, whole vs. part practice, massed vs. distributed practice, bilateral transfer (1e)

- Competency 2: Growth and Development
  - A task analysis that displays appropriate learning/ practice opportunities across the K-12 educational experience (2b)
  - A task analysis that demonstrates progression of learning that is developmentally appropriate across the K-12 educational experience (2c)

- Competency 3: Diverse Learners
  - A task analysis that demonstrates how you can implement appropriate learning/ practice opportunities based on the developmental level or individual needs of the learner (3a)

- Competency 5: Communication
  - Picture of PEP 245 bulletin board with reflection/rationale statement (5b)
  - Letter to parents, principal that accompanies the PEP 308 fitness report (5e)
• Competency 6: Planning and Instruction
  ➢ Fitness Concept Scope and Sequence that includes a description of how you would incorporate Fitnessgram and a Fitness for Life approach to teaching in the K-12 school environment (6a)
  ➢ Task analyses or a lesson plan from a 200 level activity course that demonstrates the selection and implementation of developmentally appropriate instruction based on motor development, maturation, and individual needs of students (6b) (6f)

• Competency 7: Learner Assessment
  ➢ Analysis and interpretation of class data for the Fitnessgram from PEP 308 (7a, 7e)

• Competency 8: Reflection and Professional Development
  ➢ A reflection paper from PEP 245 which best demonstrates your evaluation of your own actions (8a, 8b)
  ➢ A reflection paper based on participation in the NMAHPERD conference held each fall. (8d)