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| Use this offline application as a draft for your online application. Once the online application is started progress cannot be saved to finish later. | |
| **Level (ex. Middle School PE):** |  |
| **Name: \*** |  |
| **Award Year:** |  |
| **Preferred/Primary Email: \*** |  |
| **Alternative Email: \*** |  |
| **Home Address: \*** |  |
| **Home Phone: \*** |  |
| **School Name: \*** |  |
| **School Address: \*** |  |
| **School Phone: \*** |  |
| **Educational Information**  **Degree** |  |
| **College/University** |  |
| **Major** |  |
| **Degree** |  |
| **College/University** |  |
| **Major** |  |
| **Degree** |  |
| **College/University** |  |
| **Major** |  |
| **Are you CAPE certified? (Adapted PE applicants only)** |  |
| **Career Information**  **Position \*** |  |
| **Location \*** |  |
| **Dates \*** |  |
| **Second Position** |  |
| **Location** |  |
| **Dates** |  |
| **What percentage of students in your school are eligible for free or reduced lunch?** |  |

Award Criteria Prompts

Below are the award criterion for adapted physical education, physical education (elementary, middle school, and high school) and health education. Please outline your qualifications for each criterion. Write no more than two pages of text for each. The applicant should outline qualifications relevant to that criteria, consideration is based on your responses for the criteria.

**Do not include any identifying information**

**(i.e., your name, school name or on school/district letter heard).**

For full instructions please [visit the Teacher of the Year webpage](https://portal.shapeamerica.org/recognition/awards/toy.aspx).

**Adapted Physical Education Award Criteria**

The applicant must be a teacher who:

1. Models the comprehensive roles and responsibilities necessary to implement adapted physical education services that align to the Essential Components for Physical Education as reflected in the SHAPE America National Physical Education Standards as it best meets individualize needs indicated in the Individualized Education Program and 504 plans.
2. Purposely plans and successfully implements universal design for learning principles into daily lessons by differentiating instruction based on the diverse abilities of every student in each physical education class.
3. Participates in a leadership/collaborative role that fosters an active healthy lifestyle beyond the physical education classroom (such as, but not limited to coaching, volunteering, developing programs and special events, and/or collaborating with families).
4. Administers multi-confirming assessments and utilizes the data to develop and implement student Individualized Education Programs and 504 plans to guide instructional planning and decisions.
5. Advocates for and supports the profession, as evidenced through partnerships, participation in professional organizations and professional learning opportunities.

**Physical Education Award Criteria**

The applicant must be a teacher who:

1. Conducts a comprehensive and diverse physical education program that utilizes the Essential Components of Physical Education as reflected in the SHAPE America National Physical Education Standards and other best practices.
2. Utilizes various teaching methodologies and practices indicated within agreed upon professional standards.
3. Engages in culturally responsive instructional practices.
4. Describe your utilization of student assessment, one of the Essential Components of Physical Education, that reflects inclusion and social justice in your educational setting.
5. Advocates for and supports the profession, as evidenced through partnerships, participation in professional organizations and professional learning opportunities, free or otherwise.

**Health Education Award Criteria**

The applicant must be a teacher who:

1. Implements a skills-based health education program aligned with essential components of National Health Education Standards and Appropriate Practices in School based Health Education.
2. Administers performance tasks for formative and summative assessment of health education skills and utilizes the data gathered to inform and guide future instruction.
3. Evidences the integration of health-enhancing technology for instruction that aligns with skills. (This would include use of technology to enhance instruction as well as teaching healthy technology use.)
4. Engages in culturally responsive instructional practices.
5. Advocates for and supports the profession, as evidenced through partnerships, participation in professional organizations and professional learning opportunities.