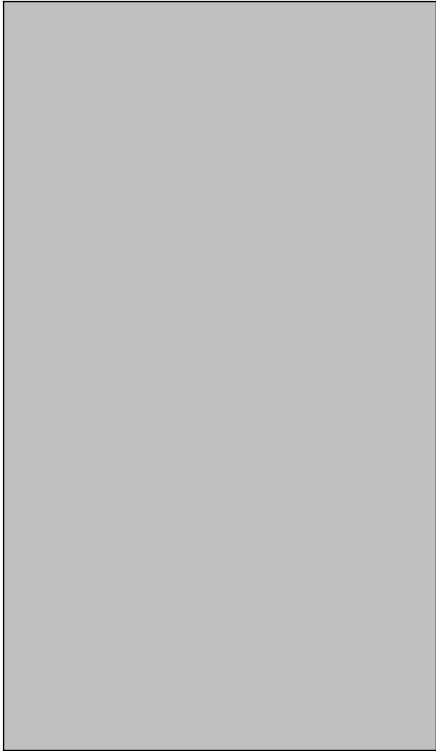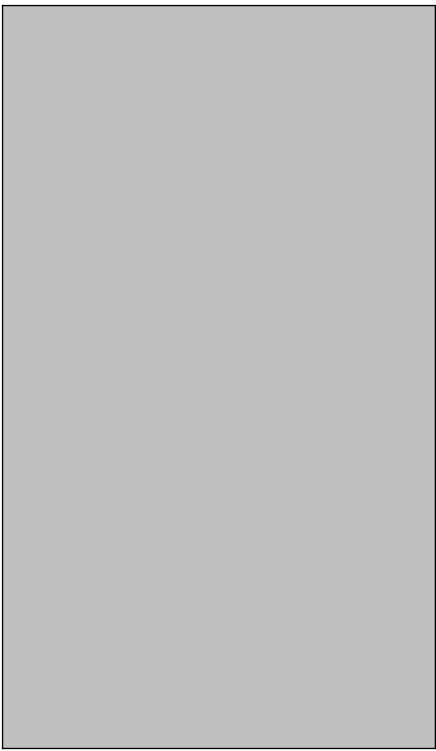**Health and Physical Education**

Institutions and Organizations seeking State Approval for programs which prepare and result in the recommendation of candidates for licensure as teachers of Health and Physical Education shall be required to demonstrate that they meet the following program standards. The Standards below are an adapted version of the 2001 standards of the American Association for Health Education (AAHE), for the preparation of Health Education Teachers and the 2001 standards of the American Alliance for Health, Physical Education, Recreation, and Dance (AAPHERD) and the National Association for Sport and Physical Education (NASPE), for the preparation of Physical Education Teachers.

Health Education Standards

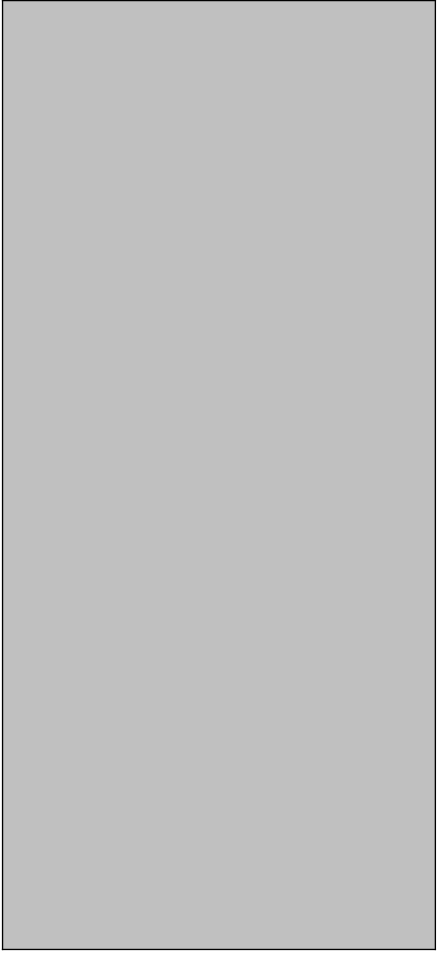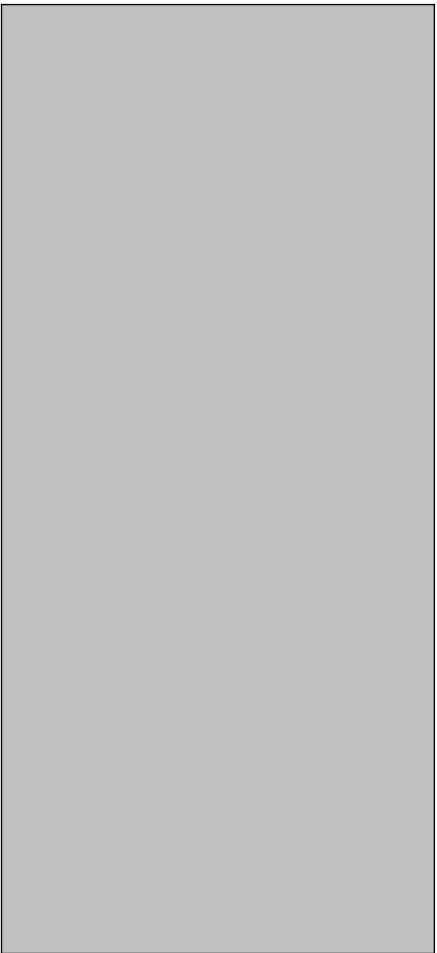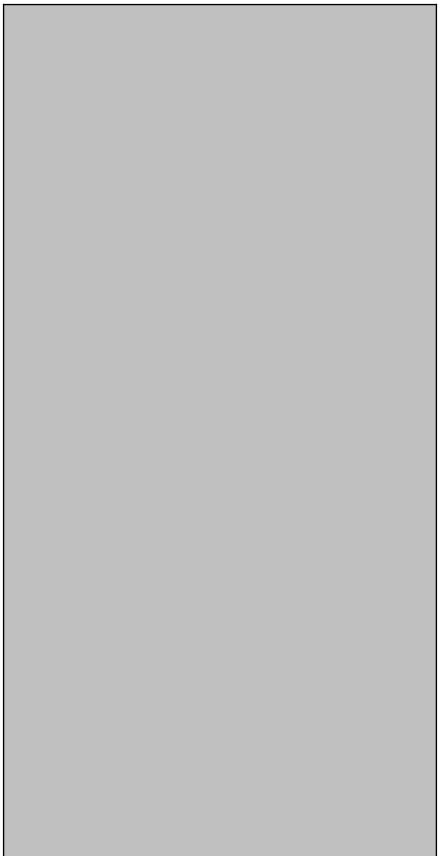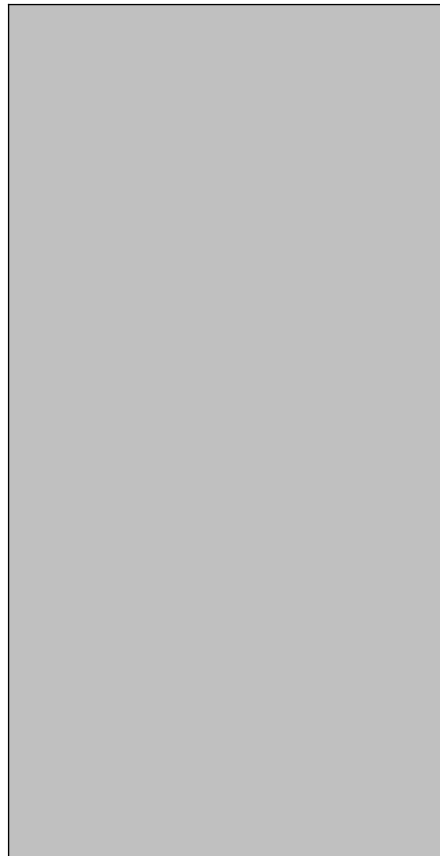| **Health Standard 1 - Candidates assess individual and community needs for health education.**			
Elements	**Indicators**	**Map to Field Experience / Map to Curriculum and Course Experiences**	**Assessment Strategies**
1.a Candidates obtain health-related data about social and cultural environments, growth and development factors, needs, and interests of students.	Candidates <u>select</u> valid, reliable, and credible sources of data and information about health needs, interests, and concerns; <u>use</u> technology-based sources of information; <u>identify</u> appropriate data-gathering instruments; <u>apply</u> various methods to collect health-related data and information.		
1.b Candidates distinguish between behaviors that foster and those that hinder well-being.	Candidates <u>identify</u> physical, social, emotional, intellectual, and other factors that influence one or more health-related		

	behaviors of school-aged youth; <u>distinguish</u> between risk and protective factors within the family, school, peer group, and community; <u>identify</u> individual behaviors that promote and/or compromise personal health and well-being; <u>articulate</u>how cognitive, affective, and skill-based learning and other experiences impact patterns of health behavior.		
1.c Candidates determine health education needs based on observed and obtained data.	Candidates <u>review, display, and interpret</u> needs assessment data for diverse student populations; <u>establish</u> criteria for prioritizing areas based on diverse student needs; <u>apply</u> established criteria to identify priority needs for school-based health education and CSHPs.		

Health Standard 2 - Candidates plan effective health education programs.			

Elements	**Indicators**	**Map to Field Experience / Map to Curriculum and Course Experiences**	**Assessment Strategies**
2.a Candidates recruit school and community representatives to support and assist in program planning.	Candidates identify individuals and/or groups whose cooperation and support will be essential to program success; integrate other school and community resources and recommendations within the health education program plan.		
2.b Candidates develop a logical scope and sequence plan for a health education program.	Candidates apply decision-making, communication, goal-setting, self-management, and advocacy skills as they relate to health content; displayfunctional knowledge of health concepts related to: alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, personal and consumer health, and community and environmental health; determine the range of essential health concepts and skills that are developmentally-appropriate and culturally-sensitive to a diverse student population; organize and prioritize the scope of a health education program in a logical		

	sequence.		
2.c Candidates formulate appropriate and measurable learner objectives.	Candidates use the scope and sequence plan and state/national standards and guidelines to designate performance indicators that describe functional health concepts and essential student skills; design measurable cognitive, affective, and skills-based learner objectives that are developmentally-appropriate; review and revise performance indicators based on current needs assessment findings.		
2.d Candidates design educational strategies consistent with specified learner objectives.	Candidates access and review existing or new health education curricula for consistency with performance indicators and research-based "best practice;" delineate a wide variety of instructional strategies aligned to meet diverse student needs; plan service learning opportunities that reinforce mastery of previously identified learner objectives.		

Health Standard 3 - Candidates implement health education programs.

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
3.a Candidates analyze factors affecting the successful implementation of health education and Coordinated School Health Programs (CSHPs).	Candidates gather information about students' previous knowledge, attitudes, perceptions, and skills to determine readiness for proposed instructional strategies; identify supports and barriers to successful implementation of health education curricula and CSHPs and strategies to overcome barriers.		
3.b Candidates select resources and media best suited to implement program plans for diverse learners.	Candidates analyzediverse learner characteristics and other factors when choosing appropriate materials, technology, and media; access and use state-of-the-art resources, educational media, and instructional technology and equipment; develop criteria for choosing most promising instructional resources and CSHP strategies to match objectives for diverse learners.		
3.c Candidates exhibit competence in carrying out planned programs.	Candidates employ "best practice" experiential methods that impact cognitive, affective,		

	and skill domains; apply pedagogically sound learning strategies for diverse individuals and groups; use developmentally-appropriate and culturally-sensitive classroom strategies and service-learning experiences to support designated learner objectives; manage classroom logistics and maintain order; request, access, and use available facilities and space for instruction; effectively use a variety of resources and media.		
3.d Candidates monitor educational programs, adjusting objectives and instructional strategies as necessary	Candidates monitor educational strategies, resources, and materials as relevant to learner objectives; address emerging student questions, concerns, and interests on an ongoing basis; monitor student work as it relates to stated student outcomes; revise learner objectives and instructional strategies to meet emerging diverse student needs.		

Health Standard 4 - Candidates evaluate the effectiveness of coordinated school health programs.
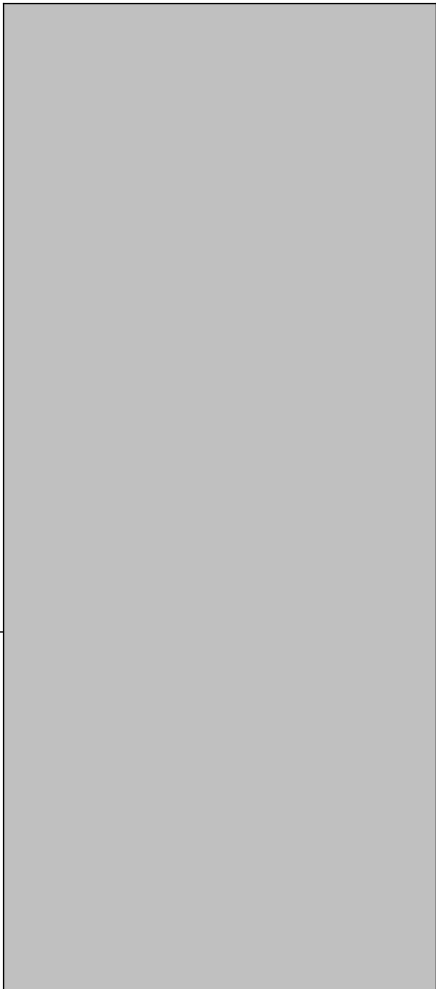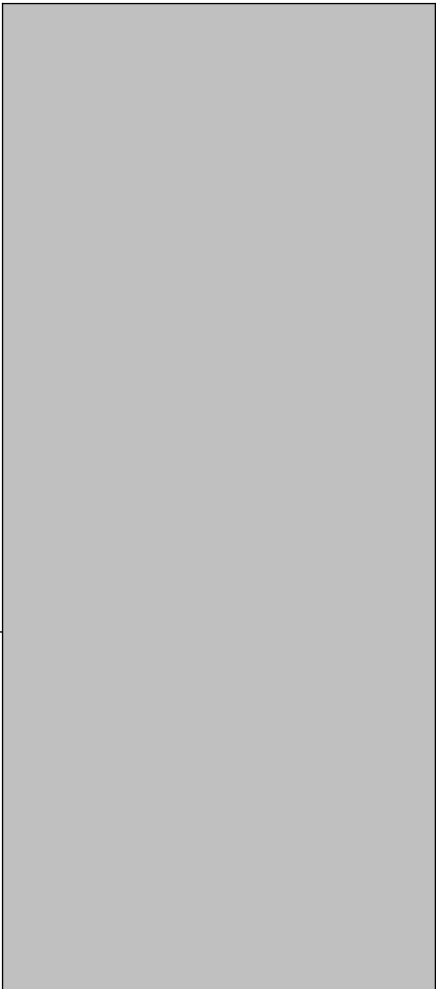
Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
4.a Candidates develop plans to assess student achievement of program objectives.	Candidates develop standards of performance as criteria for assessing impact on student learning; devise a realistic and feasible evaluation plan that spans health education and CSHP implementation; develop an electronic inventory of valid and reliable evaluation instruments; select appropriate formative and summative evaluation methods to determine student progress and levels of CSHP implementation and impact.		
4.b Candidates carry out evaluation plans.	Candidates delineate steps to implement evaluation plans; administer measurement instruments as specified in evaluation plan; use appropriate data collection methods to assess impact on student learning; use computer technology and basic statistical procedures to input and analyze evaluation data		

4.c Candidates interpret results of program evaluation.	Candidates use evaluation results to determine impact of instruction on student learning and group progress based on criteria stated in performance indicators; interpret evaluation results; demonstrate dispositions and skills to present findings to students, families, school personnel, and community members; identify limitations of evaluation design; use aggregate data to recommend changes in health instruction.		
4.d Candidates infer implications of evaluation findings for future program planning.	Candidates interpret evaluation results to draw inferences about future program efforts; describe relationships among student outcomes, candidate dispositions and skills, and evaluation strategies; explore possible explanations for evaluation findings; provide explanations for bias in evaluation results; use results to determine and recommend modifications of instructional program and/or CSHPs.		

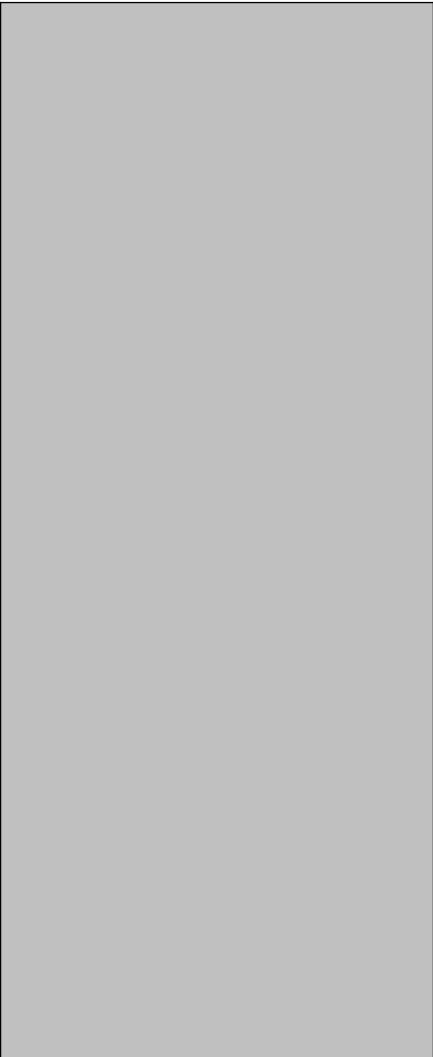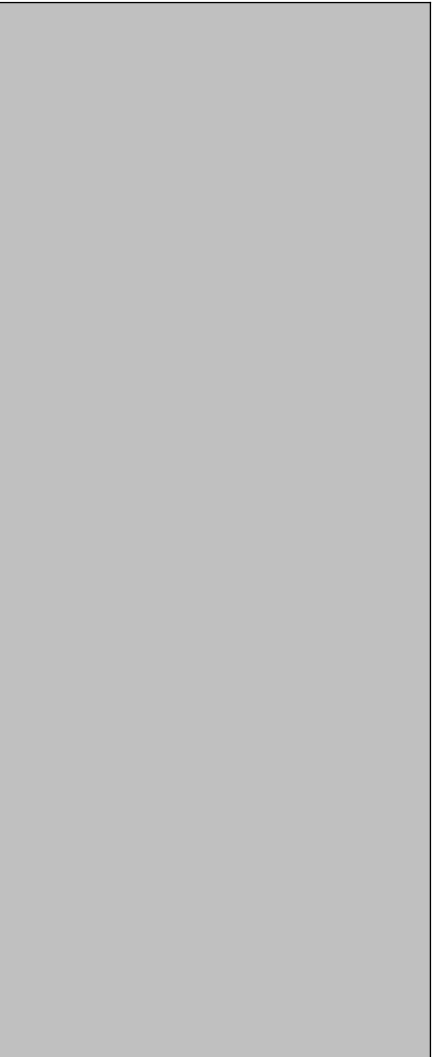| **Health Standard 5 - Candidates coordinate provision of health education programs and services.**			
Elements	**Indicators**	**Map to Field Experience / Map to Curriculum and Course Experiences**	**Assessment Strategies**
5.a Candidates develop a plan for coordinating health education with other components of a school health program.	Candidates describe components of a CSHP; explain the value of coordinating CSHP components; determine the extent of existing health-related programs and services in the school and community; identify gaps and duplication in the provision of CSHP; develop a plan for coordination of CSHP.		
5.b Candidates demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff.	Candidates identify formal and informal channels of communication; demonstrate disposition and skill to facilitate cooperation among school-site staff and staff at other schools and/or the district-level; analyze the role of school health educators as liaisons among CSHP staff and representatives of community-based agencies and organizations.		
5.c Candidates formulate practical modes of collaboration among health educators in all settings and other school and community health professionals.	Candidates describe strategies for enhancing communication among health educators and other personnel responsible for school and community health-related programs and services;		
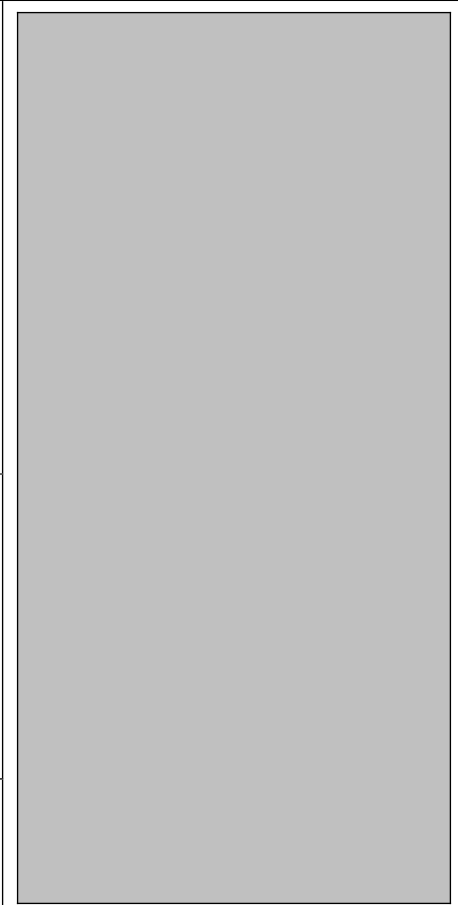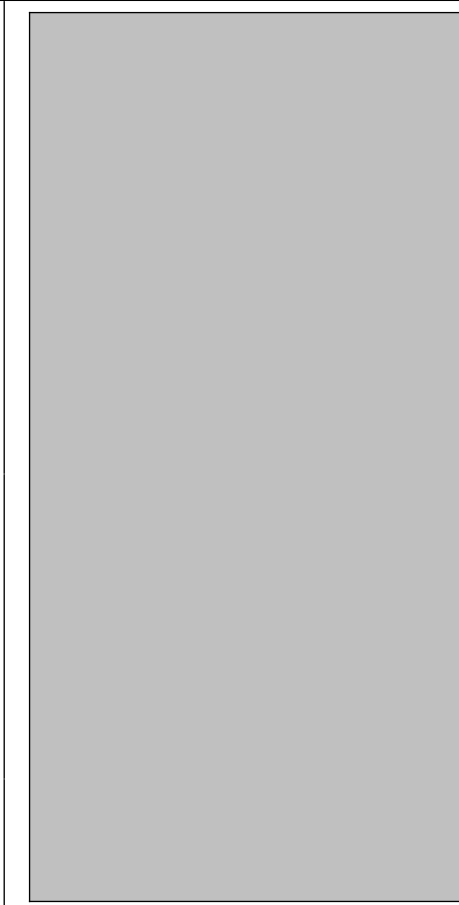
	suggest approaches for integrating comprehensive health education with community programs; identify commonalities and differences among selected health agencies and organizations; specify the benefits and challenges of collaboration.		
5.d Candidates organize professional development programs for teachers, other school personnel, community members, and other interested individuals	Candidates plan competency-based professional development sessions; determine appropriate educational and technological resources and instructional methods to meet diverse needs of teachers and other school personnel.		
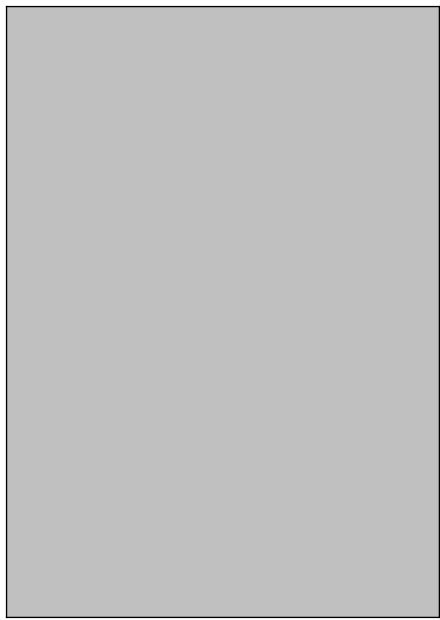
Health Standard 6 - Candidates act as a resource person in health education.

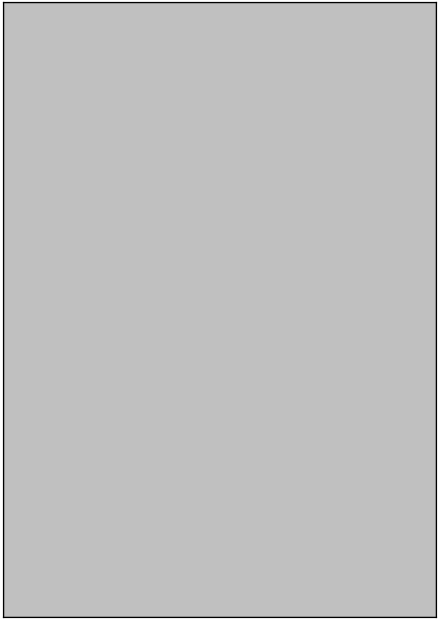| Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
6.a Candidates utilize computerized health information retrieval systems effectively.	Candidates use basic communication technologies/ applications (e.g., electronic mail, data processing, graphics programs, word processing); use the Internet to access health research database and surveillance systems and interact with web-based programs; identify on-line learning activities and resources aligned with health instructional goals and meaningful to students; use a variety of communication and technology systems that provide health information (e.g., compact discs, DVD players, videotape and audio tape, teleconferences/ videoconferences); evaluate computerized health information for validity, reliability, credibility, and accuracy.		
6.b Candidates establish effective consultative relationships with those requesting assistance in solving health-related problems.	Candidates reflect on need for communication skills in effective consultative relationships; demonstrate dispositions and skills to interact and communicate with other school		

	staff, students, parents, and community stakeholders; <u>discuss</u> ethical and professional dispositions related to student disclosure and confidentiality, sensitive issues, and adherence to school policy and state mandates; <u>identify</u> specialists and services available for students in crisis.		
6.c Candidates interpret and respond to requests for health information.	Candidates <u>use</u> data from national, <u>state</u>, and local child and adolescent health research to respond to requests for information about health issues, school policy development, and adoption of health curricula; <u>help</u> all students locate current, reliable, and credible sources of information; <u>identify</u> health and safety youth-serving organizations, agencies, and associations.		
6.d Candidates select effective educational resource materials for dissemination.	Candidates <u>select</u>, <u>assemble</u>, and <u>distribute</u> valid and reliable health information related to diverse school-aged youth; <u>formulate</u> criteria for selection of instructional materials.		

Health Standard 7 - Candidates communicate health and health education needs, concerns, and resources.

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
7.a Candidates interpret concepts, purposes, and theories of health education.	Candidates define health education and identify current goals, objectives, and practice in diverse settings; examine educational, psychological, sociological, and anthropological theory in relation to health education practice; describe the historical basis of health education; reflect on knowledge, dispositions, and skills of health educators.		
7.b Candidates predict the impact of societal value systems on health education programs.	Candidates investigate potential impact of social forces, values, and systems on individual and community perspectives related to health issues; identify strategies for dealing with controversy related to health education needs and concerns.		
7.c Candidates select a variety of communication methods and techniques in providing health information.	Candidates deliver health-promoting messages clearly and concisely; identify a range of strategies for communicating		

	health information to individuals, small groups, and large groups; facilitate small and large group discussions by modeling appropriate dispositions and skills.		
7.d Candidates foster communication between health care providers and consumers.	Candidates identify factors influencing students' and parents' understanding of health information and acceptance of health services; translate scientific concepts for understanding by students, parents, and staff; act as a liaison between health care providers and diverse students, parents, and staff.		

Physical Education Standards

Physical Education Standard 1: Content Knowledge.
Physical education teachers understand physical education content and disciplinary
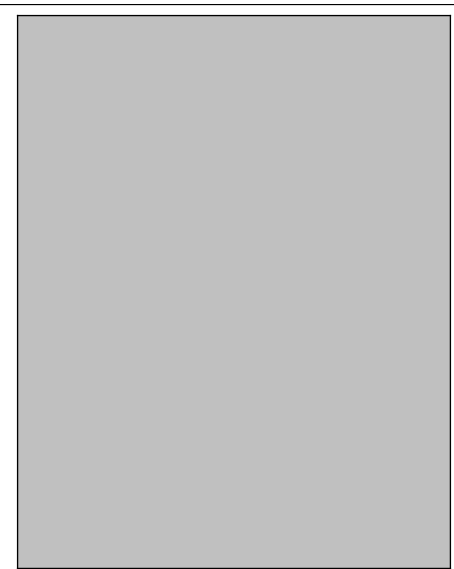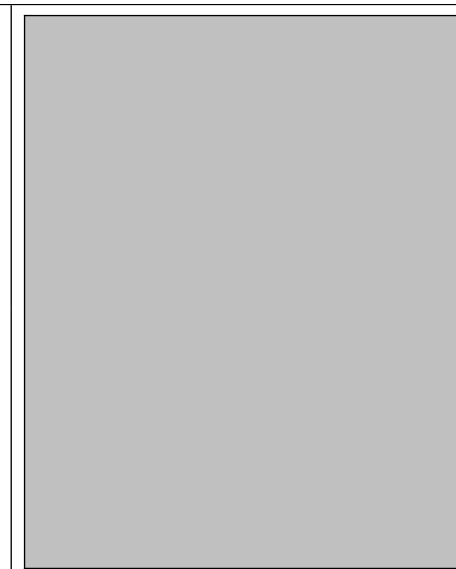concepts related to the development of a physically educated person.

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
1.1 Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning.	Teacher candidates satisfactorily demonstrate the ability to identify critical elements both verbally and by written analysis. Motor skills are combined sequentially to facilitate motor performance.		
1.2 Demonstrate competent motor skill performance in a variety of physical activities	Teacher candidates demonstrate competent motor skill performance in several physical activities and proficiency in some.		
1.3 Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).	Teacher candidates demonstrate an understanding of concepts and strategies related to skillful movement through accurate analysis of "why" movement performance occurs as it does, and by the identification of factors that distinguish novice from expert movement performance.		
1.4 Describe and apply bioscience (anatomical, physiological, and biomechanical) and	Teacher candidates demonstrate bioscience knowledge and use this knowledge appropriately to plan and teach for skillful		

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
psychological concepts to skillful movement, physical activity, and fitness.	movement, physical activity, and fitness.		
1.5 Understand and debate current physical education/activity issues and lawsdef based on historical, philosophical, and sociological perspectives.	Teacher candidates demonstrate the ability to think critically about issues related to physical activity, through verbal and written analysis, and an understanding of the law as it relates to Physical Education teaching.		
1.6 Demonstrate knowledge of approved state and national content standards and local program goals.	Teacher candidates are able to demonstrate, through verbal and written documentation, knowledge of approved standards including the content standards for Physical Education.		
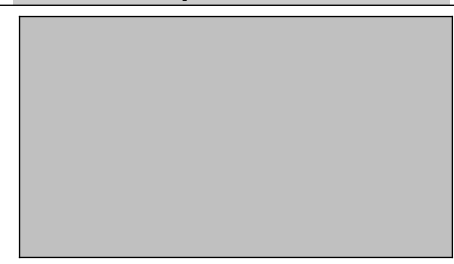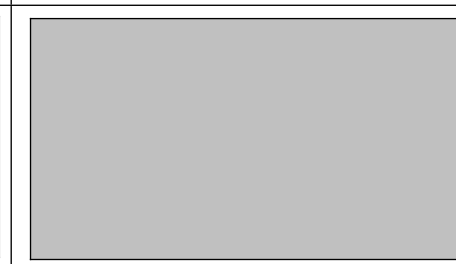
Physical Education Standard 2: Growth and Development.
Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
2.1 Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.	Teacher candidates demonstrate the ability to determine student needs through appropriate monitoring which is followed by design of safe learning environments.		
2.2 Understand the biological,	Teacher candidates can identify		

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
psychological, sociological, experiential, and environmental factors (e.g. neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills.	and implement developmentally appropriate learning opportunities for a whole class, and are able to extend and refine content for the class as appropriate.		
2.3 Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	Teacher candidates demonstrate understanding of the interaction of student, learning environment, and task, and can identify/select appropriate learning/practice opportunities based on this understanding.		
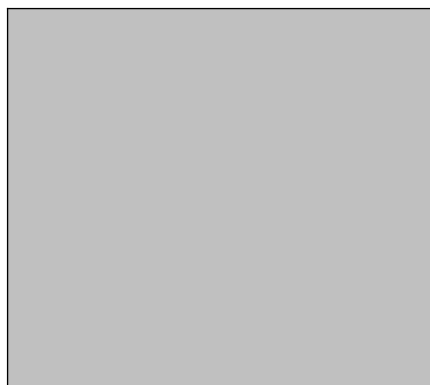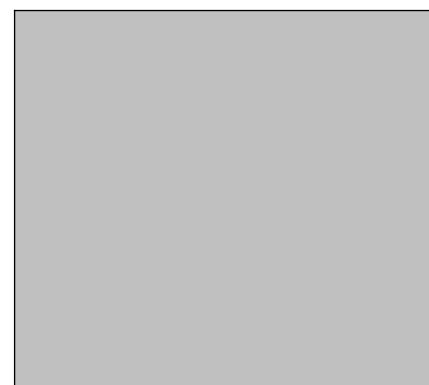
Physical Education Standard 3: Diverse Students.
Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
3.1 Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).	Teacher candidates demonstrate the ability to identify, select, and implement appropriate instruction based on student needs.		

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
3.2 Use appropriate services and resources to meet diverse learning needs.	Teacher candidates use appropriate strategies, services, and resources to meet diverse learning needs.		

Physical Education Standard 4: Management and Motivation.
Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
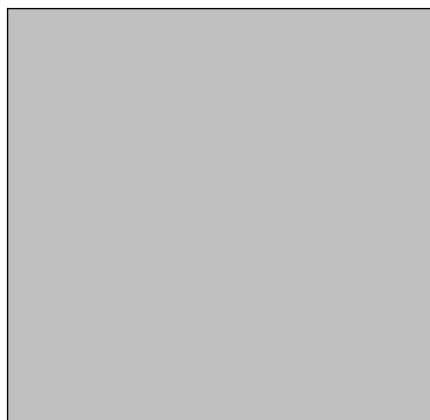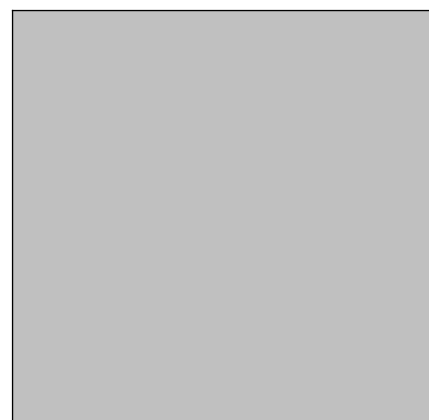
Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
4.1 Use managerial routines that create smoothly functioning learning experiences and environments.	Teacher candidates are able to use managerial routines that create smoothly functioning learning experiences.		
4.2 Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences	Teacher candidates are able to organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.		
4.3 Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of the school.	Teacher candidates use a variety of developmentally appropriate practices to motivate school age students to participate in physical activity inside and outside of the school.		
4.4 Use strategies to help students demonstrate responsible personal and social	Teacher candidates use appropriate strategies to help students		

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.	demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment.		
4.5 Develop an effective behavior management plan	Teacher candidates are able to develop an effective behavior management plan.		

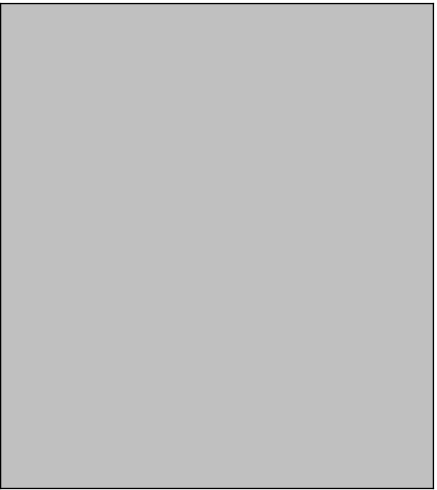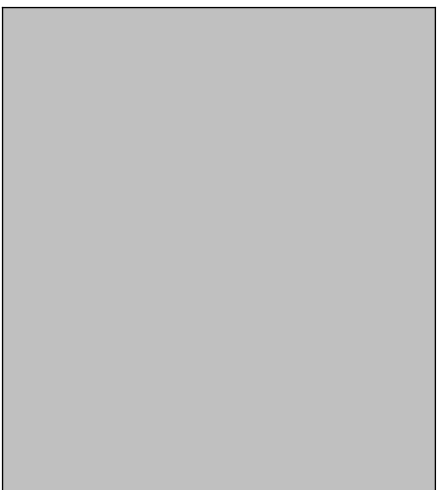| Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
5.1 Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, nonverbal communication).	Teacher candidates demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication.		
5.2 Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).	Teacher candidates communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards,		

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
	posters, Internet, video).		
5.3 Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).	Teacher candidates communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).		
5.4 Describe and implement strategies to enhance communication among students in physical activity settings.	Teacher candidates implement strategies to enhance communication among students in physical activity settings.		
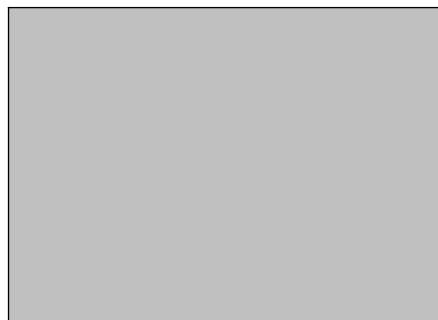
Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
6.1 Identify, develop, and implement appropriate program and instructional goals.	Teacher candidates identify, develop, and implement developmentally appropriate program and instructional goals and demonstrate effective goal setting techniques.		
6.2 Develop long and short-term plans that are linked to both program and instructional goals, and student needs.	Teacher candidates demonstrate the ability to develop short and long term plans that are linked to both learning goals, student needs/performance.		
6.3 Select and implement instructional strategies, based on selected content, student needs,	Teacher candidates select and implement instructional strategies that are based on content,		

and safety issues, to facilitate learning in the physical activity setting.	student needs, and safety issues, to facilitate student learning.		
6.4 Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	Teacher candidates are able to design and implement learning experiences that are safe, developmentally appropriate, and based on principles of effective instruction.		
6.5 Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	Teacher candidates demonstrate the ability to apply disciplinary and pedagogical knowledge in developing and implementing effective instruction.		
6.6 Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.	Teacher candidates demonstrate, through effective lesson planning and implementation, the understanding that Physical Education can provide an environment for integrated learning experiences that draw on students' classroom experiences.		
6.7 Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.	Teacher candidates demonstrate their ability to select and implement developmentally appropriate (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials.		
6.8 Use effective demonstrations and explanations to link physical activity concepts to appropriate	Teacher candidates are able to use effective demonstrations and explanations to link physical		

		Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
learning experiences.	activity concepts to appropriate physical activity experiences.		
6.9 Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	Teacher candidates are able to develop teaching cues and prompts, as evidenced by lesson plan contents. These cues will be sufficient to facilitate competent motor skill performance.		
6.10 Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).	Teacher candidates demonstrate direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving and critical thinking,).		

Physical Education Standard 7: Student Assessment.
Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
7.1 Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.	Teacher candidates are able to identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.		
7.2 Use a variety of appropriate authentic and traditional assessment techniques	Teacher candidates use a variety of appropriate authentic and traditional assessment		

		Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
(including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).		
7.3 Interpret and use learning and performance data to make informed curriculardef and/or instructional decisions.	Teacher candidates involve students in self and peer assessment.		
7.4 Interpret and use performance data to inform curricular and instructional decisions.	Teacher candidates interpret and use performance data to inform curricular and instructional decisions.		

Physical Education Standard 8: Reflection.
Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
8.1 Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	Teacher candidates demonstrate a sufficient ability to use a reflective cycle involving description of teaching, justification of the teaching performance, critique of the teaching performance, the setting		

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
	of teaching goals, and implementation of change, as evidenced by lesson reflections and lesson modifications implemented in subsequent lessons of a comparable nature.		
8.2 Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.	Teacher candidates avail themselves of several resources such as colleagues, literature, and professional associations to develop as a reflective professional.		
8.3 Construct a plan for continued professional growth based on the assessment of personal teaching performance.	Teacher candidates are able to effectively assess personal teaching performance and develop a professional development plan based on this data.		

Physical Education Standard 9: Technology.
Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
9.1 Demonstrate knowledge of current technologies and their application in physical education.	Teacher candidates possess an adequate knowledge of current technologies and are able to apply these technologies appropriately to physical education content and instruction.		

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
9.2 Design, develop, and implement student learning activities that integrate information technology.	Teacher candidates are able to employ several types of information technology in the design, development, and implementation of student learning activities.		
9.3 Use technologies to communicate, network, locate resources, and enhance continuing professional development.	Teacher candidates demonstrate a sufficient use of technologies to communicate, network, locate resources, and enhance continuing professional development.		

Physical Education Standard 10: Collaboration.
Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
10.1 Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.	Teacher candidates are able to identify several appropriate strategies necessary to become an advocate in the school and community. Teacher candidates demonstrate the ability to promote a moderate variety of physical activity opportunities.		
10.2 Actively participate in the professional physical education community (e.g., local, state, district, national) and within the broader education field.	Teacher candidates participate in the professional physical education community at the local and/or state levels and demonstrate limited participation		

	within the broader field of education.		
10.3 Identify and actively seek community resources to enhance physical activity opportunities.	Teacher candidates can identify some community resources to enhance physical activity opportunities and seek to use them on a limited basis.		
10.4 Pursue productive relationships with parents/guardians and school colleagues, to support student growth and well-being.	Teacher candidates are able to establish somewhat productive relationships with parents/guardians and school colleagues on a limited basis, to support student growth and well being.		