

Health and Physical Education

I. Knowing the Content

The professional education program provides evidence that Health and Physical Education teacher certification candidates complete a program containing academic content courses and required electives the same as a bachelor's degree in health and physical education. This program shall require candidates to demonstrate knowledge of and competencies in applying the fundamental concepts in health and physical education necessary to teach across K-12 levels including:

I.A. Foundations of health and physical education including:

- historical, philosophical, sociological, psychological and developmental factors associated with diverse issues in health and physical education

I.B. Anatomy and physiology including:

- organic, skeletal, and neuromuscular structures of the human body,
- physical principles inherent in movement,
- how these systems adapt to exercise,
- how they contribute to motor performance, fitness, and wellness,
- how students grow, develop, and learn

I.C. Contemporary topics in health education including:

- personal health, wellness and fitness,
- consumer and community health,
- family life education,
- nutrition, weight control and eating disorders,
- environmental health,
- first aid, safety and prevention and care of injuries,
- mental and emotional health,
- communicable and chronic diseases,
- substance use and abuse,
- human sexuality,
- violence

I.D. Contemporary topics in physical education including:

- skill analysis and adaptation of all skills and activities,
- personal fitness,
- fundamental movement skills and activities,
- aquatic skills and activities,
- gymnastics skills and activities,
- individual, dual, and team sports,
- lifetime leisure skills, activities and games,
- dance and rhythmic skills and activities,
- outdoor pursuits and adventure based skills and activities

I.E. Adaptive physical education including:

- health problems of the atypical student,
- chronic health problems,
- postural deviations,
- special education classifications,
- health and physical education activities that meet the needs of special needs students,
- impact of physical, cognitive, social, and emotional development on learning, including students with special needs

I.F. Health promotion and fitness management including:

- health related fitness,
- skill related fitness,
- wellness,
- psychological aspects of health,
- design of intervention strategies,
- technology and assessment in health and fitness

I.G. Measurement fundamentals, formal and informal assessment strategies, and their applications (e.g., students, instruction, and programs) in health and physical education

I.H. Pedagogical constructs (e.g., teaching styles, teaching strategies, management techniques, sequential learning, feedback, and discipline) and curricular components (e.g., objectives, content, implementation, assessment, and lesson design) appropriate to K-12 health and physical education programs

I.I. Program administration in Health and Physical Education including:

- personnel and staffing patterns,
- facilities planning, budgeting, scheduling and ordering of equipment,
- program safety, injury prevention and treatment, and liability,
- public relations

II. Performances

The professional education program provides evidence that health and physical education certification

candidates demonstrate their knowledge of and competence in the delivery of health and physical education instruction, under the supervision of college personnel and cooperating teachers, who have demonstrated competence in teaching health and physical education. The program also provides evidence that the criteria and competencies for exit are assessed in the coursework, field experiences and student teaching and require the candidates to demonstrate their knowledge of and competence in fostering student learning through multiple instructional methodologies including:

II.A. Managing the instructional environment in order to:

- communicate challenging learning expectations to each student,
- establish and maintain rapport with students and promote mutual respect among teacher and students,

- instill in all students a belief that they can succeed in motor skills,
- establish and maintain consistent standards of classroom behavior,
- make the environment safe and conducive to learning including conflict resolution

II.B. Long-range and short-range planning of instruction, done independently and in collaboration with:

- health and physical education subject matter,
- students and the community,
- Pennsylvania Academic Standards,
- content analysis with specific objectives,
- instructional methods, including materials and activities,
- results of student assessments

II.C. Selecting, adapting and implementing a variety of instructional strategies which facilitate learning by accounting for varied learning styles and physical abilities and, to include the use of traditional methods and equipment as well as modern technologies

II.D. Selecting, analyzing, and modifying instructional materials to provide for maximum learning of diverse students

II.E. Assessing and evaluating students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting instructional strategies

III. Professionalism

The professional education program provides evidence that each Health and Physical Education certification candidate demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, professional journals, conferences, and other resources for ongoing professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students