

## Endorsement Competencies for Health and Fitness P-12

<b>2007 Standards for Health and Fitness</b>
<b>1.0 Common Core - Content Knowledge:</b> <i>A health and fitness teacher understands health/fitness content, disciplinary concepts, and tools of inquiry related to the development of a physically educated and health literate person.</i>
<b>1.1:</b> Analyze current physical activity, health, and safety issues based on historical, philosophical, sociological, and psychological perspectives.
<b>1.2:</b> Demonstrate with competence basic motor skills, rhythms, physical activities, and fitness (movement concepts, locomotor skills, non-locomotor skills, manipulative skills, specialized motor skills, game skills, and sport skills).
<b>1.3:</b> Demonstrate understanding of the organic, skeletal, and neuromuscular structures of the human body, identify how these systems adapt to skillful movement, physical activity, and fitness, and analyze their contributions to motor performance.
<b>1.4:</b> Demonstrate understanding of the key concepts of lifetime physical activity, fitness and healthy lifestyles.
<b>1.5:</b> Identify and evaluate valid sources of information about health and physical education.
<b>1.6:</b> Demonstrate understanding of: community and consumer health, social skills, mental and emotional health, nutrition, personal health and safety, disease prevention, environmental factors, substance use and abuse, healthy family life, sexual health, and cultural competence.
<b>1.7:</b> Demonstrate understanding of anatomy and physiology that relate to physical activity and fitness, growth and development, and recovery from illness or injury.
<b>2.0 Common Core – Growth and Development:</b> <i>A health and fitness teacher understands how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.</i>
<b>2.1:</b> Identify research proven practices based on age and developmentally appropriate progressions.
<b>3.0 Common Core – Diverse Learners:</b> <i>A health and fitness teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences.</i>
<b>3.1:</b> Identify appropriate instruction that is sensitive to individual needs, strengths/weaknesses, learning styles, and experience of learners.
<b>4.0 Common Core – Management and Motivation:</b> <i>A health and fitness teacher uses 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.</i>
<b>4.1:</b> Demonstrate understanding of age and developmentally appropriate practices to motivate learners to participate in physical activity in both school and the community.
<b>4.2:</b> Demonstrate understanding of health practices that are age and developmentally appropriate to motivate learners to engage in healthy behaviors in both school and the community.
<b>4.3:</b> Describe strategies that help learners become self-motivated in their learning.
<b>4.4:</b> Describe strategies to teach learners various behavioral change techniques.

<b>5.0 Common Core - Communication:</b> <i>A health and fitness teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster inquiry, collaboration, and engagement in the learning environment.</i>
<b>5.1:</b> Demonstrate understanding of written and oral communication techniques that account for sensitivity to student differences and encourage student-communication.
<b>6.0 Common Core Area – Planning and Instruction:</b> <i>A health and fitness teacher plans using clearly stated goals and objectives aligned to State and National Standards, a variety of age and developmentally appropriate instructional strategies to help develop physically educated and health literate individuals.</i>
<b>6.1:</b> Plan instructional program objectives/goals that are aligned to State Essential Academic Learning Requirements (EALRs) and NASPE National Standards.
<b>6.2:</b> Describe research proven instructional strategies that are based on age and developmental levels, learning styles, and safety issues.
<b>6.3:</b> Evaluate teaching resources and curriculum materials based on comprehensiveness, accuracy, usefulness and safety considerations.
<b>6.4:</b> Demonstrate understanding of legal issues and risk management related to instructional methodologies.
<b>7.0 Common Core – Learner Assessment:</b> <i>A health and fitness teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners.</i>
<b>7.1:</b> Demonstrate understanding of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, objectivity and bias.
<b>7.2:</b> Demonstrate understanding of appropriate instructional decision making based on interpretations of performance data.
<b>7.3:</b> Demonstrate understanding of correct protocols for state approved fitness tests relating to the components of fitness.
<b>7.4:</b> Demonstrate understanding of appropriate assessment methods to measure physical activity status related to the FITT Principle.
<b>8.0 Common Core – Reflection:</b> <i>A health and fitness teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and professionals in the learning community) and actively engages in opportunities to grow professionally.</i>
<b>8.1:</b> Demonstrate understanding of how to revise instructional practice (teaching/program design) based upon honest and accurate self-reflection.
<b>9.0 Common Core Area – Technology:</b> <i>A health and fitness teacher understands how to use information technology to enhance learning and personal professional productivity.</i>
<b>9.1:</b> Understand and evaluate current technological sources of health and fitness information.
<b>9.2:</b> Demonstrate understanding of appropriate current health and fitness technology (heart rate monitors, PDA, pedometers, etc.).
<b>10.0 Common Core Area – Collaboration:</b> <i>A health and fitness teacher fosters relationships with colleagues, parents/guardians, and community agencies to support educational growth and well-being.</i>
<b>10.1:</b> Demonstrate an understanding of advocacy skills to promote health and fitness.

<b>10.2:</b> Demonstrate an understanding of how to access community resources to enhance health and fitness opportunities.
<b>10.3:</b> Demonstrate an understanding of how to engage in productive partnerships with parents/guardians, counselors/colleagues, etc., to support educational growth and well-being.
<b>10.4:</b> Participate in collegial activities designed to make the school a more productive learning environment.
<b>11.0 Common Core – Instructional Methodology:</b> <i>Candidates possess a deep understanding of the pedagogical knowledge specific to health and fitness teaching and learning.</i>
<b>11.1:</b> Incorporate interdisciplinary learning experiences to integrate knowledge and skills from multiple subject areas.
<b>11.2:</b> Create and apply appropriate instructional cues, prompts, and feedback to facilitate the development of basic motor skills, rhythms, physical activity, and physical fitness.
<b>11.3:</b> Apply strategies to help learners demonstrate responsible, personal and social behaviors such as mutual respect, support, safety, and cooperative participation that promote positive relationships and a productive environment.
<b>11.4:</b> Demonstrate effective use of managerial and instructional routines to foster active, positive, and equitable learning experiences.
<b>11.5:</b> Demonstrate the ability to use effective oral and written communication strategies (conferences, email, telephone calls, and newsletters).
<b>11.6:</b> Demonstrate a variety of ways to communicate instructional information (bulletin boards, music, task cards, posters, and multi-media).
<b>11.7:</b> Demonstrate the use of formal and informal assessment techniques to assess learner performance, provide feedback, and communicate learner progress.
<b>11.8:</b> Revise instructional practice (teaching/program design) based upon honest and accurate self-reflection.
<b>11.9:</b> Apply appropriate strategies, services, and resources to meet diverse learning needs.
<b>11.10:</b> Demonstrate the ability to design and implement a wide range of research proven instructional methods and strategies that encourage learners to see, question, and interpret physical activity and health issues from diverse perspectives that are based on principles of effective instruction.
<b>11.11:</b> Demonstrate the ability to link health and fitness content knowledge (theory) with practical application through participation in physical activity.
<b>11.12:</b> Create lesson, unit, and long-range plans that are linked to learner needs and performance, instructional and program goals, and adapt to ensure learner progress, motivation, and safety.
<b>11.13:</b> Demonstrate the ability to effectively select and align assessment to program goals and learning outcomes.
<b>11.14:</b> Demonstrate the use of professional literature and other resources, such as AAHPERD journals, colleagues, and mentors, to grow professionally.
<b>11.15:</b> Demonstrate the ability to use computers and other technologies specific to physical education settings to communicate, network, and foster inquiry.