

Endorsement Program Approval for Health/Fitness

Please complete this form to request State Board of Education approval for the endorsement program indicated.. Please note that a program is a comprehensive set of learning opportunities developed to help the candidate to demonstrate the competencies specified in chapter 180-82A WAC. Majors/degrees are not automatically equivalent to endorsement programs.

To complete the form place your cursor on any of the gray text fields in the two right hand columns. You can also move from one text area to another by using the tab or arrow keys. Please return the completed form to your OSPI liaison.

College/University

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Competency	Strategies that will be used to assess candidate capacity/ performance related to the competencies
1.0 Common Core: Content Knowledge	
A health/fitness teacher understands health/fitness content, disciplinary concepts, and tools of inquiry related to the development of a physically educated and health literate person.	Video tape analysis, peer review evaluations; exams; evaluation by faculty
S1.1 identify critical elements for basic motor skills and develop appropriate sequences.	Computer based analysis of peer videotaped teaching assignments; Lesson plan evaluations;
S1.2 demonstrate with competence basic motor skills, rhythms, and physical activities (sport and games, lifelong leisure activities, and dance).	Demonstrate successful participation in practical sessions; Complete tests of skill competency.
S1.3 describe, demonstrate, and apply disciplinary concepts, strategies, and principles related to skillful movement, fitness, and health.	Quizzes; Written papers; Web site development
S1.4 incorporate interdisciplinary learning experiences to integrate knowledge and skills from multiple subject areas.	Peer lessons
S1.5 analyze current physical activity and health issues based on historical, philosophical, sociological, and psychological perspectives.	Quizzes; Written papers; Web site construction
S1.6 describe 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.	Quizzes and final exam; Worksheets

S1.7 employ concepts, assumptions, and debates central to the process of inquiry in the study of physical activity and healthy lifestyles.	Beliefs and values statement
S1.8 create and use appropriate instructional cues and prompts for basic motor skills, rhythms, physical activity, and fitness.	Computer based analysis of peer videotaped teaching assignments; Lesson plan evaluations;
S1.9 support and encourage learner expression through movement.	Class participation
S1.10 identify valid sources of information about health and physical education needs and interests.	Development of personal physical education philosophy statement which is posted on student web site.
S1.11 describe basic principles of community and consumer health that help to promote good health.	Development of scope and sequence and unit outlines related to community and consumer health
S1.12 describe and use social skills that promote health and safety in a variety of situations.	Development of scope and sequence and unit outlines related to community and consumer health
S1.13 describe basic principles of mental and emotional health that help to promote good health and influence positive decision making.	Demonstration, exams; unit outlines within scope and sequence
S1.14 describe basic principles of nutrition that help to promote good health.	show principles of nutrition that contribute to good wellness
S1.15 describe basic principles of personal health that help to promote good health.	Develop wellness management schedules that show principles of personal health that contribute to wellness
S1.16 describe basic principles of disease prevention that control health and help to promote good health.	Exams; individual and group presentations on chronic and communicable diseases
S1.17 demonstrate understanding by describing how environmental factors affect one's health.	Exams; individual and group presentations on environmental factors and health
S1.18 describe basic principles of substance use and abuse that can positively or negatively effect health.	Exams; research papers
S1.19 describe basic principles of anatomy and physiology that relate to fitness, growth and development, and recovery from illness or injury.	Quizzes and final exam; Worksheets
S1.20 describe factors that promote healthy family life and sexual health.	Exams, reaction papers, presentations
2.0 Common Core: Growth and Development	
A health/fitness teacher understands how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.	Exams; Simulated classroom presentations; student teaching
S2.1 assess individual and group performance in order to design safe instruction that meets learner developmental needs in the physical, cognitive, social, and emotional domains.	Computer assisted analysis of lesson; Feedback from instructor on teaching and lesson plan.

S2.2 identify, select, and implement appropriate learning/practice opportunities based on expected progressions and related to ranges of individual variations and levels of readiness.	Computer assisted analysis of lesson; Feedback from instructor on teaching and lesson plan.
S2.3 stimulate learner reflection on prior knowledge, experiences, and skills and based on this reflection, encourage learners to assume responsibility for their own learning.	Computer assisted analysis of lesson; Feedback from instructor on teaching and lesson plan.
3.0 Common Core: Diverse Learners	
A health/fitness teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences.	exams; simulated teaching; lesson planning that includes methods that accommodate different learning styles and needs
S3.1 identify, select, and implement appropriate instruction that is sensitive to the strengths/weaknesses, multiple needs, learning styles, and experiences of learners.	Videotaped lesson analysis; Instructor feedback; Lesson plan evaluation.
S3.2 use appropriate strategies, services, and resources to meet special and diverse learning needs.	Videotaped lesson analysis; Instructor feedback; Lesson plan evaluation.
S3.3 create a learning environment, which respects and incorporates learners' personal, family, cultural, and community experiences.	Videotaped lesson analysis; Instructor feedback; Lesson plan evaluation.
4.0 Common Core: Management and Motivation	
A health/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.	Presentations; demonstrate, simulated teaching experiences; notebook on trustbuilders, energizers and ice breakers
S4.1 use a variety of developmentally appropriate practices to motivate learners to participate in physical activity and positive health practices inside and outside of the school.	Quizzes and exams on developmentally appropriate practices; Analysis of peer teaching experiences; Instructor feedback during peer teaching; Journal including reflection of experience.
S4.2 use strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive environment.	Quizzes and exams on developmentally appropriate practices; Analysis of peer teaching experiences; Instructor feedback during peer teaching; Journal including reflection of experience.
S4.3 use strategies to promote mutual respect, support, safety, and cooperative participation.	Analysis of peer teaching experiences; Instructor feedback during peer teaching; Lesson plan critique
S4.4 use managerial and instructional routines which create smoothly functioning learning experiences.	Analysis of peer teaching experiences; Instructor feedback during peer teaching; Lesson plan critique
S4.5 organize, allocate, and manage resources (time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.	Analysis of peer teaching experiences; Instructor feedback during peer teaching; Lesson plan critique

S4.6 use strategies to help learners become self-motivated in their learning.	Lesson plan design; demonstration of concepts; notebook of motivational quotes
S4.7 develop strategies to teach learners various behavioral change techniques.	Philosophy paper; demonstration in simulation
5.0 Common Core: Communication	
A health/fitness teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the learning environment.	Simulated peer review teaching; student teaching
S5.1 communicate in ways that demonstrate sensitivity to all learners.	Videotaped analysis of lessons; Reflection papers; Instructor feedback.
S5.2 communicate managerial and instructional information in a variety of ways (bulletin boards, music, task cards, posters, and video).	Peer lesson evaluations; Instructor feedback
S5.3 describe and model various communication strategies for use with learners, colleagues parents/guardians, and the community.	Instructor observation and feedback; Critiques of lesson plans
S5.4 use computers and other technologies to communicate, network, and foster inquiry.	Rubric used to evaluate personal web site; Communications on class topics through email.
S5.5 create an environment where students feel valued and supported.	Lesson evaluations by instructors
S5.6 demonstrate proficiency in communicating health/fitness information and needs.	Feedback from peers and instructors
6.0 Common Core: Planning and Instruction	
A health/fitness teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated and health literate individuals.	Observation reaction papers; notebook of unit plans and lessons; portfolio
S6.1 identify, develop, and implement instructional and program goals.	Peer and instructor reviews of completed lesson plans
S6.2 select, implement, and evaluate instructional strategies based on developmental levels, learning styles, and safety issues.	Computer assisted videotaped analysis of teaching; Reflection papers; instructor feedback
S6.3 apply disciplinary and pedagogical knowledge in developing and implementing safe learning environments and experiences.	Computer assisted videotaped analysis of teaching; Reflection papers; instructor feedback
S6.4 select and implement teaching resources and curriculum materials based on their comprehensiveness, accuracy, usefulness, and safety.	Use of assessment rubrics by peers and instructor;
S6.5 use curricula that encourage learners to see, question, and interpret physical activity and health issues from diverse perspectives.	Classroom discussion and debates; Classroom presentations;

S6.6 design and implement a wide range of methods, techniques, and learning experiences that are safe, appropriate, realistic, and relevant based on principles of effective instruction (that activate learners' prior knowledge, anticipate preconceptions, encourage exploration and problem solving, and build on skills and experiences).	Use of rubrics to assess lesson plans; Videotaped lesson analysis using the CWU STEPS computer analysis program; Instructor feedback; Self-evaluation and reflection papers
S6.7 use demonstrations and explanations to link physical activity and health/fitness concepts to appropriate learning experiences.	Instructor feedback; self reflection and analysis through written assignments.
S6.8 select and utilize varied roles (model, assessor, monitor, facilitator) in the instructional process based on the content, purpose of instruction, and the needs of learners.	Instructor feedback; self reflection and analysis through written assignments.
S6.9 develop short and long term plans that are linked to learner needs and performance, instructional and program goals, and adapt them to ensure learner progress, motivation, and safety.	Objective analysis using the STEPS computer program; Instructor feedback
S6.10 select and model instructional tasks that facilitate learning in the learning environment.	Objective analysis using the STEPS computer program; Instructor feedback; Lesson plan critiques
S6.11 utilize and evaluate computerized and other technological sources of health-related and fitness information.	Quizzes; Rubrics for presentations and web sites; Practice with technology in instructional settings.
S6.12 employ or develop appropriate data-gathering tools to assess learner needs.	Included in lesson plans submitted in portfolioS
S6.13 select and evaluate instructional methods that best facilitate achievement of national and state standards, including the essential academic learning requirements for health/fitness.	Written assignments; Development of plans that link standards to curriculum
S6.14 analyze learner characteristics, legal aspects, feasibility and other considerations influencing choices among methods.	Quizzes; Exams;
S6.15 employ a wide range of strategies for investigating and addressing controversial health fitness issues.	Group and individual presentations; role play quizzes
7.0 Common Core: Learner Assessment	
A health/fitness teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners.	Portfolios that include lesson plans and assessment strategies; demonstration in teaching
S7.1 use a variety of formal and informal assessment techniques to assess learner performance, provide feedback, and communicate learner progress.	Written assignments; Develop lesson plans
S7.2 use assessment strategies to involve learners in self-assessment, including monitoring their own progress on personal fitness goals.	Portfolios that include lesson plans and assessment strategies; demonstration in teaching

S7.3 select and use developmentally appropriate assessment strategies and instruments congruent with program goals and learning outcomes, such as the achievement of the essential academic learning requirements.	Portfolios that include lesson plans and assessment strategies; demonstration in teaching
S7.4 identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.	Student teaching midterm evaluation and final evaluation
S7.5 use and interpret performance data to inform instructional decisions.	Lesson plan rubric
8.0 Common Core: Reflection	
A health/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 seeks opportunities to grow professionally.	Role modeling project; portfolio showing professional readiness
S8.1 reflect upon and revise practice based on observation of learners' achievement of the health/fitness essential academic learning requirements, self-assessment, and problem solving strategies.	Post-presentation interviews prior to student teaching and during student teaching
S8.2 consult professional literature, colleagues, and other resources to develop professionally.	Comprehensive file that shows resources needed to teach health/fitness; lesson plans and unit plans
S8.3 participate in the professional physical and health education community (local, state, district, and national) and within the broader education field.	Portfolio section that includes resume inclusion
S8.4 reflect on the appropriateness of program design on the development of physically educated and health literate individuals.	Goal statements in lesson plans
9.0 Common Core: Collaboration	
A health/fitness teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well-being.	Participation in mock meetings and interview reports
S9.1 identify strategies to become an advocate in the school and community to promote a variety of health/fitness and physical activity opportunities.	Participation in mock meetings and interview reports
S9.2 identify and use community resources to enhance physical activity and health/fitness opportunities.	Comprehensive file of resources to demonstrate acquisition
S9.3 establish productive partnerships with parents/guardians and counselors/colleagues to support learner growth and well-being.	Student teaching observation and reflection
S9.4 identify signs of learner distress and seek help as appropriate.	Philosophy paper that demonstrates behavior plan
S9.5 participate in collegial activities designed to make the school a more productive learning environment.	Practice interview sessions for job readiness

S9.6 examine and comply with laws related to learner rights and teacher responsibilities (equity, inclusion, confidentiality, privacy, safety, emergency care, child abuse).	Exam
S9.7 seek ideas and opinions of those that will affect or be affected by the program.	Student teaching
S9.8 serve as a consultant to interpret and respond to requests for health and physical activity information.	Resume
Describe evidences that candidates will provide to document candidates' positive impact on student learning in the respective endorsement area.	
Students completing student teaching in the Health/Fitness endorsement area will be assessed using the Performance-based Pedagogy Assessment (PBPA) tool. The PBPA requires pre-service teacher candidates to document evidence of positive impact on student learning through development and implementation of a unit plan specific to business education. The unit plan addresses the diversity of students in the pre-service candidate's field placement and includes effective planning, instructional strategies, and management of instruction and assessment strategies. In addition, the pre-service teacher candidate will be observed to assess effective verbal and non-verbal communication techniques, appropriate classroom management and discipline, and effective interactions with parents to support student learning. Students receive a field experience report after teaching lessons at the local high school as well.	
Describe the assessment system by which candidate performance, relative to the competencies, will be aggregated, analyzed, and used for program improvement.	
Students will complete and submit a Professional Portfolio upon completion of Physical Education classes and Health Education Classes. Portfolios will be evaluated at the program level to determine if we are accomplishing program mission statement and objectives. These are evaluated in terms of the Areas of Responsibility for Health Educators and National Physical Education Standards. Changes, as needed, will be made to the program. Additionally, alumni surveys will be conducted every 3 years to determine job location and job success.	