

District of Columbia Program Standards for Teacher Preparation

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

Standard 1: Candidates assess individual and community needs for health education.

Candidates obtain health-related data about social and cultural environments, growth and development factors, needs and interests of students. Candidates distinguish between behaviors that foster and those that hinder well-being. Candidates determine health education needs based on observed and obtained data.

Standard 2: Candidates plan effective health education programs.

Candidates recruit school and community representatives to support and assist in program planning. Candidates develop a logical scope and sequence plan for a health education program. Candidates formulate appropriate and measurable learner objectives. Candidates design educational strategies consistent with specified learner objectives.

Standard 3: Candidates implement health education programs.

Candidates analyze factors affecting the successful implementation of health education and Coordinated School Health Programs (CSHPs). Candidates select resources and media best suited to implement plans for diverse learners. Candidates exhibit competence in carrying out planned programs. Candidates monitor educational programs, adjusting objectives and instructional strategies as necessary.

Standard 4: Candidates evaluate the effectiveness of coordinated school health programs.

Candidates develop plans to assess student achievement of program objectives. Candidates carry out evaluation plans. Candidates interpret results of program evaluation. Candidates infer implications of evaluation findings for future program.

Standard 5: Candidates coordinate provision of health education programs and services.

Candidates develop a plan for coordinating health education with other components of a school health program. Candidates demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff. Candidates formulate practical modes of collaboration among health educators in all settings and other school and community health professionals. Candidates organize professional development programs for teachers, other school personnel, community members, and other interested individuals.

Standard 6: Candidates act as a resource person in health education.

Candidates utilize computerized health information retrieval systems effectively. Candidates establish effective consultative relationships with those requesting assistance in solving health-related problems. Candidates interpret and respond to requests for health information. Candidates select effective educational resource materials for dissemination.

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

Candidates interpret concepts, purposes, and theories of health education. Candidates predict the impact of societal value systems on health education programs. Candidates select a variety of communication methods and techniques in providing health information. Candidates foster communication between health care providers and consumers.

Physical Education Standards

Standard 1: Content Knowledge.

Accomplished physical education candidates have a command of the subject matter of physical education that reflects both breadth and depth. They establish and promote lifetime physical activity habits of all students. As well, they can articulate the relevance of the underlying sub-disciplines of physical education, integrating appropriate concepts into the physical education program that encourages lifetime physical activity.

Standard 2: Curricular Knowledge.

Accomplished physical education candidates consistently articulate a value system base for selecting, planning and evaluating their curriculum to meet student needs and promote student learning.

Standard 3: Equity/Fairness/Diversity.

Accomplished physical education candidates model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.

Standard 4: Sound Teaching Practices.

Accomplished physical education candidates thoroughly comprehend the fundamental goals of physical education. They carefully orchestrate the blending of relevant principles of pedagogical practice with the complex nature of the physical education content. This gives their teaching actions purpose and allows them to implement a flexible yet effective instructional program responsive to students' interests, needs, and developmental levels.

Standard 5: Assessment.

Accomplished physical education candidates consistently use a variety of authentic assessments aligned with national, state standards, state and local program goals, and student outcomes goals to provide feedback to students, report student progress, shape instruction, and evaluate curriculum and program goals.

Standard 6: High Expectations for a Physically Active Lifestyle.

Accomplished physical education candidates maintain a stimulating, productive learning environment that holds all students to the highest expectations for adopting a physically active lifestyle.

Standard 7: Methods of Inquiry.

Accomplished physical education candidates know, understand, interpret, critique, and consistently use research to improve practice.

Standard 8: Collaboration, Reflection, Leadership, and Professionalism.

Accomplished physical education candidates are lifelong learners who collaborate as members of a larger learning community to improve school physical education for all students and enhance the professional culture of their field.

Standard 9: Mentoring.

Accomplished physical education candidates contribute to the professional development and support of other current and/or future educators.