



Teacher Education

Minimal Teaching Field Outcomes and Performance Indicators for Cooperating Teachers' and Student Teachers' Reference

HEALTH AND PHYSICAL EDUCATION

LEARNER:

Outcome 1: Students will demonstrate the ability to obtain health-related data about social and cultural environments, growth and developmental factors, needs and interests of both the community and the individual.

Performance

Indicators:

- Select valid sources of information about health needs and interests.
- Utilize computerized sources about health-related information.
- Apply appropriate survey techniques to acquire health data.
- Demonstrate sensitivity to cultural, ethnic, academic and socio-economic diversity in related behaviors.

Outcome 2: Students will be able to interpret concepts, purposes and theories of health education.

Performance

Indicators:

- Analyze the foundations of the discipline of health education.
- Demonstrate the ability to describe major responsibilities of the health educator in the practice of health education.
- Evaluate the state of the art of health education.

Outcome 3: The prospective teachers of physical education demonstrate knowledge about human movement based on the theoretical/scientific competencies of the physical education sub discipline.

Performance

Indicators:

- Knowledge of human physiology and the physiological effects of exercise
- Knowledge of human anatomy and human movement from an anatomical perspective
- Knowledge of human movement from a mechanical perspective
- Knowledge of human movement from a motor learning perspective
- Knowledge of typical and atypical social, cognitive and affective development of children and adolescents
- Knowledge of physical education from an historical perspective
- Knowledge of the sociological aspects of physical activity relevant to physical education in the schools
- Knowledge of various philosophies of physical education, including philosophies of well known physical educators and their implications and consequences for the individual and society

COMMITMENT:

Outcome 1: **Infer implications from findings for future program planning.**

Performance Indicators: -Demonstrate critical thinking skills when exploring possible explanations for evaluation findings.
-Recommend strategies for implementing results of evaluations.

Outcome 2: **The prospective teachers of physical education should demonstrate a knowledge of the humanistic and behavioral aspect of physical education and an understanding of the health benefits of physical activity and physical fitness for children, and the carry over values of these benefits for adult life.**

Performance Indicators: -Knowledge of goals and value of physical education and the effects of physical education on individuals and society
-Development of one's own personal philosophy of teaching physical education including its implications and consequences for individuals and society
-Knowledge and understanding of the social and psychological dynamics experienced by novice physical education teachers which often contribute to the erosion of purposeful outcome-oriented physical education instruction
-Designing adapted physical education learning experiences for students with special needs
-Designing physical education programs emphasizing the application of curricular models to programming

CONTENT:

Outcome 1: **Students will demonstrate the ability to develop a plan to assess achievement of instructional objectives.**

Performance Indicators: -Develop an inventory of existing valid and reliable tests and survey instruments.
-Determine standards of performance to be applied as criteria of effectiveness.
-Select appropriate methods for evaluating program effectiveness.
-Administer tests and activities specified in the evaluation plan.
-Analyze resolution of evaluation data.

Outcome 2: **Students will demonstrate the ability to utilize computerized health information systems effectively.**

Performance Indicators: -Access principle on-line and other data-based health information resources.
-Provide assistance for health-related computer application programs.

Outcome 3: **The prospective teacher of physical education will demonstrate skill and knowledge regarding the physical education specialty so that they can plan, implement and evaluate physical education programs and instruction.**

Performance Indicators: -Knowledge and skills of basic locomotor, non-locomotor and manipulative movement skills and patterns
-Knowledge and skills of traditional, individual, dual, and team sports and games
-Knowledge and skills of contemporary, non-competitive activities suitable for participation throughout life
-Knowledge and skills of basic rhythmic activities as well as various dance forms
-Knowledge and skills of exercise and fitness as an activity or a series of activities

COLLABORATION:

Outcome 1: Students will identify community organizations, resource people and potential participants for support and assistance in program planning.

Performance Indicators

- Effectively communicate both orally and in written form the need for programs to those who will be involved in the administration of the program.
- Effectively communicate both orally and in written form the availability of health programs to those in need of services.

Outcome 2: Students will design educational programs consistent with specified program objectives in the school systems.

Performance Indicators

- Match proposed learning activities with those implicit in the stated objectives.
- Promote learning with active student participation to enhance critical thinking and accountability for one's decisions as they relate to health.

Outcome 3: Students will be able to develop a plan for coordinating health education services.

Performance Indicators

- Determine the extent of available health education services in their local community.
- Identify gaps and overlaps in the provision of collaborative health services.
- Communicate effectively in written and oral form with available health education services within the community.
- Employ techniques used to stimulate development of cooperation among personnel responsible for community health education programs.
- Demonstrate an awareness as to how one may integrate health education within existing health programs.

Outcome 4: Students will establish effective consultative relationships with those requesting assistance in solving health-related problems.

Performance Indicators

- Describe and analyze special skills and abilities needed by health educators for consultative activities.
- Formulate a plan for providing consultation to other health professionals.
- Explain the process of marketing health education consultative services.
- Assemble educational material of value to the health of individuals and community groups.
- Evaluate the worth and applicability of resource materials for given audiences.
- Apply various processes in the acquisition of resource materials.

COMPETENCE:

Outcome 1: Students will distinguish between behaviors that foster and those that hinder the health and well being of individuals.

Performance

Indicators: -Investigate physical, social, emotional and intellectual factors influencing health behaviors that foster and those that hinder health and wellness.
-Identify behaviors that tend to promote or compromise personal health.
-Recognize the role of learning and affective experiences in shaping patterns of health behavior.
-Maintain confidentiality of all individual health-related information within the community setting.

Outcome 2: Students will be able to develop a logical scope and sequential plan for health education programming and delivery.

Performance

Indicators: -Determine the range of health information requisite to a given program of instruction.
-Organize the subject areas comprising the scope of a program in a logical sequence.

Outcome 3: Students will exhibit competence in carrying out planned educational programs.

Performance

Indicators: -Utilize instructional equipment and other instructional media effectively.
-Apply individual or group process methods as appropriate given learning situations.
-Select methods that best facilitate practice of program objectives.

Outcome 4: Students will select methods and media best suited to implement program plans for specific learners in health education.

Performance

Indicators: -Analyze learner characteristics, legal aspects, feasibility and other considerations influencing choices among methods.
-Evaluate the efficiency of alternative methods and techniques capable of facilitating program objectives.
-Determine the availability of information, personnel, time, and equipment needed to implement the program for a given audience.
-Choose methods that focus on students health behavior and not merely students health knowledge.

Outcome 5: Students will develop the awareness which will permit them to predict the impact of societal value systems on health education programs.

Performance

Indicators: -Investigate social forces causing opposing viewpoints regarding health education.
-Employ a wide-range of strategies for dealing with controversial health issues.

Outcome 6: Student experiences are designed so that the student can demonstrate physical education outcomes to accomplish individual differences among learners, and to adapt instruction to environmental constraints. Teachers of physical education, with increasing autonomy, will demonstrate both skill and knowledge regarding: 1) planning the teaching and learning process, 2) implementing the teaching and learning process and 3) evaluating the teaching learning process formatively and summatively.

Performance

Indicators: -Knowledge and skills required for planning and preparing for instruction
-Ability to manage physical education classes to optimize the learning environment
-Ability to analyze "live" fundamental and sport skill performance relative to theoretically described models and to provide meaningful feedback to the learner
-Knowledge of an ability to utilize formative and summative fitness, skills, cognitive, and affective measurement and evaluation techniques
-Knowledge and skills required for evaluating one's own teaching performance relative to achievement of both short-term and long-term goals
-Plan program activities that promote understanding of cultural diversity

-Experience is provided over a period of time where the student can assume major responsibility for a full range of teaching duties in a school situation under the guidance of qualified personnel.

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