## Revised Program X

## Rule 24 Matrix Table of Alignment of Standards and Assessments



Name of Institution: Peru State College\_\_\_\_\_

Date Submitted: May 1, 2021

Endorsement: **HEALTH AND PHYSICAL EDUCATION**Total Hours Required by Rule 24: **54**Program Hours Required by Institution: **55**Endorsement Type: **FIELD** 

Place an X in the box corresponding to the course that meets the following requirements	:		the d																				-	•	_		
<u>D</u> Certification Endorsement Requirements: This endorsement requires 54 semester hours of preparation in health and physical education courses, including:	EXAMPLE: CHEM 101 or 102 3 CR	Hper 201 Found Health & Physical Ed (3)	Hoer 215 First Aid/CPR/AED (2)	Hoer 222 Structural Kinesiology (3)	Hper 262 Nutrition & Health (3)	Hper 309 Curr for Health & Physical Ed (3)	Hper 310 Psvch of Sports & Phvs Activities (3)	Hoer 315 PK-12 Physical Ed Methods (3)	Hper 317 PK-12 Hlth Ed Teaching Methods (3)	Hper 322 Coord School\Community Health (3)	Hoer 325 Prevention & Care of Sport Injuries (3)	Hoer 360 Physiology of Exercise (3)	Hoer 415 Motor Learning (3)	Hoer 416 Skills & Content Assmt in PF & HIth (3)	Hoer 417 Adapted Physical Education (3)	Hper 418 National Activities Certifications (3)	Hoer 428 Health & Society (3)	Hper 433 Applied Exercise Science (3)	Educ 410 Elem Student Teaching (6)	Educ 411 Set Studelit Teaching (9)	Educ 420 Studelit Teatining Sellina (1)	FDLIC 312 K-12 Practicum (2)					
<u>D1</u> a minimum of <b>27 semester hours</b> in foundations of physical education, including: anatomy; kinesiology at biomechanics; exercise physiology; motor learning and motor development; skill and fitness based competen curriculum planning and implementation; instructiona delivery and classroom management; adapted physical education; and assessment of student learning in elementary and secondary physical education progran and	nd d cies; il																										
<u>D2</u> a minimum of <b>27 semester hours</b> in health educati foundations that: demonstrate content knowledge an skills of a health literate educator; assess needs to determine priorities for comprehensive school health education; plan comprehensive school health curricula and programs; implement health education instruction assess student learning; plan and coordinate a school health education program; communicate and advocat	d a n;																										

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health and school health education; serve as a resource person in health education; and collaborate with other professionals in implementing a coordinated school health program.																													
<b>S1.</b> Demonstrate Scientific and Theoretical Knowledge		ı							ı										ı	ı									
E1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity, and fitness;				х							х		х					x											
E2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness;				х	х		х		х			х	х																
E3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness;													х																
E4. Identify historical, philosophical, and social perspectives of physical education issues and legislation; and	х					х																							
E5. Analyze and correct critical elements of motor skills and performance concepts.													х																
<b>S2.</b> Demonstrate Skill and Fitness Based Competence																							 						
E1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns;	х		х	х																									

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E2. Achieve and maintain a health-enhancing level of fitness throughout the program; and	х		х																										_
E3. Demonstrate performance concepts related to skillful movement in a variety of physical activities.	х		х			х		х						х					х										
S3. Plan and Implement Curriculum											,	,															•	 	
E1. Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs;	х		х			х		х	х					х					x	х	х	х	х						
E2. Collaborate with the IEP team, other professionals, and families in the planning and implementation of lessons that meet the needs of students with disabilities;																x				x	x								
E3. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards;	х					х		х	х						х					х	x	х	x						
<u>E4.</u> Design and implement content that is aligned with lesson objectives;	х					х		х	х							х				х	х		х						
E5. Plan for and manage resources to provide active, fair, and equitable learning experiences;						х			х	х										х	х	х	х						
E6. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities;								х	х							х				х	х	х	х						

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E7. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students; and						х		х	х							х				х	х	х	<b>)</b>	(							
E8. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.								x	х						х					х	х										
<b>S4.</b> Demonstrate Instructional Delivery and Classroom Management						· I											<u> </u>					•						"	•	ı	
E1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats;		x	х					х	х							х				х	х		×	<							
E2. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences;			х					x	х	x						x	x			х	х		X	(							
E3. Provide effective instructional feedback for skill acquisition, student learning, and motivation;			х					х	х					х		х				х	х		<b>&gt;</b>	<							
E4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses;			х					x	x							х				х	Х		X	<							
E5. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment; and			х					х	х							х	х			х	х		X	(							

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E6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.			х					x	х	х						х	х			х	х									
S5. Demonstrate Impact on Student Learning											,					,											•	•		
E1. Select or create appropriate assessments that will measure student achievement of goals and objectives;						х		х	х						х					х	х	х								
E2. Use appropriate assessments to evaluate student learning before, during, and after instruction; and															х					х	х	х								
E3. Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.								x	x							x				x	х	x								
S6. Demonstrate Professionalism																					•			•	•		•			
E1. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals;	х		х				х	х	х	х						х				х	х		x							
E2. Participate in activities that enhance collaboration and lead to professional growth and development;	х						х				х					х		х	х	х	х									
E3. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers; and							х	x	x	х	x					х	х	х		х	х		x							
E4. Communicate in ways that convey respect and sensitivity.	х						х	х		х	х		х					х		х	х		х							

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<b>S7.</b> Demonstrate the knowledge and skills of a health literate educator, including:		•		,	•	•		•	•	'	•	•					,	'	•	'				•	•	•		•	•	•	
E1. Theoretical foundations of health behaviors and principles of learning;	х							<b>x</b>	х	x		х		х			X														
E2. The National Health Education Standards;	Х		х			Х		X Z	х	х			Х				Х	Х													
E3. Practices that promote health and safety;					Х	Х		X Z	х	х		х			х		X														
E4. Behaviors that might compromise health and/or safety;								<b>x</b>	х	х		х	х		х		х														
E5. Disease etiology and prevention practices; and					Х					х	х	х					X														
E6. Health literacy skills of an informed consumer of health products and services.					х					х		х					X														
<b>S8.</b> Demonstrate content knowledge and understanding of:					•		•																•	•			•				
E1. Human anatomy and physiology;				Х							х		Х					Х													
E2. Community Health;										х							Х														
E3. Consumer Health;					Х					х		Х					Х														
E4. Environmental Health;										х		Х					X														
E5. Family Life including sexuality education;										х		Х					X														
E6. Mental/Emotional Health including stress management, depression, and death and dying;										х		х			х		x														

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E7. Injury Prevention/Safety including violence an suicide;	d		х								х			х	х				х										
E8. Nutrition;						х				х			х							Х									
E9. Personal Health including health-related physi activity;	cal					х				х	х		х	х					х	х									
E10. Prevention/Control of Disease including STDs HIV/AIDS, and emerging public health threats										х	х			х					х										
E11. Substance Use/Misuse/Abuse.										Х	Х			Х					Х										
<b>S9.</b> Assess needs to determine priorities for school he education such as assessing, collecting, and utili variety of health-related data to infer needs for school health education.							x				x																		
<b>S10.</b> Plan effective comprehensive school health education curricula and programs, including:																													
E1. Designing strategies for involving key stakehol in program planning for School Health Educat											X																		
E2. Designing a logical scope and sequence of skill based learning experiences that accommoda students;								х		х	х																		
E3. Creating appropriate and measurable learner objectives that align with assessments and so guides;	oring								х	х	х																		

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E4. Selecting developmentally appropriate strategies meet learning objectives;	s to					>	(		×	( )	x																						
E5. Aligning health education curricula with needs assessment data and the National Health Education Standards; and						>	(		×	( )	x																						
E6. Conducting feasibility analysis for implementing selected strategies.										2	х																						
<b>S11.</b> Implement health instruction, including but not limited to:		•	•		•	•	•	•		•	·	•	•	•	•	•	•		•	•	·	•			•	·	•	•	•	•		•	
E1. Demonstration of multiple instructional strategies that reflect effective pedagogy and health education theories and models that facilitate learning for all students;	es					>	(	х	( )	(									x			х	х	x									
E2. Utilization of technology and resources to provide instruction and engage diverse learners;	le							х	×	(												х	х	х									
E3. Exhibition of competency in classroom management; and								х	×	(												х	х										
E4. Reflection on implementation practices, adjustin objectives, instructional strategies and assessments as necessary to enhance student learning.	ıg							х	( )	(												х	х	x									
<b>S12.</b> Assess student learning, including:																								-						-	 		
E1. Develop assessment plans;																X	X					X	Х	X									

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E2. Analyze available assessment instruments;															х					х	х	Х								
E3. Develop instruments to assess student learning;																X				Х	X	Х								
E4. Implement plans to assess student learning; and								х	X						X					х	X	X								
E5. Utilize assessment results to guide future instruction.								х	х						х					х	х	х								
<b>S13.</b> Plan and coordinate a school health education program by:		•	•	•		•		•	•	•	•		•	•	•	•	•			•				•	•	•	•		•	
E1. Developing a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP);										x																				
E2. Explaining how a health education program fits the culture of a school and contributes to the school's mission;										х																				
E3. Designing a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and										х																				
E4. implementing health education programs.									х	Х																				
<b>S14.</b> Serve as a resource person in health education by:																														
E1. Using current credible and reliable health information resources;					x				х	х			х					х	х											
E2. Responding to requests for health information;																		X	Х											

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E3. Selecting accurate, current, and reliable educational resource materials for dissemination; and									х									х	х											
E4. Describing ways to establish effective consultative and collaborative relationships with others involved in Coordinated School Health Programs.										х																				
<b>S15.</b> Communicate and advocate for health and school health education by:		•	•	•	•	•	•				•	'		•	•	•	•	•	•	'	•	•		•	•		•		•	
E1. Analyzing and responding to factors that impact current and future needs in comprehensive schoo health education;										х																				
<u>E2.</u> Applying a variety of communication methods and techniques;		х								х								х												
E3. Advocating for coordinated school health and comprehensive school health education; and										х																				
E4. Demonstrating professionalism.		Х						Х	Х	Х	Х		Х		Х	Х	Х	Х	Х		x >	(	Х		х					