COURSE NUMBER: MEE 7607
COURSE TITLE: HEALTH AND PHYSICAL EDUCATION
COURSE CREDIT: 3 Credit

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
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</table>

The Division of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

**COLLEGE OF EDUCATION PROGRAM COMPETENCIES**

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration;
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

**Association for Childhood Education International Program Standards**

**DEVELOPMENT, LEARNING AND MOTIVATION**

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1. DEVELOPMENT, LEARNING AND MOTIVATION—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

CURRICULUM STANDARDS

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.
### 3.3 Development of critical thinking and problem solving
Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills.

### 3.4 Active engagement in learning
Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

### 3.5 Communication to foster collaboration
Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

### 4. ASSESSMENT FOR INSTRUCTION
Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

#### 5.1 Professional growth, reflection and evaluation
Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

#### 5.2 Collaboration with families, colleagues, and community agencies
Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to support students’ learning and well-being.

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**I. COURSE DESCRIPTION:**

This course focuses on teaching the components of a healthy lifestyle to children in elementary school. Particular emphasis will be placed on the important role of exercise, drug education, goal setting, and sexuality in maintaining good health. Recent findings and reports in medicine, exercise, diet and nutrition will be discussed. The course includes the development of knowledge and skills relative to health services, health education, physical education, childhood obesity, and a healthy school environment.

**II. PROGRAM COMPETENCIES**

As a candidate in this course you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.)
**Competency 1: Content Knowledge:** Create learning experiences that make content meaningful to the students and reflects an understanding of the core concepts and structure of education.

ACEI Standard Curriculum – #2.6 Health; #2.7 Physical Education

**Learning Outcomes:** Candidates will:

1.1 Encourage the development and integration of Language Arts into the curriculum.
1.2 Integrate the Health and Physical Education curriculum in order to better satisfy the goals for each.
1.3 Integrate core subjects, such as mathematics, into lessons involving health and PE.
1.4 Develop an understanding of Health and Physical Education through a content knowledge test.

**Activities/Assignments:** Candidates will:

1.1 Prepare a health journal on topics presented each class and how they correlate to Health and Physical Education Standards
1.2 Compile a list of different games that encourage physical activity and which can be incorporated into daily lessons. This will be satisfied through a group lesson plan on a physical education activity. Participate in multiple discussions and small group activities on how to practically apply the concepts learned.
1.3 Calculate caloric intake, exercises and caloric consumption, as well as yearly dollar figures spent on smoking and drinking, pulse rate, etc…
1.4 Complete a Health and Physical Education Content Knowledge Test.

**Competency 2: Human Development and Learning:** Provides learning opportunities that support the intellectual, social and personal development of students based on an understanding of childhood development and learning.

ACEI Standard #1 – Development, Learning, and Motivation

**Learning Outcomes:** Candidates will:

2.1 Know, understand, and use activities to evaluate students’ development of physical skills such as motor skills, hand to eye coordination, balance, etc.…
2.2 Know, understand, and use ways to motivate students toward wellness.
2.3 Understand and disuses common myths about students and exercise at various age levels.

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2.4 Identify local community agencies that can assist students to find help or knowledge concerning health issues.

2.5 Understand and discuss the question: How can nutrition aid in development?

**Activities/Assignments:** Candidates will:

2.1 Formulate activities to enhance specific developmental skills.

2.2 Reflect on past experiences and think of creative ways to promote wellness.

2.3 Develop a plan for students at the elementary age level through a lesson plan, and through large and small group discussion.

2.4 Participate in a class discussion on local community agencies and develop a list of ten (10) agencies for a particular health issue.

2.5 Identify and explain different childhood problems associated with diet through small and large group discussion. This will be done through a research paper as well on the topic.

**COMPETENCY 3: Diverse Learners:** Adapt instruction for diverse learners based on an understanding of how students differ.

ACEI Standard #3.2: Adaptation to Diverse Students

**Learning Outcomes:** Candidates will:

3.1 Know, understand, and use methods to modify games/activities to meet the needs of all students.

3.2 Know, understand, and use various methods of grouping students for games/activities that will not perpetuate negative self-images such as, being selected last, sent to right field, etc.

3.3 Observe and analyze a classroom where physical education is being taught and report on their findings about the diversity of the class and about the teacher’s interventions/modifications.

3.4 Know, understand, and use ways in which teachers can meet the needs of special needs students in the health and physical education programs.

3.5 Analyze and understand an I.E.P., as students having such, are mainly for socialization purposes.

3.6 Identify ways to include severely disabled students in the health and PE program.

3.7 Identify students with specific medical needs such as seizures, diabetics, on medications, asthma, etc. and how to include them in the health and PE program.

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Activities/Assignments: Candidates will:
3.1 Describe a lesson to address a particular disability.
3.2 Engage in small group discussions addressing student grouping.
3.3 Submit an observation of the diversity inherent in a PE class and present it to the class.
3.4 Discuss if, as the Superintendent of a local school district, how to meet the diverse needs of all students in the PE programs and present ideas to the class. Participate in large group discussions on how to read an I.E.P. and relate its relevance to the program.
3.5 Participate in large group discussions on how to read an I.E.P. and relate its relevance to the program.
3.6 Identify the needs of students with minor health issues and how they would be included in activities.

COMPETENCY 4: Communication: Demonstrate proficiency in oral and written communication.

ACEI Standard #3.5: Communication to Foster Collaboration

Learning Outcomes: Candidates will:
4.1 Analyze and explain the need for physical activity.
4.2 Know, understand, and use practical ways to implement the health and PE curriculum into current lessons.
4.3 Understand and discuss the question: What is a healthy lifestyle?

Activities/Assignments: Candidates will:
4.1 Present orally, and complete a research paper showing an understanding of the need for physical activity and health instruction, including information that supports ideas stated.
4.2 Give examples of ways to implement the health and PE curriculum
4.3 Discuss advantages of living a healthy versus unhealthy lifestyle.
4.4 Explain the importance of being a role model for healthy living

COMPETENCY 5: Learning Environment: Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior.
ACEI Standard #3.4 – Active Engagement in Learning

**Learning Outcomes:** Candidates will:

5.1 Know, understand, and discuss the teacher’s role in establishing a proper learning environment.
5.2 Know, understand, and discuss how to establish a positive environment for all students.
5.3 Know, understand, and discuss classroom management and discipline techniques that support a proper learning environment.
5.4 Know, understand, and discuss some strategies for use to encourage student participation.
5.5 Know, understand, and discuss the importance of student cooperation.
5.6 Know, understand, and discuss how a teacher can promote learning.
5.7 Know, understand, and discuss how each student is different, and therefore, each class is different.
5.8 Know, understand, discuss, and evaluate different strategies for different class personalities.

**Activities/Assignments** Candidates will:

5.1 Describe the teacher’s role in establishing a positive learning environment.
5.2 Discuss suggestions to promote self-esteem among students. This will also be supported by giving examples of lesson ideas, a lesson plan, and in the final exam.
5.3 Discuss common problems with discipline, as well as creative reactions to problems.
5.4 Discuss student participation strategies.
5.5 Discuss the importance of developing student camaraderie. This will also be demonstrated by students in their participation in two graded group projects and multiple discussion groups.
5.6 Discuss ways in which teachers can become more organized.
5.7 Participate in an “accommodation” lesson activity where each group will be given a special situation and asked to determine how they will deal with it and to create a lesson plan to teach to the class.

**COMPETENCY 6: Planning and instruction:** Design instruction based upon knowledge of the disciplines, students, the community, and the Delaware Content Standards to demonstrate knowledge of instructional planning.

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ACEI Standard #3.1: Integrating and Applying Knowledge for Instruction

**Learning Outcomes:** Candidates will:
6.1 Be aware of and reflect upon the DE Content Standards for Health for the grade of their choice.
6.2 Analyze and explain a standard in either Health or Physical Education and be able to understand and apply it.
6.3 Understand ways to address content needs for which they have not been trained.

**Activities/Assignments:** Candidates will:
6.1 Using the Wilmington University Lesson Plan Format, write a lesson plan based on one of the DE Content Standards for Health for a grade of their choice
6.2 Using the Wilmington University Lesson Plan Format, write a lesson plan based on one of the DE Content Standards for Physical Education for a grade of their choice
6.3 Select a standard of their choice in either Health or Physical Education and teach one class
6.4 Explain how to address portions of the curriculum for which they feel unfit or not properly trained to teach.

COMPETENCY 7: Instructional strategies: Apply a variety of instructional approaches that promote student thinking, understanding and application of knowledge.

ACEI Standard #3.3: Development of Critical Thinking and Problem Solving

**Learning Outcomes:** Candidates will:
7.1 After several classes, understand and explain the sum of experiences shared in class and establish best practices based on situations shared in class or experienced in their particular school.
7.2 Create an individual philosophy for teaching health and PE.

**Activities/Assignments:** Candidates will:
7.1 Become involved in a discussion on what works in teaching health and PE in the class.
7.2 Develop their own philosophy for health and physical education and how they

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can implement it and satisfy their legal obligation. Candidates will acknowledge that they cannot expect to have their students perform if the candidate is not motivated to teach the curriculum.

### COMPETENCY 8: Assessment

Use multiple assessment strategies for the continuous development of the students.

### ACEI Standard #4: Assessment

**Learning Outcomes:** Candidates will:

- **8.1** Describe and discuss a model of excellence for health and physical education.
- **8.2** Understand and discuss how to determine and how to assess the individual progress children are making and relate such to the effectiveness of the program.
- **8.3** Understand and apply three grading policies used in the health and PE field.
- **8.4** Analyze and explain how they will measure various performance tasks.

**Activities/Assignments:** Candidates will:

- **8.1** Relate to the class a real program that exists in a school that they feel best meets the needs of its students.
- **8.2** Conduct a classroom discussion on a model of excellence.
- **8.3** Create lessons that show grading policies that include the assessment tools (including the rubric where applicable).
- **8.4** Grade a particular task using an identified model.

### COMPETENCY 9: Professional Growth

Pursue opportunities to improve teaching and thereby enhance professional growth.

### ACEI Standard # 5.2 – Professional Growth, Reflection and Evaluation

**Learning Outcomes:** Candidates will:

- **9.1** Know, understand, and discuss how to become involved in professional growth opportunities.
- **9.2** Know, understand, and discuss the professional literature available for Health and Physical Education teachers.
- **9.3** Reflect on their beliefs concerning the Health and Physical Education curriculum.

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Activities/Assignments may vary due to edition changes and/or faculty recommendations.
Activities/Assignments: Candidates will:

9.1 Inquire from current practicing educators where they participate in educational growth opportunities and observe a PE/Health class in a school setting.

9.2 Discuss the literature available for Health and PE.

9.3 Determine one’s personal attitude as it relates to learning about Health and PE Education through the topical discussions conducted in class.

COMPETENCY 10: Professional Relationships: Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and demonstrate knowledge of the school in the community.

ACEI Standard # 5.3 – Collaboration with families, colleagues, and community agencies.

Learning Outcomes: Candidates will:

10.1 Analyze and explain the nutrition requirements of school food service programs.

10.2 Know, understand, and use ways in which children can balance physical activity with caloric intake to prevent childhood obesity.

10.3 Identify several community agencies that promote healthy living.

10.4 Identify a health problem and how to adapt a physical activity to include the student.

10.5 Give appropriate strategies toward a school-wide drug problem.

10.6 Understand and discuss how to deal with controversial health issues.

Activities/Assignments: Candidates will:

10.1 Explain the relationship between sound practices in nutrition habits to health and fitness and how they relate to a current cafeteria menu.

10.2 Develop a program for children in a particular grade that promotes fitness. This will also be satisfied through a research paper, lesson plan on the topic, and through the final exam.

10.3 Develop a list of agencies that promote elementary health topics which can possibly be used in your classroom.

10.4 Given a student’s health problem, determine the proper course of action to address the need as part of a lesson plan.

10.5 Given a health problem, determine the proper course of action.

10.6 Given appropriate strategies to deal with controversial health issues, such as a student with AIDS, determine the proper course of action.

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COMPETENCY 12: Professional Conduct: Understand and maintain standards of professional conduct guided by legal and ethical principles.

ACEI Standard 5.1 – Professional growth, reflection, and evaluation.

Learning Outcomes: Candidates will:
12.1 Understand how to monitor equipment and procedures for safety issues.
12.2 Explain how teachers can demonstrate ethical behaviors in teaching and managing the health and physical education classes.
12.3 Understand and address common issues associated with the teaching of health and physical education.
12.4 Understand and discuss liability issues if a suspicion of abuse/neglect or substance abuse by a student became known.

Activities/Assignments: Candidates will:
12.1 In a small group, and given an environment of a gym with several safety hazards, students will identify each hazard which will be discussed and analyzed.
12.2 Identify some ethical scenarios and have students identify how to deal with each.
12.3 Using 12.1 above, students will address how to correct issues in small groups.
12.4 Participate in a discussion with a representative from Child Abuse, DE.

III. ATTENDANCE POLICY

Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

College of Education Policy:
“The educational process is a delicate one about which we know little, but it surely thrives on participation, enthusiasm, and responsibility.” Barker, R. (1964). Big School, Small School. (p. 202).

College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are

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exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignment.

IV. STRUCTURED EXTERNAL ASSIGNMENT

Utilizing the *Wilmington University* Lesson Plan Format and the Delaware Content Standards, teacher candidates will design, deliver, and evaluate one age-appropriate lesson in health and one age-appropriate lesson in physical education instruction. The lessons must include strategies for assessment and for addressing the possibility for adaptive activities.

Additional information will be presented in class.

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PROGRAM COMPETENCY 1: Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education

PROGRAM COMPETENCY 6: Design instruction based on knowledge of the disciplines, students, community, and Delaware’s content standards to demonstrate knowledge of instructional planning

GRADUATION COMPETENCY 3.1: Effectively apply appropriate processes of inquiry.

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 1: Programs are knowledge-based; 6: Programs are on-going and developmentally based on best practice; 7: Programs are standards-driven

DELWARE PROESSIONAL TEACHING STANDARD 6: The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, student, the community, and curriculum goals

NCATE STANDARD 1: Knowledge, skills, and dispositions

ACEI STANDARD 2.6: Health Education; 2.7: Physical Education; 3.1: Integrating and applying knowledge for instruction

STRUCTURED EXTERNAL ASSIGNMENT: Utilizing the Wilmington University Lesson Plan Format and the Delaware Content Standards, teacher candidates will design, deliver, and evaluate one age-appropriate lesson in health and one age-appropriate lesson in physical education instruction. The lessons must include strategies for assessment and for addressing the possibility for adaptive activities. Each lesson will be scored separately based on the following scoring rubric:

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 POINT</th>
<th>MINIMAL 2 POINTS</th>
<th>EMERGING 3 POINTS</th>
<th>PROFICIENT 4 POINTS</th>
<th>DISTINGUISHED 5 POINTS</th>
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<tbody>
<tr>
<td>1.0 The lesson addresses the Delaware Content Standards as related to knowledge and understanding of</td>
<td>□ The lesson fails to clearly and consistently address the Delaware Content</td>
<td>□ The lesson rarely addresses the Delaware Content Standards as</td>
<td>□ The lesson sometimes addresses the Delaware Content Standards as</td>
<td>□ The lesson almost always clearly and consistently addresses the Delaware Content Standards as</td>
<td>□ The lesson clearly and consistently addresses the Delaware Content Standards as</td>
</tr>
<tr>
<td>Standards as related to knowledge and understanding of health and/or human movement and physical activity.</td>
<td>related to knowledge and understanding of health and/or human movement and physical activity clearly and consistently.</td>
<td>related to knowledge and understanding of health and/or human movement and physical activity clearly and consistently.</td>
<td>Content Standards as related to knowledge and understanding of health and/or human movement and physical activity.</td>
<td>Standards as related to knowledge and understanding of health and/or human movement and physical activity.</td>
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2.0 The lesson applies Delaware Content Standards in the health and physical education strands related to knowledge and understanding of major concepts in health education which create opportunities for student development and practice of skills that contribute to good health.  

- The lesson fails to successfully include any of the Delaware Content Standards in the health and physical education strands related to knowledge and understanding of major concepts in health education which create opportunities for student development and practice of skills that.

- The lesson successfully includes Delaware Content Standards in the health and physical education strands related to knowledge and understanding of major concepts in health education which create opportunities for student development and practice of skills that.

- The lesson successfully includes concepts from two Delaware Content Standards in the health and physical education strands related to knowledge and understanding of major concepts in health education which create opportunities for student development and practice of skills that.

- The lesson successfully includes two concepts – one each - from a combination of health or two PE strands with an adaptive measurement from the Delaware Content Standards in the health and physical education strands related to knowledge and understanding of major concepts in health.

- The lesson successfully includes three concepts from a combination of health and PE strands with an adaptive measurement from the Delaware Content Standards in the health and physical education strands related to knowledge and understanding of major concepts in health.
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<tr>
<th>3.0 The lesson identifies and promotes an understanding of one or more social issues in health and/or physical education.</th>
<th>The lesson fails to promote a clear and consistent understanding of one or more health &amp; PE issues.</th>
<th>The lesson rarely promotes a clear and consistent understanding of one or more social issues in health and/or physical education.</th>
<th>The lesson sometimes promotes a clear and consistent understanding of one or more social issues in health and/or physical education.</th>
<th>The lesson almost always promotes a clear and consistent understanding of one or more social issues in health and/or physical education.</th>
<th>The lesson clearly and consistently promotes understanding of one or more social issues in health and-or physical education.</th>
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<tr>
<td>4.0 The lesson evidences the application of critical thinking and problem-solving skills in the area of health and/or physical education.</td>
<td>The lesson fails to integrate critical thinking and problem-solving skills in health and/or physical education.</td>
<td>The lesson rarely integrates critical thinking and problem-solving skills in health and/or physical education.</td>
<td>The lesson sometimes integrates critical thinking and problem-solving skills in health and/or physical education.</td>
<td>The lesson almost always integrates critical thinking and problem-solving skills in health and/or physical education.</td>
<td>The lesson consistently integrates critical thinking and problem-solving skills in health and/or physical education.</td>
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**Average Score =**

**Weight Factor =**

**Total Points =**
#1 – Content Knowledge  The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.

#2 – Human Development and Learning  The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.

#3 – Diverse Learners  The teacher understands how students differ and adapts instruction for diverse learners.

#4 – Communication  The teacher understands and uses effective verbal and non-verbal communication.

#5 – Learning Environment  The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.

#6 – Planning for Instruction  The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.

#7 – Instructional Strategies  The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.

#8 – Assessment  The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.

#9 – Reflection and Professional Growth  The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.

#10 – Professional Relationships  The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#11 – Technology  The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.

#12 – Professional Conduct  The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.