

## 505-3-.49 HEALTH AND PHYSICAL EDUCATION PROGRAM

**(1) Purpose.** This rule states field-specific content standards for approving initial educator preparation programs that prepare individuals to teach health, physical education, and adapted physical education in grades P-12; and supplements requirements in GaPSC Rule [505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#) and in GaPSC Rule [505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE](#).

### **(2) Requirements.**

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program as described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the standards published by the Society of Health and Physical Educators (SHAPE America, 2024).

#### 1. Professional Knowledge.

- (i) The program prepares candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated students;
- (ii) The program prepares candidates who can describe and apply physiological and biomechanical concepts related to skillful movement, physical activity, fitness, and the modification of scientific principles and application of these principles for teaching individuals with disabilities;
- (iii) The program prepares candidates who describe and apply motor learning, psychological/behavioral theory related to skillful movement, physical activity, and fitness;
- (iv) The program prepares candidates who describe and apply motor development theory and principles related to skillful movement, physical activity, fitness, and understanding of the influence of developmental delay on motor development;
- (v) The program prepares candidates who describe and apply historical, legal, philosophical, and social perspectives and issues in current-day practices in health, physical education, and adapted physical education;
- (vi) The program prepares candidates who describe and apply critical elements of motor skills, performance concepts, and tactical and strategic movement concepts;
- (vii) The program prepares candidates who describe and apply theoretical foundations of health behavior and principles of learning;
- (viii) The program prepares candidates who describe and apply methods of assessing and promoting emotional, physical, and mental health;
- (ix) The program prepares candidates who describe and apply knowledge of disease etiology and prevention practices;
- (x) The program prepares candidates who identify the role of health and physical education in the coordinated school health program; and
- (xi) The program educates candidates on current Georgia Department of Education rules and standards for P-12 health and physical education programs.

#### 2. Skill and Fitness Based Competence.

- (i) The program prepares candidates who have the knowledge and skills to demonstrate competent movement performance, motor skill performance in a variety of physical skills, health-enhancing fitness, and health literacy skills;
- (ii) The program prepares candidates who demonstrate appropriate application of performance concepts related to skillful movement in a variety of physical activities;
- (iii) The program prepares candidates who demonstrate health literacy skills of an informed consumer using a variety of reliable data resources related to health; and
- (iv) The program prepares candidates who demonstrate ability to set goals, develop strategies and implement plans for maintaining and improving health.

### 3. Planning and Implementation.

- (i) The program prepares candidates who plan and implement a variety of developmentally appropriate and differentiated learning experiences and content aligned with local, state and national standards in health education, physical education, and adapted physical education;
- (ii) The program prepares candidates who design and implement short and long-term curricular plans and units that are linked to program and instructional goals, as well as a variety of student needs (i.e. students with IEPs, 504 accommodation plans, English for Speakers of Other Languages [ESOL]);
- (iii) The program prepares candidates who design and implement appropriate (e.g., measurable, developmentally appropriate and differentiated, performance based) outcomes and lesson objectives in each learning domain aligned with local, state, and/or national standards;
- (iv) The program prepares candidates who plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners to accommodate learner capabilities and needs;
- (v) The program prepares candidates who plan, differentiate, modify and accommodate sequential instruction to accommodate learner capabilities and needs; and
- (vi) The program prepares candidates to challenge and support each student's learning through appropriate content and developing skills that address individual learning differences.

### 4. Instructional Delivery and Management.

- (i) The program prepares candidates who communicate effectively (both verbally and non-verbally) and use pedagogical skills and strategies to enhance student engagement and learning in health education, physical education, and adapted physical education;
- (ii) The program prepares candidates who implement effective demonstrations, explanations, and instructional cues and prompts to link concepts to appropriate learning experiences;
- (iii) The program prepares candidates who analyze student performance and provide instructional feedback which results in skill acquisition, student learning, and motivation;
- (iv) The program prepares candidates to use appropriate strategies and resources to adapt

instruction to the needs of individuals and groups of learners;

- (v) The program prepares candidates who utilize managerial task system (i.e. rules, routines, expectations, procedures, protocols, transitions) to create and maintain an effective learning environment;
- (vi) The program prepares candidates who implement strategies to help students demonstrate responsible personal and social behaviors; and
- (vii) The program prepares candidates to promote safe, respectful, and organized learning environments that support all students.

5. Impact on Student Learning.

- (i) The program prepares candidates who utilize assessments (formal and informal) and reflection to foster student learning and inform decisions about future teaching and changes to teacher performance, instruction and program components (i.e. eligibility, present level of performance, student progress) in health education, physical education, and adapted physical education;
- (ii) The program prepares candidates who select or create appropriate assessments that will measure student achievement of goals and objectives;
- (iii) The program prepares candidates who use a variety of appropriate assessments and assessment data (formative and summative) to evaluate student learning and program component effectiveness; and
- (iv) The program prepares candidates who utilize cross-curricular strategies to support academics within the physical education class.

6. Professionalism.

- (i) The program prepares candidates who demonstrate dispositions essential to becoming effective professionals in health education, physical education, and adapted physical education;
  - (ii) The program prepares candidates who demonstrate behaviors that reflect the belief that all students can become healthy and physically educated individuals;
  - (iii) The program prepares candidates who communicate and participate in activities that enhance interdisciplinary collaboration and lead to continuous professional learning; and
  - (iv) The program prepares candidates who exhibit professional conduct and model appropriate behaviors.
- (b) Programs shall prepare candidates who complete field experiences in a combination of both health and physical education settings while adhering to the required grade bands for P-12 certification.
- (c) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in Rule [505-3.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE](#) (paragraph (3) (g)).