To: State Board of Education

From: IDOE

Re: Preliminary approval of new CORE content tests and cut scores for Physical Education, Health and Virtual Instruction

Date: July 29, 2014

Background: Since August 2013, the State Board has approved 61 new CORE licensure exams (content and pedagogy) and cut scores. Pearson, Indiana's test vendor, has continued to develop three additional content tests required due to upcoming changes in licensure rules: separate tests for Physical Education and Health (prior test was for PE /Health as a combined content area) and a new content area included in proposed "REPA 3" called Virtual Instruction designed to meet the growing demand for teachers with expertise in delivering instruction virtually and in blended formats. Panels of higher education experts and K-12 practitioners in these content areas were convened in July to conduct the score setting studies for these tests.

State Board responsibility: The state board of education is responsible for approval of licensure examinations and cut scores under 515 IAC 8-2-2. The process of approving new tests and scores includes preliminary approval by the board of the new tests and their cut scores so that they may be posted for public comment for 30 days before final approval.

515 IAC 8-2-2 Minimum acceptable scores
Authority: IC 20-28-2-6; IC 20-28-5-12
Affected: IC 4-22-7-7; IC 20-28-5-3

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(b) Prior to taking final action to approve examinations and determine minimum acceptable scores, the board shall do the following:
(1) Provide public notice of the proposed action at least thirty (30) days prior to taking final action. The public notice shall include the following:
(A) A summary of each examination the board proposes to approve.
(B) The proposed minimum acceptable scores for each examination.
(C) The time period in which the board will accept public comments.
(2) Accept and consider public comment.

Action Needed: DOE is requesting the preliminary approval of the content tests for Physical Education, Health and Virtual Instruction and their respective panel based passing scores. DOE will post the test blueprints and preliminary cut scores (see attachments) for public comment for 30 days. All comments received will be shared with the board prior to it taking final action on the tests and cut scores at a later meeting. The entire Score Setting Study is available upon request.

Indiana
CORE
Assessments
for educator licensure
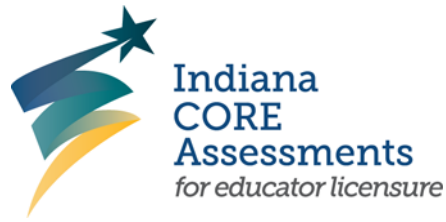
Field 065: Virtual Instruction
Assessment Blueprint

Domain I—Learning Environments and Processes in Online and Blended Courses

0001 Online and Blended Learning Environments (Standard 1)

0002 Online Learning Processes (Standard 2)

Domain II—Virtual Instruction and Online Assessment

0003 Planning and Delivering Virtual Instruction (Standard 3)

0004 Online Assessment (Standard 4)

0005 Student Diversity in Online and Blended Learning Environments (Standard 5)

Domain III—Technology

0006 Technology for Virtual Instruction (Standard 6)

Domain IV—The Professional Environment for Virtual Instructors

0007 The Professional Environment for Virtual Instructors (Standard 7)

	Domain	Objectives	Standards	Approximate Test Weight
I.	Learning Environments and Processes in Online and Blended Courses	0001–0002	1–2	34%
II.	Virtual Instruction and Online Assessment	0003–0005	3–5	34%
III.	Technology	0006	6	16%
IV.	The Professional Environment for Virtual Instructors	0007	7	16%

Standard 1: Online and Blended Learning Environments

Virtual instructors have a broad understanding of the continuum of learning environments and demonstrate the ability to establish highly interactive, productive, and safe online and blended learning environments that welcome all students, including:

1.1   knowledge of the continuum of learning environments (e.g., face-to-face, blended, fully online), and the ability to adapt learning experiences and instruction to each environment

1.2   strategies for creating safe, supportive, and inclusive online and blended learning environments, including setting expectations for student–instructor interaction, student–student interaction, and instructor response times; modeling appropriate online behavior; and educating students about cybersecurity and cyberbullying

1.3   strategies for creating a community in online and blended learning environments (e.g., creating a relationship of trust; using a range of communication methods; supporting independence, creativity, and collaboration) and reaching and engaging all students, including students who are struggling in online and blended learning environments

1.4   procedures for establishing and maintaining a consistent presence in the online learning environment (e.g., welcome calls and e-mails, webinars, blog postings, text messages) and facilitating student learning, class discussions, and time management

1.5   skills and strategies for facilitating and monitoring student–student collaboration in online and blended instruction groups that are goal oriented, focused, project based, and inquiry oriented

1.6   knowledge of online and blended course management tasks (e.g., tracking student enrollments, communication logs, attendance records), and strategies for providing course materials and communication in a consistent, timely manner

Standard 2: Online Learning Processes

Virtual instructors have a broad understanding of online learning processes that facilitate student achievement and support student success in online and blended learning environments, including:

2.1 knowledge of major theories and concepts related to online learning and virtual instruction (e.g., student-centered instruction, collaborative learning, inquiry- and project-based learning, role of educational technology, technology integration)

2.2 knowledge of the online learning experience and the diverse perspectives of online students, and the ability to use this knowledge to assess student readiness, recognize and respond to obstacles to student success, and anticipate challenges and problems in online or blended learning environments

2.3 strategies for establishing connections with students and parents/guardians; creating and communicating appropriate objectives for online and blended courses; setting and communicating clear expectations; and maintaining strong, regular, individualized, and supportive communication

2.4 strategies for keeping students motivated and engaged, facilitating students' progress through online and blended courses, helping students manage time and work space, and providing strong support to promote successful course completion

2.5 strategies for promoting student independence; encouraging students to define learning goals, monitor their progress, and share their perceptions of how they are learning; and creating opportunities for student self-assessment

2.6 knowledge of twenty-first-century and information literacy skills (e.g., defining inquiry, evaluating sources of information, synthesizing information from multiple sources), and the ability to use this knowledge to prepare students for participation in the global community

Standard 3: Planning and Delivering Virtual Instruction

Virtual instructors have a broad understanding of instructional planning and delivery in online and blended learning environments and demonstrate the ability to deliver individualized virtual instruction that creates rich and meaningful learning experiences, makes effective use of online resources, and helps all students achieve learning goals, including:

3.1   knowledge of the structure and components that comprise online and blended courses (e.g., course site, calendar, modules, synchronous and asynchronous activities, discussion boards)

3.2   strategies for planning online and blended courses (e.g., assessing student needs and resources; developing or modifying a clear, specific online syllabus; using online resources effectively; establishing appropriate milestones and deadlines)

3.3   knowledge of instructional approaches that are appropriate for online and blended courses (e.g., student-centered instruction, collaborative learning, self-directed learning, project-based learning), and the ability to apply current best practices for virtual instruction

3.4   the ability to implement activities and assignments (e.g., lessons, discussions, labs, simulations, individual and group projects) that are interactive; integrate digital media, online content, and offline resources; provide multiple paths for learning experiences; and promote independent learning and collaboration

3.5   strategies for individualizing virtual instruction to meet students' diverse abilities and learning needs

3.6   the ability to provide students with timely, specific, constructive, and personalized responses and feedback using a variety of methods and communication tools

3.7   strategies for monitoring course effectiveness, including the interpretation and appropriate use of observational data in online and blended courses (e.g., tracking data, Weblogs, e-mail); encouraging student feedback; and modifying virtual instruction to improve effectiveness and meet student needs

Standard 4: Online Assessment

Virtual instructors have a broad understanding of online assessment practices and demonstrate the ability to use a variety of online assessments to monitor student progress and guide instruction in online and blended courses, including:

4.1 fundamental concepts related to assessment in online and blended learning environments, including continuous evaluation, formative and summative assessments, and alignment of assessment to instructional goals

4.2 knowledge of computer-managed online assessment instruments (e.g., checklists; automatically graded quizzes, tests, and assignments; surveys), and the ability to create or select adequate and appropriate assessment instruments

4.3 knowledge of tools for authentic and performance-based assessment in online and blended courses (e.g., written assignments, simulations and games, individual and collaborative projects, portfolios), and strategies for providing students with opportunities to demonstrate understanding and acquired knowledge and skills

4.4 procedures for implementing online assessments that ensure validity, reliability, and the security of student data

4.5 strategies for clearly communicating assessment criteria; providing prompt, personalized reporting of results and specific feedback; and using online assessment data to monitor learner progress, inform instruction, guide students' management of coursework and resources, and develop interventions as needed

Standard 5: Student Diversity in Online and Blended Learning Environments

Virtual instructors have a broad understanding of the diversity of students in online and blended courses and demonstrate the ability to provide virtual instruction that is responsive to student differences and that promotes active learning for all students, including:

5.1   knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure; exceptionalities), and the ability to use this knowledge to promote learning for all students in online and blended courses

5.2   the ability to differentiate virtual instruction, modify course delivery, and adjust communication with students and parents/guardians according to students' diverse backgrounds, learning needs (e.g., advancement, flexibility, credit recovery), learning styles, and life situations

5.3   the ability to accommodate diverse student populations in online and blended courses, including students with exceptionalities and English Learners

5.4   knowledge of digital equity issues and strategies for accommodating students with differing levels of access to technology resources (e.g., high-speed Internet, desktop and laptop computers, communication tools)

## Standard 6: Technology for Virtual Instruction

Virtual instructors have a broad understanding of existing and emerging technologies that support student learning and engagement and demonstrate the ability to use a variety of tools for content and instruction delivery, collaboration, and communication in online and blended learning environments, including:

6.1 knowledge of computer hardware, peripherals, and mobile devices (e.g., desktop, laptop, and tablet computers; microphones; webcams; smartphones) and their use in delivering virtual instruction and participating in online and blended courses

6.2 knowledge of learning management systems (LMS); basic development tools and productivity software (e.g., word processors, Web browsers, presentation software); and multimedia, visual, and Internet resources, and their use in developing, managing, and delivering online and blended courses

6.3 knowledge of collaborative tools (e.g., blogs, wikis, multimedia sharing, social networking, drawing tools, webinars, backchannel tools) and how they are incorporated into virtual instruction

6.4 knowledge of communication technologies, including tools for synchronous and asynchronous communication (e.g., e-mail, discussion boards, instant messaging, video chat tools, text messaging), and their use in supporting interaction with and among students

6.5 knowledge of the principles of universal design for learning (UDL) and adaptive and assistive technologies, and the ability to use appropriate tools and technologies to support effective virtual instruction for diverse student populations, including students with exceptionalities and English Learners

6.6 knowledge of emerging technologies in virtual instruction, and strategies for continuously updating knowledge and skills related to evolving virtual instruction technology

6.7 the ability to apply basic troubleshooting skills, provide basic technical support to students, and forward technical issues to support teams as appropriate

Standard 7: The Professional Environment for Virtual Instructors

Virtual instructors have a broad understanding of their professional environment and demonstrate the ability to collaborate with others, promote digital citizenship, follow legal and ethical guidelines specific to online and blended learning environments, and engage in continuous professional growth, including:

7.1   strategies for establishing and maintaining ongoing, frequent, and professional communication with parents/guardians, mentors, learning coaches, and local school contacts and facilitating the involvement of all stakeholders in students' success in online and blended courses

7.2   procedures for establishing and maintaining a professional work environment, and the ability to recognize and prioritize essential tasks (e.g., daily, weekly, monthly) associated with virtual instruction and manage time effectively

7.3   the application of state and federal privacy standards (e.g., the Family Educational Rights and Privacy Act [FERPA]) in online and blended learning environments and the ability to communicate privacy rules to students

7.4   knowledge of the responsibilities of digital citizenship, and strategies for promoting digital citizenship, information literacy, and students' understanding of copyright laws, intellectual property policies, and fair use standards

7.5   the ability to establish clear expectations for academic integrity and identify risks for academic dishonesty in online and blended learning environments, and strategies for recognizing the authenticity of student work and intervening in incidents of academic dishonesty

7.6   procedures for engaging in ongoing professional development activities appropriate to virtual instructors, including updating knowledge of pedagogy and practice for online and blended learning environments and participating in personal learning networks and professional learning communities
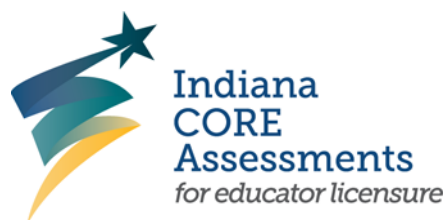
Field 067: Physical Education
Assessment Blueprint

Domain I—Psychomotor Growth and Development

0001 Physical and Motor Development (Standard 1)

0002 Physiological and Mechanical Bases of Movement (Standard 2)

0003 Personal, Social, Cognitive, and Professional Dimensions of Physical Education (Standard 6)

Domain II—Movement, Sports, and Fitness Activities

0004 Movement Forms, Patterns, and Concepts (Standard 3)

0005 Sports and Recreational/Lifetime Activities (Standard 4)

0006 Health-Related Physical Fitness (Standard 5)

Domain III—The Physical Education Program

0007 Foundations of Physical Education (Standard 7)

0008 Physical Education Instruction and Assessment (Standard 8)

0009 Instructional Adaptations and Modifications for Students with Disabilities (Standard 9)

0010 Collaborative, Professional, and Ethical Practice (Standard 10)

	Domain	Objectives	Standards	Approximate Test Weight
I.	Psychomotor Growth and Development	0001–0003	1, 2, 6	30%
II.	Movement, Sports, and Fitness Activities	0004–0006	3–5	40%
III.	The Physical Education Program	0007–0010	7–10	30%

Standard 1: Physical and Motor Development
Physical education teachers have a broad and comprehensive understanding of the stages and characteristics of physical and motor development, as well as factors affecting motor development and motor learning, including:

1.1   knowledge of the sequences, stages, and characteristics of physical, cognitive, social, and emotional growth and development during infancy, childhood, adolescence, and young adulthood

1.2   factors and conditions that affect physical, cognitive, social, and emotional growth and development; and knowledge of significant developmental issues during infancy, childhood, adolescence, and young adulthood

1.3   typical sequences and characteristics of motor development during infancy, childhood, adolescence, and young adulthood

1.4   knowledge of theories, principles, concepts, and typical and atypical progressions of motor learning

1.5   factors and conditions that influence motor development, motor fitness, motor learning, and physical and motor performance (e.g., developmental changes, health, nutrition, physical and health impairments)

1.6   knowledge and application of motor learning concepts such as feedback, readiness, practice, retention, observational learning, transfer of learning, and motor task analysis

Standard 2: Physiological and Mechanical Bases of Movement
Physical education teachers have a broad and comprehensive understanding of the physiological and mechanical bases of movement, including:

2.1   the structures, components, actions, and functions of major body systems

2.2   key principles of anatomy, physiology, biology, and nutrition in relation to health, growth and development, and physical performance

2.3   interactions between body systems in producing movement and ways in which energy is produced during physical activity

2.4   cardiorespiratory, muscular, skeletal, and biochemical adaptations to regular physical activity and how physical, emotional, and intellectual changes may influence these adaptations and affect physical performance and fitness

2.5   scientific principles such as those related to the laws of motion, center of gravity, force, buoyancy, rotation, spin, torque, levers, acceleration, trajectory, equilibrium, and velocity

2.6   knowledge of biomechanical principles in the context of various motor activities, individual body mechanics, and safe and efficient movement

Standard 3: Movement Forms, Patterns, and Concepts
Physical education teachers have a broad and comprehensive understanding of movement forms, movement patterns, and movement concepts; as well as the skills to demonstrate competent movement performance, including:

3.1   knowledge of how to promote students' understanding of fundamental movement concepts related to body awareness; body relationships; spatial, directional, and temporal awareness; qualities of movement; and concepts such as self space, general space, direction, level, pathway, tension and relaxation, and speed

3.2   characteristics and critical elements of locomotor, nonlocomotor, and object control/manipulative skills and patterns

3.3   principles, strategies, and skill progressions for helping students develop locomotor, nonlocomotor, and object control/manipulative skills and use these skills in combination

3.4   key concepts, techniques, skill progressions, activities, organizational strategies, safety practices, and types of music for promoting development of rhythmic, creative movement, and dance skills

Standard 4: Sports and Recreational/Lifetime Activities
Physical education teachers have a broad and comprehensive understanding of the critical elements, skill progressions, strategies, and safety practices associated with participation in sports and recreational/lifetime activities, including:

4.1   critical elements, techniques, and proper form for executing a variety of sports and recreational/lifetime activities

4.2   key concepts, rules, skill progressions, organizational strategies, types of equipment, lead-up games, and safety practices for teaching sports and recreational/lifetime activities

4.3   the importance of fair play, rule compliance, etiquette, and fair competition in sports and recreational/lifetime activities

4.4   strategies and activities for promoting tactical awareness and use of basic offensive and defensive strategies in sports and games

Standard 5: Health-Related Physical Fitness
Physical education teachers have a broad and comprehensive understanding of the components and principles of health-related physical fitness, as well as the strategies and skills to help students maintain physical activity and personal fitness for a lifetime, including:

5.1   the health-related components of physical fitness and types of fitness education used to address each component

5.2   principles, skills, techniques, activities, safety practices, and resources for developing, monitoring, and improving cardiorespiratory endurance and muscle fitness

5.3   knowledge of sound nutritional and weight management principles; and skills, techniques, activities, and safety practices for developing and improving body composition

5.4   principles, criteria, resources, and methods for designing, implementing, and monitoring individualized fitness plans

5.5   health risks associated with inactivity and low levels of physical fitness and the impact of regular physical activity on academic achievement, mental health, and the prevention of illness and disease

5.6   internal and external factors that affect motivation and participation in physical activity; and approaches, techniques, and resources for motivating students to develop and maintain lifelong healthy eating and physical activity habits

Standard 6: Personal, Social, and Cognitive Dimensions of Physical Activity
Physical education teachers have a broad and comprehensive understanding of the personal, social, and cognitive dimensions and benefits of physical activity, including:

6.1   strategies for integrating the physical, social, and cognitive domains through physical activity, exercise, and sport

6.2   ways in which students' development may be affected by expectations and perceptions related to body type, gender, body image, physical appearance, skill level, and peer and media influences

6.3   the relationship between participation in physical activity and the development of positive self-concept, individual and group member identity, mental and emotional well-being, and enhanced self-management and self-advocacy skills

6.4   ways in which sports and recreational/lifetime activities promote positive personal and social behaviors

6.5   knowledge of the cognitive dimensions of physical activity and ways in which participation in sports and recreational/lifetime activities can promote critical thinking, decision making, problem solving, goal setting, and conflict management and resolution

6.6   the role of physical education in developing students' resource management, consumerism, and media literacy skills in relation to physical activity, fitness, and health

6.7   ways in which physical activities offer opportunities for academic achievement, personal challenge, satisfaction, competition, and healthy alternatives to risky behaviors

6.8   application of knowledge of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interactions, and self-motivation

6.9   the ability to create a learning environment that respects personal, family, cultural, and community expectations

6.10   strategies for integrating movement activities into daily life and the value and importance of a physically active lifestyle

Standard 7: Foundations of Physical Education
Physical education teachers have a broad and comprehensive understanding of the historical, philosophical, and legal foundations of the field of physical education, including:

7.1   the organization, structure, and goals of physical education programs

7.2   philosophical, historical, and sociological developments and perspectives related to physical education

7.3   state and federal laws and guidelines related to physical education, equity, special education, inclusion, confidentiality, safety, liability, and other educator and student rights and responsibilities

7.4   current issues and trends related to knowledge and practice in the field of physical education

7.5   the relationship of games, sports, play, and dance to history and culture

Standard 8: Physical Education Instruction and Assessment

Physical education teachers have a broad and comprehensive understanding of the principles, methods, and techniques of physical education instruction and assessment, including:

8.1 knowledge and use of research-based physical education practices and curricular models

8.2 knowledge of how to design and implement learning experiences that are appropriate for students, based on principles of effective instruction, and aligned with local, state, and national standards

8.3 knowledge of how to select and evaluate activities, lesson plans, instructional resources, and curriculum materials

8.4 principles and techniques for selecting, adapting, and modifying sports, aquatics, adventure, and recreational/lifetime activities according to learning styles, skill levels, range of individual variation, class size, and available playing space

8.5 use of instructional, supervisory, and classroom management procedures to create smooth transitions and effective learning experiences in physical activity settings

8.6 effective verbal and nonverbal communication techniques that demonstrate sensitivity to students' differences, encourage positive interactions among students, and foster students' engagement in physical activity

8.7 use of demonstrations, explanations, technological resources, and verbal and nonverbal cues and prompts to foster motor skill development and proficiency

8.8 use of appropriate physical education strategies and resources to address students' learning styles and cultural, linguistic, and socioeconomic backgrounds

8.9 use of computers and other technologies for instruction and class management purposes and to enhance learning opportunities for students

8.10 types, characteristics, and limitations of physical education assessment methods and instruments, including cognitive and affective assessment and motor skill/fitness assessment tools and tests; and criteria and strategies for selecting, adapting, and administering a variety of assessment tools and technologies

8.11 use of assessment information to determine students' knowledge, skills, attitudes, and fitness levels; monitor students' progress; evaluate instruction; and foster students' development and learning

8.12 appropriate interpretation and communication of information from various formal and informal assessments

Standard 9: Instructional Adaptations and Modifications for Students with Disabilities

Physical education teachers have a broad and comprehensive understanding of the instructional adaptations, modifications, and safety considerations involved in the physical education of students with disabilities, including:

9.1   factors and conditions that affect the gross-motor skills, fine-motor skills, movement ability, mobility, stability, and motor performance of students with disabilities

9.2   principles and techniques for adapting and modifying curriculum, instructional approaches, behavior management strategies, equipment, playing areas, and organizational strategies to support individual student needs

9.3   knowledge of barriers to accessibility to physical activity and strategies for creating variations and accommodations in classroom procedures, games, activities, and sports to ensure the inclusion of students with disabilities

9.4   principles and strategies for using Individualized Education Program (IEP) recommendations and performance and assessment information to adapt and modify instruction and to evaluate the effectiveness of individualized programs

9.5   knowledge and application of assistive technologies that facilitate student learning and communication, and of adaptive devices and equipment that enhance students' stability, mobility, and participation in sports and recreational/lifetime activities

9.6   types of contraindicated activities for students with specific disabilities and knowledge of appropriate adaptations and modifications to address contraindications

Standard 10: Collaborative, Professional, and Ethical Practice

Physical education teachers have a broad and comprehensive understanding of the collaborative roles and the professional, ethical, and safety standards associated with the field of physical education, including:

10.1   connections between physical education and other subject areas and methods for designing cooperative interdisciplinary learning experiences that allow students to integrate knowledge and skills from multiple subject areas

10.2   approaches and strategies for communicating, collaborating, and consulting with administrators, subject-area teachers, adapted physical education teachers, special education teachers, providers of related services, and other school staff

10.3   principles and practices associated with safety standards and risk management in the physical education environment

10.4   first aid procedures, universal precautions, and principles and practices for the prevention and care of injuries

10.5   strategies and resources, including technology, for communicating and collaborating with students, parents/guardians, community stakeholders, school personnel, and business representatives to promote, enhance, and advocate for physical education

10.6   practices and approaches consistent with professional codes of conduct, federal and state laws, and other standards of the teaching profession, including legal and ethical guidelines for using digital information and technologies

10.7   strategies for using technology, professional networks, in-service opportunities, collegial relationships, conferences, organizations, and publications to enhance professional skills, engage in reflection and self-assessment, and participate in lifelong professional development

10.8   strategies for collaborating with the community and connecting students to opportunities for physical activity

Indiana CORE Assessments
for educator licensure
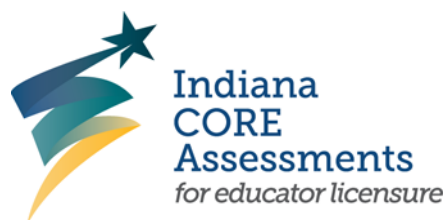
Field 066: Health
Assessment Blueprint

Domain I—Healthy Growth and Development

0001 Human Anatomy, Physiology, Growth, and Development (Standard 1)

0002 Health Promotion and Disease Prevention (Standard 2)

0003 Nutrition and Physical Activity (Standard 3)

0004 Mental and Emotional Health (Standard 4)

Domain II—Living Safely and Reducing Risks

0005 Safety, Risk Reduction, and Injury Prevention (Standard 8)

0006 Reducing Health Risks from Alcohol, Tobacco, and Other Drugs (Standard 5)

0007 Interpersonal, Social, and Family Relationships (Standard 6)

0008 Community and Environmental Health (Standard 11)

Domain III—Health Education, Literacy, and Advocacy

0009 Influences on Health Behaviors (Standard 10)

0010 Decision Making, Goal Setting, Advocacy, and Self-Management (Standard 7)

0011   Health Literacy (Standard 9)

0012 The Health Education Program (Standard 12)

Domain	Objectives	Standards	Approximate Test Weight
I. Healthy Growth and Development	0001–0004	1–4	40%
II. Living Safely and Reducing Risks	0005–0008	5, 6, 8, 11	30%
III. Health Education, Literacy, and Advocacy	0009–0012	7, 9, 10, 12	30%

Standard 1: Human Anatomy, Physiology, Growth, and Development
Health education teachers have a broad and comprehensive understanding of human anatomy and physiology and the stages and characteristics of human growth and development, including:

1.1   structures, components, and functions of major body systems

1.2   key elements of anatomy and physiology related to health, physical activity, growth, and development

1.3   sequences, stages, and characteristics of intellectual, social, emotional, and physical growth and development during childhood, adolescence, and young adulthood

1.4   intellectual, social, emotional, and physiological changes that accompany the transition from childhood to young adulthood

1.5   interrelationships between intellectual, social, emotional, mental, and physical health

1.6   influences of lifestyle factors, environmental factors, genetics, and family history on growth, development, and overall health

Standard 2: Health Promotion and Disease Prevention
Health education teachers have a broad and comprehensive understanding of basic health concepts and functional health knowledge, disease etiology, and established health behavior theories and models that provide a foundation for the promotion of health-enhancing behaviors and disease prevention, including:

2.1   types and characteristics of chronic and communicable diseases

2.2   causative factors, modes of transmission, and signs and symptoms of common illnesses, diseases, and disorders

2.3   principles, practices, strategies, and activities that promote sexual health and the prevention of risk-related health problems, including unintended teen pregnancy, human immunodeficiency virus (HIV) infection, and other sexually transmitted infections (STIs)

2.4   primary, secondary, and tertiary approaches for preventing communicable and chronic diseases

2.5   personal, social, cultural, economic, and environmental risk factors that increase or decrease susceptibility to illness and disease

2.6   methods of health screening and principles and strategies for preventing, detecting, managing, and controlling illness and disease

2.7   effects of public policies, research, health-care resources, technology, and medical advances on the prevention and control of diseases, including emerging diseases

Standard 3: Nutrition and Physical Activity

Health education teachers have a broad and comprehensive understanding of principles of nutrition and health-related physical activity, including:

3.1 types, sources, and functions of nutrients and their effects on health, physical performance, and body composition

3.2 nutritional and dietary planning tools, guidelines, and recommendations

3.3 nutritional needs, concerns, and requirements for various ages, activity levels, health conditions, and purposes

3.4 principles and strategies for interpreting nutritional facts and labels and for using this information to make health-enhancing decisions

3.5 components of health-related physical activity and appropriate activities and strategies for addressing these components

3.6 training principles that enhance health-related physical activity

3.7 factors that affect physical activity, health risks associated with inactivity, and ways in which body systems adapt to short- and long-term physical activity

3.8 principles and techniques for developing a personal activity plan, including strategies for self-assessment, goal setting, and maintenance

3.9 principles of weight management and the importance of weight management to overall health and wellness

Standard 4: Mental and Emotional Health

Health education teachers have a broad and comprehensive understanding of mental and emotional health; and behaviors, factors, and strategies that promote individual well-being, including:

4.1 risk and protective factors, behaviors, and characteristics that foster or hinder mental and emotional health and well-being, such as self-concept, resiliency, home environment, and physical health

4.2 types and characteristics of healthy and unhealthy relationships and the importance of caring relationships for supporting individual well-being

4.3 sources of stress, effects of stress on mental and emotional health, and strategies for coping with stress and life changes in health-enhancing ways

4.4 warning signs and symptoms of mental distress, depression, self-harm, and suicidal tendencies; and methods and resources for addressing, reporting, and obtaining help for these conditions

4.5 behaviors and characteristics associated with individuals with eating disorders, short- and long-term effects of eating disorders, and strategies and resources for helping individuals with eating disorders

4.6 ways in which physical and social activities promote mental and emotional health

4.7 dimensions of wellness and personal behaviors and practices that have positive effects on lifelong health and wellness

Standard 5: Reducing Health Risks from Alcohol, Tobacco, and Other Drugs

Health education teachers have a broad and comprehensive understanding of health risks associated with the use of alcohol, tobacco, and other drugs; and behaviors, factors, and strategies that prevent and reduce these risks, including:

5.1   short- and long-term physiological and social effects of alcohol, tobacco, and other drugs

5.2   factors that influence decisions to use or abstain from alcohol, tobacco, and other drugs

5.3   principles, practices, strategies, and activities that help prevent or reduce health risks associated with alcohol, tobacco, and other drugs

5.4   links between risky behaviors involving alcohol, tobacco, and other drugs and the likelihood of engaging in other unhealthy behaviors

5.5   societal and legal issues and consequences related to the use of alcohol, tobacco, and other drugs

5.6   types and characteristics of programs and methods for treating addictions to alcohol, tobacco, and other drugs

Standard 6: Interpersonal, Social, and Family Relationships

Health education teachers have a broad and comprehensive understanding of interpersonal communication skills and factors that affect interpersonal, social, and family relationships, including:

6.1   characteristics, components, and functions of verbal, nonverbal, and electronic communication and the role of interpersonal communication in developing and maintaining positive relationships

6.2   ways in which emotions affect interpersonal, social, and family communication; and techniques for the appropriate expression of needs, desires, and feelings

6.3   factors and behaviors that are associated with and increase the risk of relationship violence; and the skills, resources, and methods necessary for reporting violence and seeking assistance

6.4   causes and effects of positive and negative peer pressure and communication techniques for resisting and responding to negative peer pressure

6.5   appropriate strategies, skills, responses, policies, and resources to prevent and address all forms of bullying, harassment, exclusion, and intimidation, including, but not limited to, electronic formats

6.6   steps, strategies, and processes used in conflict prevention, management, and resolution; and techniques for using conflict-management and resolution skills in various situations

6.7   awareness and consideration of diverse societal, cultural, and personal values, perspectives, and experiences; and the importance of respect for and sensitivity to multiple diversities, including, but not limited to, equity in gender, age, race, culture, ethnicity, socioeconomic status, and exceptionality

6.8   types of family roles and responsibilities, characteristics of healthy families, and strategies for improving family relationships

6.9   changes and problems that occur within families; and strategies, services, and agencies that help families manage and respond to change, conflict, and crisis

6.10   methods and resources associated with family planning and the prevention of unintentional pregnancy

Standard 7: Decision Making, Goal Setting, Advocacy, and Self-Management
Health education teachers have a broad and comprehensive understanding of how to develop and foster the use of decision making; goal setting; advocacy for self, family, and community health; and self-management to promote healthy norms and behaviors, including:

7.1 characteristics and purposes of lifestyle assessments, health-risk assessments, and decision-making and goal-setting models

7.2 principles, criteria, and techniques for examining and evaluating lifestyle behaviors, health risks, and short- and long-term consequences of positive and negative health choices

7.3 steps and strategies for making, implementing, and evaluating independent and collaborative healthy lifestyle-related decisions

7.4 techniques and skills for establishing and monitoring progress toward personal health goals that address strengths, needs, and areas for improvement

7.5 strategies and activities designed to promote self-management skills and the ability to make informed choices about personal, family, and community health

7.6 principles, strategies, and activities designed to develop important advocacy skills for self, family, and community that incorporate health-enhancing messages and encourage others to adopt healthy behaviors

7.7 ways to foster the application of critical-thinking, problem-solving, and decision-making skills and techniques to health issues and problems

7.8 ways in which personal health goals can vary with changing abilities, priorities, and responsibilities

Standard 8: Safety, Risk Reduction, and Injury Prevention
Health education teachers have a broad and comprehensive understanding of safety, risk-reduction, and injury-prevention skills and concepts, including:

8.1 techniques and criteria for recognizing risks and unsafe conditions in the home, school, and community, and principles and strategies for promoting safety

8.2 principles, rules, and precautions related to traffic and pedestrian safety, fire prevention, poison prevention, water safety, and safety during recreation and play

8.3 common causes and effects of unintentional injuries, factors that contribute to unintentional injuries, and principles of accident prevention

8.4 practices and perceptions that lead to intentional and unintentional injury, and strategies for reducing risk-taking behaviors and preventing injuries

8.5 factors and behaviors that cause and influence violence, and practices and strategies for avoiding and preventing violence

8.6 practices, principles, and strategies for resisting, avoiding, and protecting oneself against sexual health risks, unwanted sexual attention, sexual harassment, and sexual assault

8.7 procedures for responding to life-threatening respiratory and cardiac emergencies

8.8 principles and techniques of first aid, emergency medical care, and universal precautions

Standard 9: Health Literacy
Health education teachers have a broad and comprehensive understanding of health literacy skills and principles; and methods of analyzing, evaluating, and selecting health information, products, and services, including:

9.1   principles and skills for researching, locating, and accessing valid health-related information

9.2   techniques and criteria for analyzing and evaluating the accuracy, validity, reliability, and usefulness of health-related information

9.3   criteria and procedures for evaluating and selecting health-related technology, equipment, products, and services

9.4   the role of government and private agencies in providing health promotion and disease prevention information and services

9.5   characteristics and roles of health-care providers, agencies, and delivery systems; and criteria and procedures for evaluating and selecting health-care providers and insurance plans

9.6   laws, regulations, policies, and agencies that protect consumers of health-related products, programs, and services

9.7   the role of the health education teacher as a resource for health information; and principles and methods for communicating and collaborating with students, families, colleagues, and health agency staff to disseminate health information and support health literacy goals

Standard 10: Influences on Health Behaviors
Health education teachers have a broad and comprehensive understanding of the influence of media, technology, culture, family, peers, and social norms on health behaviors, including:

10.1   ways in which attitudes, values, and behaviors related to health are influenced by family and peers

10.2   the influence of cultural factors on health beliefs, behaviors, and practices, and ways in which cultural diversity enriches and challenges health behaviors

10.3   persuasive methods and techniques used in marketing and advertising, and principles and strategies for resisting unhealthy messages

10.4   ways in which various forms of media communicate different types of messages to children and adolescents

10.5   the effects of technology on personal, family, and community health

10.6   ways in which perceptions of norms influence healthy and unhealthy behaviors

10.7   ways in which various factors such as community blight, family strife and separation, poverty, and crime influence the lives of students and the culture and climate of a school; and strategies and programs for addressing these factors

10.8   principles and approaches for promoting students' understanding of the influences on health behaviors, and methods and strategies for addressing sensitive health topics with students and for responding to students' health concerns

Standard 11: Community and Environmental Health
Health education teachers have a broad and comprehensive understanding of concepts, principles, and issues associated with community and environmental health, including:

11.1 characteristics of community health-related programs and services and ways of accessing and using community resources to enhance health

11.2 ways in which school, community, and public health policies support personal and family health practices and influence health promotion and disease control and prevention

11.3 effects of social and cultural forces, values, and belief systems on family and community perspectives related to health issues

11.4 strategies for improving, maintaining, and advocating for personal, family, school, and community resources in relation to health and wellness

11.5 techniques and skills for assessing information and opinions about health issues, influencing and supporting others in making positive health choices, and delivering health promotion messages

11.6 connections and relationships between the environment and health

11.7 factors in the natural and human environment that affect the health and safety of individuals and communities

11.8 principles and strategies for conserving natural resources and protecting the environment

Standard 12: The Health Education Program
Health education teachers have a broad and comprehensive understanding of how to plan, implement, and evaluate effective comprehensive health and coordinated school health education programs consistent with the Indiana Academic Standards for Health & Wellness, including:

12.1 current trends, issues, initiatives, and philosophies related to comprehensive health education

12.2 laws, policies, professional issues, and ethical considerations related to health education programs

12.3 characteristics, goals, and components of a coordinated school health program

12.4 use and synthesis of professional resources and national-, state-, and district-level research related to behavioral health risks among diverse school-age youth to inform educational programs

12.5 principles and methods for planning and implementing an effective comprehensive health education program, including knowledge and use of the Indiana Academic Standards for Health & Wellness, to assess student and community needs and to support developmentally appropriate student learning of the essential knowledge and skills necessary to adopt, practice, and maintain health-enhancing behaviors

12.6 principles and techniques for designing a logical scope and sequence and addressing and clarifying the scope and sequence of health education materials

12.7 the importance of developing and addressing learning objectives in classroom instruction and materials, as well as in evaluation and assessment

12.8 techniques, strategies, and activities involved in planning, delivering, and evaluating health education instruction

12.9 the ability to assess the need for and apply diverse and innovative instructional strategies consistent with "best practice" and research-based theories and principles that address students' learning styles, language abilities, cultural characteristics and values, developmental levels, and special needs

12.10 knowledge and use of a variety of assessment methods and evaluation strategies that adequately and accurately evaluate the level of mastery of skills by students

Indiana CORE Assessments for Educator Licensure
Health, Physical Education, and Virtual Instruction
Panel Recommended Passing Scores with SEM Adjustments

Test Code	Assessment Name	Total Possible Score Points	Standard Error of Measurement (SEM)	Panel-based Passing Score -2.0 SEM	Panel-based Passing Score -1.0 SEM	Panel-based Passing Score	Panel-based Passing Score +1.0 SEM	Panel-based Passing Score +2.0 SEM
065	Virtual Instruction	60	3.71	32	36	39	43	47
066	Health	60	3.53	36	39	43	46	50
067	Physical Education	60	3.50	36	40	43	47	50

INTERPRETIVE NOTES

The notes below are an integral part of the above table.

- **Total Possible Score Points** = the number of scorable multiple-choice items included in the test.

- **Standard Error of Measurement (SEM)** = $\sqrt{\left(\frac{1}{i-1}\right) x\, c\, x\, (i - c)}$ where i = number of scorable multiple-choice items on the test and c = panel-based passing score.

- **Panel-based Passing Score -2.0 SEM** = sum of medians of panel member item judgments minus two Standard Errors of Measurement (SEM), rounded to the nearest integer.

- **Panel-based Passing Score -1.0 SEM** = sum of medians of panel member item judgments minus one Standard Error of Measurement (SEM), rounded to the nearest integer.

- **Panel-based Passing Score** = sum of medians of panel member item judgments, rounded to the nearest integer.

- **Panel-based Passing Score +1.0 SEM** = sum of medians of panel member item judgments plus one Standard Error of Measurement (SEM), rounded to the nearest integer.

- **Panel-based Passing Score +2.0 SEM** = sum of medians of panel member item judgments plus two Standard Errors of Measurement (SEM), rounded to the nearest integer.