



## SOPHE 2019 HEALTH EDUCATION TEACHER PREPARATION STANDARDS

### Exemplars: Example Assessment Documents

This section includes ideas of ways that faculty might obtain information they could use to assess candidates' mastery of the health education teacher preparation standards and their components. The manual available from [SOPHE](#) includes more suggestions.

No one program will use all these suggestions and there is no requirement to use any ideas presented here. These suggestions would be part of longer assessments of the type that an application would present as evidence of how they assess candidates. The references to assessment numbers accompanying these suggestions refer to the required CAEP Assessments:

- 1) Assessment 1: State Licensure Exam
- 2) Assessment 2: Additional Content Assessment
- 3) Assessment 3: Assessment of Candidates' Ability to Plan Instruction
- 4) Assessment 4: Assessment of Student Teaching/Internship Performance
- 5) Assessment 5: Assessment of Candidate Impact on Student Performance
- 6) Assessment 6: Additional Required Assessment (Not required by SOPHE)
- 7) Assessments 7 & 8: Optional Additional Assessments

**STANDARD 1: Candidates possess functional health education knowledge about effective curricula, health behavior theories, health education standards, the whole child approach, risk and protective factors, ways to prevent chronic and communicable diseases, and the multidimensionality of health plus the literacy skills of an informed consumer that helps them create meaningful learning experiences.**

**<sup>1</sup>\*Component 1a:** Candidates describe characteristics of effective health education curricula, including the theoretical foundations of health behavior.

- Analyze a learning theory and identify how a health education teacher can apply these concepts to impact health behavior in the classroom (Assessment 2).
- Develop a lesson plan and explain how it reflects a learning theory and/or health education theory (Assessment 3).

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<sup>1</sup> Asterisks denote Components required for Standards to be considered Met.

**\*Component 1b:** Candidates use the National Health Education Standards or state health education standards as a framework for health education curriculum and identify how health education fits into a systemic approach that addresses the whole child.

- Select one of the National Health Education Standards (NHES) and summarize at least two published research articles that support the importance of that Standard (Optional Assessment).
- Practice using the HECAT to review a unit plan to ensure the proper functional knowledge and skills are addressed (Assessment 3).

**\*Component 1c:** Candidates describe factors that promote or compromise health or safety, including social determinants such as race, ethnicity, socio-economic status, and family life.

- Develop an interactive game/bulletin board for helping learners distinguish between those behaviors that promote health and safety and those behaviors that compromise health and safety (Assessment 3).
- Read CDC's document, *Tools for Putting Social Determinants of Health into Action (SDOH)*, and suggest ways to apply SDOH knowledge to what happens in the classroom (Optional Assessment).

**\*Component 1d:** Candidates explain illness and disease etiology and prevention practices that enhance learners' health.

- Select 2-3 common childhood diseases and identify developmentally and age appropriate children's books to use in a lesson plan (Assessment 3).
- Prepare a presentation on immunizations that explains how the immune system combats communicable disease and why vaccines work against some diseases and not others (Optional Assessment).
- Prepare information for a family with a known inheritable health condition explaining the condition, the chances of a child being born with the condition, and precautions the family might take to avoid environmental or behavioral triggers if a child is born with the condition (Optional Assessment).

**Component 1e:** Candidates analyze the multidimensional nature of health, including intellectual, mental/emotional, social, physical, environmental, occupational, and spiritual well-being.

- Prepare a lesson on a specific health topic and outline strategies for addressing various dimensions of health as they relate to the topic (Assessment 3).
- Read about a current event and predict possible varied health consequences of the events that span multiple dimensions of health (Optional assessment).

**Component 1f:** Candidates describe and provide examples of the health literacy skills of an informed consumer of health products and services.

- Critique a media message about health to determine its accuracy and documented evidence to support the message (Optional assessment).
- Develop a brochure for middle school learners on questions to ask during medical appointments including annual physical exams (Assessment 3).
- Create a role-playing scenario about confronting misinformation about a specific group of health care services or products (i.e., energy drinks, tanning beds) (Optional assessment).

**STANDARD 2: Candidates assess needs and assets of learners, learning and the learning community in order to inform their practice.**

**Component 2a:** Candidates explain expected patterns of human growth and development across cognitive, linguistic, social, emotional and physical areas.

- Outline a timeline demonstrating patterns of emotional, physical, cognitive and social development based on the research of educational scholars (Optional Assessment.)
- Select one Healthy People 2030 focus area and explain how the topic may be taught in different ways at different stages of development and maturity (Assessment 3 and/or Optional assessment).

**\*Component 2b:** Candidates describe how individual differences in learning styles influence learning.

- Create a comparison chart highlighting learners' styles of strength and the strategies that would best reach each type of learners (Assessments 3, 4, or 5).
- Describe how a lesson would benefit three different learning styles (Assessments 3 or 4).

**\*Component 2c:** Candidates assess individual learners' assets, strengths, needs and interests in order to differentiate learning and enable each learner to advance and accelerate his or her learning regardless of factors such as race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency, and physical or cognitive ability.

- Use appropriate assessment tools for determining prior knowledge and skills on a particular unit of study with an explanation of how that data will be used for differentiated lesson planning (Assessment 3, 4, or 5).
- Review key pieces of information from sample IEP and 504 Plans and explain how to use the information for creating accommodations in the classroom (Assessment 3 or 4).

**Component 2d:** Candidates synthesize data about school and community assets and deficits and their context including culture in support of developing a healthy school environment

- Create a school health district profile including socio-economic status, student-teacher ratio, district demographics, attendance, IEPs, 504 Plans, graduation rates, and other variables (Optional assessment).
- Select one online database (e.g., Youth Risk Behavior Survey [CDC], Monitoring the Future Survey [NIDA], National Longitudinal Study of Adolescent Health [NIDA]) and graphically display existing data to make a case for a specific health education program (Assessment 5 or Optional assessment).

**STANDARD 3: Candidates use needs assessment data, health education standards, and principles of learning to plan cohesive, sequential lessons and units that include ways to accommodate learners' differing strengths and needs and that use 21<sup>st</sup> Century technology in order to support learners' acquisition of functional health knowledge, health-related skills, and health beliefs.**

**\*Component 3a:** Candidates apply data to guide prioritizing and planning health instruction that addresses identified strengths and needs of learners within the classroom, school, and home or community context.

- Evaluate a lesson plan, unit plan, or curriculum framework's relevance to county or district adolescent health data (Assessment 3, 4, or Optional assessment).
- Justify selection or development of learning experiences through use of credible data (e.g. local assessments of need from local health departments or the Youth Risk Behavior Survey by CDC) (Assessments 3 or 4).

**\*Component 3b:** Candidates apply principles of learning when designing individual, small group, and whole class learning activities and assessments.

- Research key learning theories (behaviorist, cognitive constructivist and social constructivist) and associated teaching strategies. Select knowledge or skill expectations from the Health Education Curriculum Analysis Tool (HECAT) and explain how teaching strategies for each theory would support learners to achieve the knowledge or skill expectations (Optional assessment).
- Review health behavior theories (e.g. Theory of Planned Behavior, Social Cognitive Theory, Social Inoculation Theory) and their key constructs and develop a list of and explanation of how instructional strategies address the constructs for learners (Assessments 3 or 4).

**\*Component 3c:** Candidates plan a health education curriculum scope and sequence aligned with National and/or state health education standards.

- Compare a prepared curriculum's alignment to the National Health Education Standards (NHES) and/or performance indicators (Assessment 3 or Optional assessment).
- Develop a health education unit block plan that represents a multi-day scope and sequence of lessons (see the Health Education Curriculum Analysis Tool (HECAT): A Guide for Health Education Teacher Preparation Programs in Institutions of Higher Education) (Assessment 3 or Optional assessment).

**\*Component 3d:** Candidates design and align measurable learning outcomes, assessments and instructional practices that support acquisition of functional health knowledge, health related skills, and health beliefs.

- Write learning outcomes by assessing the cognitive process difficulty of the action verbs (Bloom's Taxonomy) in National Health Education Standards performance indicators and increase or decrease the difficulty.(Assessment 3 or Optional assessment).
- Compile the necessary content for the key areas of learning in a unit or lesson plan with aligned learning outcomes (Assessment 3).

**\*Component 3e:** Candidates select and create developmentally appropriate, culturally appropriate inclusive and challenging instructional experiences that engage learners regardless of their race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency, and physical or cognitive ability.

- Analyze a peer’s lesson plan for developmental and/ or cultural appropriateness, inclusivity and challenging for learners. Make suggestions for improvement (Optional assessment).
- Using modifications from a sample IEP, describe ways to adapt a learning and/or assessment tasks to accommodate a learner’s needs (Assessment 3 or Optional assessment).

**\*Component 3f:** Candidates incorporate 21st century technology skills into instructional strategies and assessments.

- Describe ways to use a technology device and/or software application for a specific health learning or assessment task (Assessment 3 or 4).
- Describe types of technology applications that are appropriate for health education learning strategies (Assessment 3 or 4).

**STANDARD 4: Candidates employ a variety of research/theory-based instructional strategies in a well-managed classroom that encourages all learners regardless of race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English-language proficiency, and physical or cognitive ability to adopt healthy behaviors and to interact positively with others; candidates reflect on their practice and adapt practice in order to meet learners’ and instructional needs.**

**\*Component 4a:** Candidates demonstrate multiple research/theory-based instructional strategies that help learners adopt healthy behaviors.

- Explain the rationale for using specific instructional strategies given learners’ needs and abilities (Assessment 4).
- Modify an existing lesson to be developmentally appropriate for a specific grade level (Assessments 3, 4).

**\*Component 4b:** Candidates create a positive learning environment through competence in classroom management that stimulates engagement, collaborative learning positive social interaction, inclusivity, and self-motivation among learners.

- Differentiate various classroom management strategies to determine the most effective in terms of cultural sensitivity and write a report on this analysis (Assessment 4).
- Analyze interaction among and between learners during faculty’s classroom observations and provide constructive feedback on how to enhance positive learner interactions and motivation (Assessment 4).

**Component 4c:** Candidates evaluate their own health education instructional practice and make necessary adaptations to meet the needs of each learner.

- Keep a reflection journal that includes analysis of needed instructional changes and ways to revise instructional practices (Assessment 4, Optional assessment).
- Identify barriers to effective health education instruction and outline strategies to overcome these barriers in each lesson plan (Assessment 3, 4).

**STANDARD 5: Candidates use multiple assessment methods that are aligned with standards and learning objectives to measure students' achievement, document their progress and guide instructional practice.**

**\*Component 5a:** Candidates select and create multiple methods designed to assess changes in functional knowledge, health-related skills, and health beliefs.

- Write a critique of existing learner assessments (Assessment 3, 5, or Optional assessment).
- Develop a battery of learner assessment instruments appropriate for an entry-level teacher (Assessment 3, 5, or Optional assessment).

**\*Component 5b:** Candidates align formative and summative assessments with educational standards and learning objectives.

- Select formative assessments aligned to a specific educational standard or learning objective (Assessment 3, 5, or Optional assessment).
- Review a lesson plan and determine alignment between educational standards/learning objectives, instructional strategies, and formative/summative assessments (Assessment 3, 5, or Optional assessment).

**\*Component 5c:** Candidates interpret assessment results and use them to improve future instruction.

- Implement a series of lessons in a field experience and use learner assessment data to modify written lesson plans based on the needs of diverse learners (Assessment 5 or Optional assessment).
- Write a reflective paper, after having taught one or more lessons, that incorporates learner assessment data and reflections related to adequately meeting the needs of diverse learners (Assessment 5 or Optional assessment).

**STANDARD 6: Candidates demonstrate professionalism and ethical practices, make the case for the value of health education to academic success as well as wellness, advocate for both programs and students' welfare, make appropriate referrals, engage students' families regardless of race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency and physical or cognitive ability, engage colleagues within the school and community as well as the community at large using a variety of media including social media, and demonstrate a life-long learner disposition.**

**\*Component 6a:** Candidates can explain how school health education and student health contribute to academic achievement and wellness across the lifespan.

- Include in lesson plans (Assessment 3) extensions for language arts, science, and/or other relevant subject areas.
- Write mock testimony for a school board about how health education contributes to students' academic success (Optional assessment).

**\*Component 6b:** Candidates advocate for learners' health and well-being and make referrals to other school and community professionals when appropriate.

- Respond in writing to a community newspaper reporter as an expert on a sensitive and controversial health problem (Optional assessment).
- Create a resource file of community professionals in the area that can support learners with a variety of needs (Optional assessment).

**\*Component 6c:** Candidates can plan how to engage diverse families including those of differing race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency, and physical or cognitive ability, as partners in supporting healthy practices and communicating with their children about sensitive issues using culturally relevant strategies.

- Role play parent/guardian conferences in which discussion of a controversial health issue is the focus (Optional Assessment).
- Include in unit plans activities for learners to engage their own families. (Assessment 3)

**\*Component 6d:** Candidates demonstrate a variety of ways that include social media and other forms of technology to engage colleagues, and the community-at-large when promoting, planning and implementing best practices in health education.

- Map community resources, facilities, and professionals with whom they could collaborate related to the school's health program (Optional assessment).
- Write a letter to share with a community resource about the importance of health education and how it can play a vital role in the health of the young people in the community. Invite them to the next school health advisory meeting (Optional assessment).

**\*Component 6e:** Candidates can apply the Health Education Code of Ethics and other major responsibilities of a health education specialist to professional practice.

- In group work, exhibit cooperation and collaboration (Any assessment).
- Create short journal articles on responses to ethical dilemmas health educators might face, referencing the Code of Ethics for the Health Education Profession (Optional assessment).

**Component 6f:** Candidates identify and engage in professional learning opportunities including ones that enhance skills in working with students with a diversity of backgrounds and abilities as well as with using up to date technology offered through health- and education-related organizations.

- Attend a local or state professional conference and write a reflection about its impact on their professional goals (Optional assessment).
- Attend a local event of a demographic group other than that of the candidate and write a reflection about unexpected learnings or actions and how experiencing such might influence teaching practice (Optional assessment)
- Create a blog post and share it on an appropriate site accessed by educators or health professionals (Optional assessment).