

Program Report for the Preparation of Health Education Teachers

SOPHE

2019 Standards - Option 1

This form includes the 2019 SOPHE standards. Beginning in Fall 2021 all programs will be required to respond to the 2019 SOPHE Health Education Program Standards.

COVER SHEET

1. Institution Name

2. State

3. Date submitted

MM DD YYYY

/ /

4. Report Preparer's Information:

Name of Preparer:	
<hr/>	
Phone:	Ext.
() -	
E-mail:	
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5. CAEP Coordinator's Information:

Name:	
<hr/>	
Phone:	Ext.
() -	
E-mail:	
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6. Name of institution's program

7. CAEP Category

8. Grade levels⁽¹⁾ for which candidates are being prepared

⁽¹⁾ e.g. K-6, K-12

9. Program Type

First Teaching License

10. Degree or award level
- Baccalaureate
 - Post Baccalaureate
 - Master's
11. Is this program offered at more than one site?
- Yes
 - No
12. If your answer is "yes" to above question, list the sites at which the program is offered
-
13. Title of the state license for which candidates are prepared
-
14. Program report status:
- Initial Review
 - Response to One of the Following Decisions: Further Development Required or Recognition with Probation
 - Response to National Recognition With Conditions
15. Is your Educator Preparation Provider (EPP) seeking
- CAEP accreditation for the first time (initial accreditation)
 - Continuing CAEP accreditation
16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores: CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?
- Yes
 - No

SECTION I - CONTEXT

1. Describe any state or institutional policies that might influence the application of the SOPHE Standards. (Response limited to 4,000 characters)
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2. Describe the field and clinical experiences required of candidates, including the number of hours for early field experiences and the number of hours/weeks for student teaching. Also, describe the process for identifying and training cooperating/mentor teachers and the training provided to faculty who supervise candidates in the field. (Response limited to 8,000 characters)
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3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)
- [A LINK](#) to upload or manage your uploaded file(s)
4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.
- [A LINK](#) to upload or manage your uploaded file(s)
5. Candidate Information
- Directions:** Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:

Academic Year	# of Candidates Enrolled in the	# of Program
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	Program	Completers ⁽²⁾

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. Clearly identify all faculty charged with teaching the health education methods course(s) and supervision of health education candidates in the field.

Faculty Member Name	
Highest Degree, Field, & University⁽³⁾	
Assignment: Indicate the role of the faculty member⁽⁴⁾	
Faculty Rank⁽⁵⁾	
Tenure Track	<input type="checkbox"/> YES
Scholarship⁽⁶⁾, Leadership in Professional Associations, and Service⁽⁷⁾: List up to 3 major contributions in the past 3 years⁽⁸⁾	
Teaching or other professional experience in P-12 schools⁽⁹⁾	

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

- 1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the SOPHE Standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment ⁽¹⁰⁾	Type or Form of Assessment ⁽¹¹⁾	When the Assessment Is Administered ⁽¹²⁾
Assessment #1: Licensure assessment, or other content-based assessment (required) ⁽¹³⁾			
Assessment #2: Content knowledge in health education (required)			
Assessment #3: Candidate ability to plan instruction (required)			
Assessment #4: Student teaching (required)			
Assessment #5: Candidate effect on student learning (required)			
Assessment #6: Additional assessment that addresses SOPHE Standards (required)			
Assessment #7: Additional assessment that addresses SOPHE Standards (optional)			
Assessment #8: Additional assessment that addresses SOPHE Standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

proficiency, and physical or cognitive ability. (InTASC 2, 7, 8; HESPAII 2.3.4; 2.4.3; 5.1.6; 6.1.1)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
*Component 3f: Candidates incorporate 21st Century technology skills into instructional strategies and assessments. (InTASC 7, 8; HESPAII 2.3.4;3.2.5)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Implementation - 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 students' and instructional needs.							#1	#2	#3	#4	#5	#6	#7	#8		
*Component 4a: Candidates demonstrate multiple research/theory-based instructional strategies that help learners adopt healthy behaviors. (InTASC Standards 7, 8; HESPAII 3.2.4; 3.2.5; 5.1.5; 6.5.3)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
*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. (InTASC Standard 3; HESPAII 3.2.1; 6.5.3)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
*Component 4c: Candidates evaluate candidate's own health education instructional practice and make necessary adaptations to meet the needs of each learner. (InTASC Standards 2, 6, 7, 9; HESPAII 3.3.2; 3.3.3)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.	Assessment - 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.							#1	#2	#3	#4	#5	#6	#7	#8		
Component 5a*: Candidates select and create multiple methods designed to assess changes in functional knowledge, health-related skills, and health beliefs. (InTASC Standard 6, HESPAII 4.1.1; 4.1.8; 4.3.2; 4.3.3)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Component 5b*: Candidates align formative and summative assessments with educational standards, learning objectives, and instructional practice. (InTASC Standard 6, HESPAII 4.3.2; 4.3.3)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Component 5c*: Candidates interpret assessment results and use them to improve future instruction for diverse learners. (InTASC Standard 6, HESPAII 4.3.5)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6.	Professionalism - 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 learners' 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.							#1	#2	#3	#4	#5	#6	#7	#8		
*Component 6a: Candidates can explain how school health education and student health contribute to academic achievement and wellness across the lifespan. (InTASC 1, 4; HESPAII 5.3.4)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
*Component 6b: Candidates advocate for learners' health and well-being and make referrals to other school and community professionals when appropriate. (InTASC 10, HESPA II 5.3.4; 7.1.3)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
*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. (InTASC 9, 10; HESPAII 5.1.6; 6.1.4; 6.2.3; 6.3.3; 7.2.1; 7.2.2; 8.1.1; 8.1.3; 8.2.1; 8.2.2)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
*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. (InTASC 10, HESPAII 6.1.3; 6.1.4; 6.2.3; 6.4.3; 6.5.1; 6.5.4; 6.5.6; 7.1.5; 7.2.1; 7.2.4; 7.3.1; 8.1.1)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
*Component 6e: Candidates can apply the Health Education Code of Ethics and other major responsibilities of a health education specialist to professional practice. (InTASC 9, HESPAII 5.1.1; 5.1.3)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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. (InTASC 9, HESPAII 5.3.1; 5.3.2; 5.3.3; 5.4.2)								<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide/rubric for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a - d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 MB. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. **CONTENT KNOWLEDGE.** Data from licensure tests or professional examinations of content knowledge. SOPHE Standards addressed in this assessment could include but are not limited to Standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, another assessment must be presented to document candidate attainment of content knowledge. Documentation should include total test scores plus sub-scores for the state licensure test. Data charts should also include the number (n) of candidates assessed and the range of scores for each sub-score and composite score.

Provide assessment information as outlined in the directions for Section IV.

[A LINK](#) to upload or manage your uploaded file(s)

2. **CONTENT KNOWLEDGE** Assessment of content knowledge in health education. SOPHE Standard components addressed by this Assessment could include the health content knowledge addressed in Components 1 c, d, e, and f as well as the knowledge about the practice of health education addressed in components 1a and b plus Standard 2. Examples of Assessments include comprehensive examinations, capstone projects, program-required course grades where course descriptions include a clear alignment with the disciplinary components of Standard 1, or portfolio tasks.

Provide assessment information as outlined in the directions for Section IV.

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Portfolios may be listed as an Assessment in one of two ways: 1) Considering the portfolio as a single assessment and using scoring criteria (rubrics) to assess the contents of the portfolio as a whole or 2) Considering artifacts in the Portfolio as individual assessments. Artifacts that are part of the Assessment's score should not also be included as another Assessment in the report.

3. **PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS.** Assessment that demonstrates candidates can effectively plan classroom-based instruction. SOPHE Standards that could be addressed in this assessment include but are not limited to Standards 2, 3, 4, and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans

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4. **PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS.** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. SOPHE Standards that could be addressed in this assessment include but are not limited to Standards 3, 4, 5, and 6. The appropriate assessment is the evaluation of student teaching, the internship, or other clinical experiences. The assessment instrument used in student teaching or the internship should be submitted.

Provide assessment information as outlined in the directions for Section IV.

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5. **EFFECTS ON STUDENT LEARNING.** Assessment that demonstrates candidate effects on student learning. SOPHE standards that could be addressed in this assessment include but are not limited to Standards 2, 3, 4, and 5. Examples of assessments include those based on students' work samples, portfolio tasks, and case studies.

Provide assessment information as outlined in the directions for Section IV.

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6. **Additional assessment that addresses SOPHE Standards. ASSESSMENT #6: PROFESSIONAL RESPONSIBILITY AND INFORMED ACTION:** Programs uniquely create this assessment based on action research studies, case studies, self-study projects, reflection learning logs from community involvement, family-centered service-learning projects, or personal theorizing projects. It should address one or more components of Standard 6. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

- A [LINK](#) to upload or manage your uploaded file(s)
- 7. Additional assessment that addresses SOPHE Standards** Programs may submit up to two additional assessments that address any of the SOPHE Standards and that round out the components covered by the entire suite of Assessments.

Provide assessment information as outlined in the directions for Section IV

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- 8. Additional assessment that addresses SOPHE Standards.** Programs may submit up to two additional assessments that address any of the SOPHE Standards and that round out the components covered by the entire suite of Assessments.

Provide assessment information as outlined in the directions for Section IV

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SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

- 1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge; (2) professional and pedagogical knowledge, skill, and dispositions; (3) student learning; and (4) professional responsibility and informed action.**

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

- 1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process>**

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process>

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.