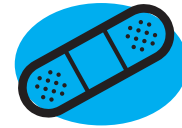


EARLY ADOLESCENCE THROUGH YOUNG ADULTHOOD

HEALTH EDUCATION STANDARDS



Standard I: Knowledge of Students

Accomplished health education teachers obtain a clear understanding of individual students, their family structures, and their backgrounds.

Standard III: Promoting Skills-Based Learning

Accomplished health education teachers, through their passion and effective communication, maintain and improve health-enhancing student behavior by delivering health content through skills-based learning.

Standard V: Instructional Approaches

Accomplished health education teachers use an array of engaging instructional strategies to facilitate student learning.

Standard VII: Assessment

Accomplished health education teachers are knowledgeable about and are able to select, design, and implement assessment instruments to evaluate student learning and improve teaching.

Standard IX: Partnerships with Colleagues, Families, and Community

Accomplished health education teachers work collaboratively with colleagues, families, and the community to enhance the overall health and learning of their students. They recognize that their responsibility to reinforce consistent, positive health messages extends beyond their own classrooms.

Standard II: Knowledge of Subject Matter

Accomplished health education teachers have a deep understanding of the components of health and health content and their interrelationships.

Standard IV: Curricular Choices

Accomplished health education teachers select, plan, adapt, and evaluate curriculum to ensure comprehensive health education.

Standard VI: High Expectations for Students

Accomplished health education teachers expect excellence from all students and strive to maintain a setting conducive to optimal learning that empowers students to engage in health-promoting behaviors.

Standard VIII: Equity, Fairness, and Diversity

Accomplished health education teachers demonstrate equity and fairness and promote respect and appreciation of diversity.

Standard X: Advocacy for the Profession

Accomplished health education teachers promote the importance of health education and encourage others to do the same.

Standard XI: Reflective Practice and Professional Growth

Accomplished health education teachers stay current in research and innovations in health education and actively contribute to the profession. They participate in reflective practices that foster creativity, stimulate personal growth, and enhance professionalism.

WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



Component 1: Content Knowledge

-Computer-based assessment of 45 selected response questions.

-3 short essays / constructed response exercises on:

- I. Risk Behaviors
- II. Relationships and Family Life
- III. Components of Health

Component 2: Differentiation in Instruction

-Demonstrate how you integrate health-related skill(s) and technology in different health-related content areas.

-Provide evidence of how you differentiate instruction to facilitate students' understanding and competence needed to develop healthy lifestyles.

-Submit a Written Commentary, three activities and related instructional materials, and two student work samples for each activity

Component 3: Teaching Practice and Learning Environment

-Provide a brief overview of the content of your overall submission.

-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.

-Submit information about the instructional context for each video.

-Describe your instructional planning for the lesson featured in each video and submit supporting materials.

-Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.



Component 4: Effective and Reflective Practitioner

-Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students.

-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.

-Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.

-Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

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