



## National Standards for Initial Health Education Teacher Education (2018) SHAPE America – Society of Health and Physical Educators

### Standard 1. Content Knowledge

Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behavior change and learning, and applicable preK-12 health education standards for the purpose of instilling healthy behaviors in all learners.

**Component 1.a\*:** Candidates demonstrate knowledge acquisition in multiple health content areas.

**Component 1.b:** Candidates describe the theoretical foundations of human development, learning and health behavior.

**Component 1.c:** Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners.

**Component 1.d\*:** Candidates demonstrate proficiency in health literacy skills and digital literacy skills.

### Standard 2. Planning

Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate preK-12 health education standards. Plans include the use of instructional technology, resources and accommodations that support the needs of all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability and physical ability.

**Component 2.a:** Candidates collect and analyze needs-assessment data to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.

**Component 2.b\*:** Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners.

**Component 2.c\*:** Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the National Health Education Standards.

*\*Mandatory component – a component that is required to be met during the program review process. If a program does not meet a mandatory component, then, at best, the related standard would be recognized as "met with conditions" in the review process.*

## Standard 2. Planning (Cont.)

**Component 2.d\*:** Candidates plan instruction that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners.

**Component 2.e:** Candidates design health education instruction and programs that integrate components of the Whole School, Whole Community, Whole Child (WSCC) model.

**Component 2.f:** Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners.

## Standard 3. Implementation

Health education candidates implement a range of school health education instructional strategies, while incorporating technology, to support student learning regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability. Candidates demonstrate communication skills and feedback equitably and use reflective practice strategies to meet the diverse needs of all learners.

**Component 3.a\*:** Candidates use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge, in order to meet the students' diverse needs.

**Component 3.b:** Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.

**Component 3.c\*:** Candidates implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.

**Component 3.d:** Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.

**Component 3.e:** Candidates reflect on student learning outcomes and instructional practices, and adjust lessons to meet the diverse needs of all learners.

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### **Standard 4. Assessment**

Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.

**Component 4.a:** Candidates analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning among all students.

**Component 4.b\*:** Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.

**Component 4.c\*:** Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the diverse learning needs of all students.

### **Standard 5. Professionalism**

Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. Health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.

**Component 5.a\*:** Candidates work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs.

**Component 5.b\*:** Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.

**Component 5.c:** Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.

**Component 5.d\*:** Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.

**Component 5.e:** Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.

**Component 5.f:** Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

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