

## Health Education

### I. Knowing the Content

The professional education program provides evidence that each Health Education certification candidate completes a program the same as the academic courses and required electives of a major in a bachelor's degree in health. This program shall require candidates to demonstrate knowledge of and competencies in applying the fundamental concepts in health education necessary to teach across K-12 levels including:

#### IA. Foundations of health education including:

- historical and philosophical foundations, models, and aims of the program,
- psychological foundations, theories of learning, motivation, personality development, social development, and group interactions,
- anatomy and physiology,
- human growth and development; developmental stages and cognitive, psychomotor, and affective developmental trends

#### IB. Health Education goals including:

- wellness,
- individual responsibility for healthy behavior,
- meeting a pluralistic society's needs for health education relative to differing socio-economic, cultural and ethnic backgrounds

#### IC. Health education organization including:

- school environment,
- health services,
- health instruction,
- relationships for fostering health education programs in the schools

#### ID. Personal health care including:

- nutrition,
- physical fitness,
- mental and emotional health,
- Safety and first aid,
- consumer health,
- drug topics,
- personal hygiene

#### IE. Community health including:

- environmental issues,
- health agencies and service providers at the state and local level,
- health careers

#### IF. Family living and sexuality education:

- reproductive anatomy and physiology,

- psychosocial development,
- dating and marriage,
- parenting,
- family and societal problems,
- gerontology,
- death and dying

IG. Diseases and disorders including:

- communicable diseases,
- chronic diseases,
- genetic and neurological disorders,
- mental and emotional illness

IH. Myths and misconceptions related to diseases and disorders

**II. Performances**

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Health Education certification program are assessed in coursework, field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including:

- communicate challenging learning expectations to each student,
- establish and maintain rapport with students and promote mutual respect among students,
- instill in all students a belief that they can succeed in health education,
- establish and maintain consistent standards of classroom behavior,
- make the physical environment safe and conducive to learning

II.B. Planning of instruction, done independently and in collaboration with other educators, based upon:

- health education subject matter,
- students and the community,
- Pennsylvania Academic Standards,
- content analysis with specific objectives,
- instructional methods, including materials and activities,
- results of student assessments

II.C. Selecting, adapting and implementing a variety of instructional strategies ranging from complex problem solving to "essay-style" homework, class assignments, projects, and utilizing traditional tools as well as modern technologies

II.D. Selecting, analyzing, and modifying instructional materials to meet the needs of diverse learners

II.E. Assessing and evaluating student's understanding of content and health skills through a variety of means, providing feedback to students to assist learning, and adjusting instructional strategies

### **III. Professionalism**

The professional education program provides evidence that each teacher certification candidate demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, professional journals, conferences, and other resources for ongoing professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students