

**5440-31 Health Education**

*The holder is authorized to teach health education in grades PK-6, 7-12, or PK-12, as specified on the endorsement.*

In order to qualify for this endorsement, the candidate shall demonstrate the following:

Knowledge Standards:

**Demonstrates knowledge of health and health education concepts and skills delineated in current national professional standards, in *Health Education Guidelines for Curriculum and Assessment*, and in *Vermont's Framework of Standards and Learning Opportunities*, including:**

Human development, including the typical progression of early childhood through early adolescent development (for PK-6) and/or early adolescent through adult growth and development (for 7-12), and age appropriate indicators of intellectual, physical, social and emotional health for each stage of development

Human body structure and functioning

The specific content areas of health education as defined in 16 VSA 131 and the Centers for Disease Control priority risk behaviors:

- a. Personal health (social, mental, physical, and emotional health maintenance, including the development of responsible personal behaviors and healthful stress maintenance skills)
- b. Nutrition (basic nutrition concepts, nutrient needs, dietary guidelines for Americans, and common nutritional problems of children and adults, including disordered eating)
- c. Physical activity (the health benefits of physical activity, research on physical activity and academic performance, factors that influence participation in physical activity, and strategies for collaborating with physical education colleagues to promote physical activity)
- d. Disease (etiology of diseases, including their origins, progression, diagnosis, treatment, and prevention, to include HIV/AIDS and other sexually transmitted infections)
- e. Intentional and unintentional injury prevention (safety issues and violence prevention, including bullying and harassment)
- f. Alcohol, tobacco, and other drugs (physiological, psychological, and sociological effects of substance use and abuse on the individual, family, and society; legal issues; and curriculum and teaching strategies for effective substance abuse prevention)
- g. Family health and comprehensive sexuality education (issues of human growth and development, families, relationships, reproductive health, abstinence, premature sexual activity, contraception, adolescent pregnancy, childbirth, adoption, and abortion)
- h. Community and consumer health (media literacy, advocacy, and accessing health information, products, and services)

**5440-31 Health Education (Cont'd)**

*Principles and Methods for Effective Comprehensive School Health Education*

Historical development and theoretical foundations of skills-based health education programs

The impact of societal values, norms, and priorities on health education practice and a variety of strategies to deal with controversial health issues in the classroom

Research relative to health risks among school-age youth and translation of this research into the design and implementation of health education programs

*Standards-Based Health Education Curriculum and Assessment*

Effective, age-appropriate standards-based school health curricula

Multiple assessment techniques appropriate to health education, including performance assessments to evaluate student learning and guide instruction

*School Health Program Planning*

Purposes, components, and approaches to coordinating school health initiatives based on the Coordinated School Health Model, including partnerships with families, school staff, and community members to improve health literacy and health behaviors

Performance Standards

**Implements a comprehensive, standards-based health education curriculum that enables students to acquire the knowledge, skills, and attitudes that promote lifelong wellness and healthy choice making. Specifically, the educator:**

Selects and uses current, valid and reliable sources of health information, to include national, state, and local organizations/associations, publications, and educational materials/resources

Develops and/or adopts health curriculum and assessments that are age appropriate, standards-based, and derived from research on learning and human behavior

Applies active instructional strategies that align with standards-based learner outcomes and performance indicators

Implements skill-building strategies to develop students' competency in essential health-related skills, including decision-making, goal setting, interpersonal communication, self-management, accessing information, and advocacy

Selects, designs, and uses a variety of standards-based assessment techniques to assess student understanding and performance, provide feedback, communicate student progress, and improve instruction

Creates a classroom climate that promotes respect for self and others, including psychological and emotional safety, as well as respect for privacy and confidentiality

**5440-31 Health Education (Cont'd)**

Evaluates and applies research concerning best practices in health education

Collaborates with colleagues, families, and community within a Coordinated School Health Program to improve academic achievement and quality of life through health literacy and positive health behaviors

Additional Requirements:

A minimum of a practicum, or the equivalent, in health education at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in health education at **both** the PK-6 and 7-12 instructional levels is required.