

**Kansas Educator Preparation Program Standards for
Health Education
Early Childhood through Late Adolescence/Adulthood
PreK-12**

"Learner" is defined as students including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Content and Foundational Knowledge Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations, applicable PreK-12 health education standards for the purpose of instilling healthy behaviors in all learners.
Component 1.a: Candidates demonstrate knowledge acquisition in the ten health education content areas (Community Health, Consumer Health, Environmental Health, Family Life, Relationships and Human Sexuality, Injury Prevention and Safety, Mental and Emotional Health, Nutrition, Personal Health, Prevention and Control of Disease, and Substance Use, Abuse and Addiction) and the six adolescent risk behaviors (tobacco use, nutritional behaviors, sedentary lifestyle, sexual behaviors, intentional/unintentional injury and other drugs).
Component 1.b: Candidates demonstrate knowledge of health education standards.
Component 1.c: Candidates demonstrate knowledge of theoretical foundations for health behavior and learning.
Component 1.d: Candidates have knowledge of developmentally appropriate instructional strategies that meet the needs of diverse learners.
Component 1.e: Candidates understand the process of curriculum development and ability to integrate into other content areas.
Component 1.f: 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, integration of other content areas, resources and accommodations that support the needs of all learners.
Component 2.a: Candidates collect and analyze contextual information to plan relevant school health instruction and programs.
Component 2.b: Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences.
Component 2.c: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local, state, and/or the National Health Education Standards.

Component 2.d: Candidates plan instruction that facilitates skill development and application of functional health knowledge.
Component 2.e: Candidates will plan instruction to meet the needs of all learners, adding accommodations and/or modifications specific to individual learners.
Component 2.f: Candidates apply the process of curriculum development and the ability to integrate into other content areas.
Standard 3: Implementation Health education candidates implement a range of school health education instructional strategies, and classroom management practices, to support all learners. Candidates demonstrate communication skills, feedback, and the use of reflective practice strategies to meet the diverse needs of all learners.
Component 3.a: Candidates implement a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge.
Component 3.b: Candidates implement instructional strategies that incorporate verbal and visual cues, technology, media and other appropriate resources to enhance student learning.
Component 3.c: Candidates reflect on and adjust instruction to meet student learning outcomes, and current community health issues.
Component 3.d: Candidates apply effective, developmentally appropriate, and respectful communication skills (verbal & non-verbal) and feedback.
Component 3.e: Candidates implement a variety of classroom management strategies to promote intrinsic motivation, a productive and safe learning environment, appropriate social behavior and managerial and instructional routines that create a smoothly functioning learning environment.
Standard 4: Assessment of Student Learning Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on/adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.
Component 4.a: Candidates implement a variety of summative and formative assessment techniques to document learners' progress.
Component 4.b: Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons.
Standard 5: Professional Responsibility 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 demonstrate ethical behavior, as defined by health education and/or Kansas Educators Code of Conduct.
Component 5.b: Candidates work collaboratively with stakeholders, professional organizations and/or peer groups to advocate for, and enhance, health education.
Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with professional needs, and they remain current with health education, evolving technologies, emerging research and student, school and community needs.
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 strategies for communications and socialization with school colleagues and parents/community members.