

Conceptual Framework References	Alabama Standard/Rule 290-3-3-.12	Institution:	Assessment	
			When/Where to be Assessed	Score
		290-3-3-.12 Health Education		
	(1)	<b>Rationale.</b> A health education teacher is an effective communicator, a responsible citizen, a self-directed lifelong learner, and a critical thinker who implements the goals and objectives of the <i>Alabama Course of Study: Health Education</i> . These standards are aligned with the <i>Alabama Course of Study: Health Education</i> , and the standards for the preparation of teachers of health education from the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the American Association for Health Education (AAHE). The standards build upon the Alabama Quality Teaching Standards.		
	(2)	<b>Program Curriculum.</b>		
	(2)(a)	<b>Health content and literacy.</b> Candidates understand basic health education information. Prior to program completion, prospective teachers of health education shall demonstrate <u>knowledge of</u> :		0.00
3.3	(2)(a)1.	Community health.	PRAXIS II	0
3.3	(2)(a)2.	Consumer health.	PRAXIS II	0
3.3	(2)(a)3.	Environmental health.	PRAXIS II	0
2.2	(2)(a)4.	Family health, including parenting education.	PRAXIS II	0
1.1	(2)(a)5.	Personal health and safety.	PRAXIS II	0
3.3	(2)(a)6.	Mental, emotional, and social health, including suicide prevention.	PRAXIS II	0
1.1	(2)(a)7.	Sex education, including abstinence education.	PRAXIS II	0
3.3	(2)(a)8.	Acquired immune deficiency syndrome (AIDS).	PRAXIS II	0
1.1	(2)(a)9.	Nutrition.	PRAXIS II	0
1.2	(2)(a)10.	Injury prevention and safety.	PRAXIS II	0
1.2	(2)(a)11.	Cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED).	PRAXIS II	0
1.5	(2)(a)12.	Etiology, prevention, and control of disease.	PRAXIS II	0
3.3	(2)(a)13.	Substance use and abuse.	PRAXIS II	0

1.1	(2)(a)14.	Human anatomy and physiology.	PRAXIS II	0
1.2	(2)(a)15.	Theoretical foundations of health behavior and principles of learning.	PRAXIS II	0
3.3	(2)(a)16.	Health literacy skills of an informed consumer of health products and services.	PRAXIS II	0
1.7	(2)(a)17.	Components of a health behavior plan.	PRAXIS II	0
1.2	(2)(a)18.	National Health Education Standards.	PRAXIS II	0
1.6	(2)(a)19.	Components of a coordinated school health program.	PRAXIS II	0
1.5	(2)(a)20.	Alabama laws, regulations, and resolutions relating to health education.	HS 460	0
3.3	(2)(a)21.	Emerging health concerns, such as childhood obesity and diabetes.	PRAXIS II	0
	(2)(b)	<b>Assessing needs in school health education.</b> Candidates assess needs to determine priorities for school health education. Prior to program completion, prospective teachers of health education shall demonstrate:		<b>0.00</b>
	(2)(b)1.	<u>Knowledge of:</u>		
1.1	(2)(b)1.(i)	Theoretical concepts and models that explain influences on health behavior.	PRAXIS II	0
1.5	(2)(b)1.(ii)	Techniques and instruments for acquiring health-related data.	PRAXIS II	0
1.5	(2)(b)1.(iii)	Measures for assessing a school's capacity to improve the health status of students.	PRAXIS II	0
	(2)(b)2.	<u>Ability to:</u>		
1.5	(2)(b)2.(i)	Assess individual needs for health education and evaluate student health needs, knowledge, interests, attitudes, and behavior.	PE 460	0
3.4	(2)(b)2.(ii)	Access and utilize a variety of reliable data sources related to health.	HS 361	0
1.5	(2)(b)2.(iii)	Collect and analyze health-related data.	PE 460	0
1.5	(2)(b)2.(iv)	Identify needs from data analysis.	PE 460	0
	(2)(c)	<b>Planning comprehensive school health education curricula and programs.</b> Candidates plan effective health education programs. Prior to program completion, prospective teachers of health education shall demonstrate:		<b>0.00</b>
	(2)(c)1.	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		
	(2)(c)1.(i)	AQTS 1, Content Knowledge, in Rule 290-3-3-.03(1), including curriculum.		

	(2)(c)1.(ii)	AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including human development, organization and management, learning environment, instructional strategies, and assessment.		
	(2)(c)1.(iii)	AQTS 4, Diversity, in Rule 290-3-3-.03(4).		
1.5	(2)(c)2.	<u>Knowledge of</u> the components of effective health education curricula.	PRAXIS II	0
	(2)(c)3.	<u>Ability to:</u>		
3.4	(2)(c)3.(i)	Align curricula with the National Health Education Standards and the <i>Alabama Course of Study: Health Education</i> .	HS 460	0
2.2	(2)(c)3.(ii)	Design strategies to involve key individuals in the school and community in planning for school health education.	PE 460	0
2.2	(2)(c)3.(iii)	Communicate effectively with parents about sensitive subject matter.	PE 460	0
	(2)(d)	<b>Implementing effective health education instruction.</b> Candidates implement health education instruction. Prior to program completion, prospective teachers of health education shall demonstrate:	<b>0.00</b>	
	(2)(d)1.	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		
	(2)(d)1.(i)	AQTS 1, Content Knowledge, in Rule 290-3-3-.03(1), including curriculum.		
	(2)(d)1.(ii)	AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2), including organization and management, learning environment, instructional strategies, and assessment.		
	(2)(d)1.(iii)	AQTS 4, Diversity, in Rule 290-3-3-.03(4).		
	(2)(d)2.	<u>Ability to:</u>		
1.2	(2)(d)2.(i)	Demonstrate multiple instructional strategies that reflect health education theories and models.	HS 460	0
1.1	(2)(d)2.(ii)	Utilize appropriate technology as an integral tool for delivering health education curricula.	HS 460	0
	(2)(e)	<b>Assessing student learning.</b> Candidates assess student learning. Prior to program completion, prospective teachers of health education shall demonstrate meeting the Alabama Quality Teaching Standard 2 in Rule 290-3-3-.03(2), including assessment.		

	<b>(2)(f)</b>	<b>Coordinating a school health education program.</b> Candidates coordinate effective health education programs. Prior to program completion, prospective teachers of health education shall demonstrate:		<b>0.00</b>
	<b>(2)(f)1.</b>	<u>Knowledge of:</u>		
1.5	<b>(2)(f)1.(i)</b>	Components of a coordinated school health program.	PRAXIS II	0
1.5	<b>(2)(f)1.(ii)</b>	Community and state resources related to health education.	HS 361	0
1.4	<b>(2)(f)1.(iii)</b>	How a health education program fits the culture of a school and contributes to a school's mission.	PRAXIS II	0
2.2	<b>(2)(f)1.(iv)</b>	Strategies for collaboration with others such as school personnel, community health educators, and students' families in planning and implementing health education programs.	PRAXIS II	0
	<b>(2)(f)2.</b>	<u>Ability to:</u>		
3.2	<b>(2)(f)2.(i)</b>	Coordinate with an external health service or services for a school health project, such as coordinating guest speakers for a class, organizing a blood drive, or planning a health fair.	PE 460	0
1.2	<b>(2)(f)2.(ii)</b>	Develop a plan for comprehensive school health education within a coordinated school health program.	PE 460	0
	<b>(2)(g)</b>	<b>Serving as a resource.</b> Candidates serve as a resource person in health education. Prior to program completion, prospective teachers of health education shall demonstrate:		<b>0.00</b>
	<b>(2)(g)1.</b>	Meeting the Alabama Quality Teaching Standard 2 in Rule 290-3-3-.03(3), including technology.		
	<b>(2)(g)2.</b>	<u>Knowledge of:</u>		
3.3	<b>(2)(g)2.(i)</b>	National, state, and local organizations that support youth health initiatives.	HS 460	0
1.7	<b>(2)(g)2.(ii)</b>	Criteria for selecting educational resources.	PRAXIS II	0
	<b>(2)(g)3.</b>	<u>Ability to:</u>		
3.1	<b>(2)(g)3.(i)</b>	Select and disseminate health information resources that are valid, reliable, credible, and accurate.	HS 460	0
1.4	<b>(2)(g)3.(ii)</b>	Create accurate and valid health materials appropriate for diverse audiences.	PE 460	0
1.6	<b>(2)(g)3.(iii)</b>	Handle sensitive issues related to student disclosure and confidentiality.	PE 460	0
1.6	<b>(2)(g)3.(iv)</b>	Respond appropriately and ethically to requests for health information.	PE 460	0

	<b>(2)(h)</b>	<b>Communication and advocacy.</b> Candidates communicate and advocate for health and school health education.		<b>0.00</b>
	<b>(2)(h)1.</b>	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:		
	<b>(2)(h)1.(i)</b>	AQTS 3, Literacy, in Rule 290-3-3-.03(3), including oral and written communications.		
	<b>(2)(h)1.(ii)</b>	AQTS 5 Professionalism, in Rule 290-3-3-.03(5), including collaboration; ethics; and local state, and federal laws and policies.		
3.1	<b>(2)(h)2.</b>	<u>Knowledge of</u> factors that impact current and future needs in comprehensive school health education.	PRAXIS II	0
1.3	<b>(2)(h)3.</b>	<u>Ability to</u> communicate health education needs.	PE 460	0