School Health Program Goals and Program Assessment Plan

Mission of the School Health Program:

The mission of the School Health Education Program at Illinois State University is to develop graduates that can deliver developmentally appropriate content and health related skills to diverse students while recognizing the importance of ongoing professional development as career professionals in Health Education. In effectively delivering appropriate functional health information and health related skills, our graduates will positively impact students by enabling them to develop knowledge, skills, attitudes and beliefs to pursue healthy lifestyles.

School Health Education Teacher Educations

Upon completion of the School Health major, the student will develop roles and responsibilities of professional practices in Health Education through the implementation of the National Standards for Initial Health Education Teacher Education Teacher Education Teacher Education Standards that are addressed in the School Health Program at Illinois State University.

Citation:

SHAPE America. (2018). National Standards For Initial Health Education Teacher Education. Reston, VA: Author.

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.

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.

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.

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.

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.

Program Goals Based on the National Standards for Initial Health Education Teacher Education Candidates School Health Assessment Plan

Program Goal 1:	Standard 1: Content	t Knowledge				
Outcome(s):	Data Needed	Data Available	In what course will students be assessed?	Assessment Methods	Who will conduct the assessment?	Timeline
Demonstrate a knowledge of health education content	Evaluation data from the Health Content Test, Lesson Plan key assessment, and CPAST Evaluations	Evaluation data from the Health Content Test, Lesson Plan key assessment, and CPAST Evaluations	HSC 190 HSC 211 HSC 290a02 HSC 387 HSC 391 TCH 216 TCH 219 STT 399a35	Results from Content Test, Lesson Plan key assessment, assignment rubrics, and CPAST Evaluations	Faculty teaching HSC 190, 211, 290a02, 387, 391; TCH 216 and TCH 219; student teacher cooperating teachers and supervisors	Each Semester
Demonstrate a knowledge of health literacy skills	Assignment rubrics, Lesson Plan key assessment, and	Assignment rubrics, Lesson Plan key assessment, and	HSC 190 HSC 211 HSC 290a02 HSC 387 HSC 391	Results from Content Test, Lesson Plan key assessment, assignment	Faculty teaching HSC 190, 211, 290a02, 387, 391; TCH 216 and TCH 219;	Each Semester

	CPAST Evaluations	CPAST Evaluations	TCH 216 TCH 219 STT 399a35	rubrics, and CPAST Evaluations	student teacher cooperating teachers and supervisors	
Understand theoretical foundations of behavior change and learning	Assignment rubrics, Lesson Plan key assessment, and CPAST Evaluations	Assignment rubrics, Lesson Plan key assessment, and CPAST Evaluations	HSC 190 HSC 290a02 HSC 391	Results from Content Test, Lesson Plan key assessment, assignment rubrics, and CPAST Evaluations	Faculty teaching HSC 190, 211, 290a02, 387, 391; TCH 216 and TCH 219; student teacher cooperating teachers and supervisors	Each Semester
Understand applicable preK- 12 health education standards for the purpose of instilling healthy behaviors in all learners	Assignment rubrics, Lesson Plan key assessment, and CPAST Evaluations	Assignment rubrics, Lesson Plan key assessment, and CPAST Evaluations	HSC 190 HSC 211 HSC 290a02 HSC 387 HSC 391 STT 399a35	Results from Content Test, Lesson Plan key assessment, assignment rubrics, and CPAST Evaluations	Faculty teaching HSC 190, 211, 290a02, 387, 391; TCH 216 and TCH 219; student teacher cooperating teachers and supervisors	Each Semester

Program Goal 2: \$	Program Goal 2: Standard 2: Planning								
Outcome(s):	Data Needed	Data Available	In what course will students be	Assessment Methods	Who will conduct the	Timeline			
Plan relevant and meaningful school health education instruction that are sequential and aligned with appropriate PreK-12 standards	Evaluation data from the Health Content Test, Lesson Plan key assessment, and CPAST Evaluations	Evaluation data from the Health Content Test, Lesson Plan key assessment, and CPAST Evaluations	assessed? HSC 190 HSC 211 HSC 290a02 HSC 387 HSC 391 TCH 216 TCH 219 STT 399a35	Results from Content Test, Lesson Plan key assessment, assignment rubrics, and CPAST Evaluations	assessment? Faculty teaching HSC 190, 211, 290a02, 387, 391; TCH 216 and TCH 219; student teacher cooperating teachers and supervisors	Each Semester			

Program Goal 3: \$	Program Goal 3: Standard 3: Implementation							
Outcome(s):	Data Needed	Data Available	In what course	Assessment	Who will	Timeline		
			will students be	Methods	conduct the			
			assessed?		assessment?			
Implement a	Evaluation data	Evaluation data	HSC 190	Results from	Faculty teaching	Each Semester		
range of school	from the Health	from the Health	HSC 211	Content Test,	HSC 190, 211,			
health	Content Test,	Content Test,	HSC 290a02	Lesson Plan key	290a02, 387,			
instructional	Lesson Plan key	Lesson Plan key	HSC 387	assessment,	391; TCH 216			
strategies	assessment, and	assessment, and	HSC 391	assignment	and TCH 219;			
	CPAST	CPAST		rubrics, and	student teacher			
	Evaluations	Evaluations	TCH 216	CPAST	cooperating			
			TCH 219	Evaluations	teachers and			
					supervisors			
			STT 399a35					

Candidates	Lesson Plan key	Lesson Plan key	HSC 190	Results from	Faculty teaching	Each Semester
develop strong	assessment, and	assessment, and	HSC 211	Content Test,	HSC 190, 211,	
communication	CPAST	CPAST	HSC 290a02	Lesson Plan key	290a02, 387,	
skills	Evaluations	Evaluations	HSC 387	assessment,	391; TCH 216	
			HSC 391	assignment	and TCH 219;	
				rubrics, and	student teacher	
			TCH 216	CPAST	cooperating	
			TCH 219	Evaluations	teachers and	
					supervisors	
			STT 399a35			
Candidates	Lesson Plan key	Lesson Plan key	HSC 290a02	Results from	Faculty teaching	Each Semester
provide	assessment, and	assessment, and	HSC 391	Content Test,	HSC 190, 211,	
equitable	CPAST	CPAST		Lesson Plan key	290a02, 387,	
feedback and	Evaluations	Evaluations	TCH 216	assessment,	391; TCH 216	
use reflective			TCH 219	assignment	and TCH 219;	
feedback to				rubrics, and	student teacher	
ensure diverse			STT 399a35	CPAST	cooperating	
learner needs				Evaluations	teachers and	
are met					supervisors	

Outcome(s):	Data Needed	Data Available	In what course	Assessment	Who will	Timeline
, ,			will students be	Methods	conduct the	
			assessed?		assessment?	
Multiple methods of assessment are used to plan instruction, engage all	Evaluation data from Lesson Plan key assessment, and CPAST Evaluations	Evaluation data from Lesson Plan key assessment, and CPAST Evaluations	HSC 190 HSC 211 HSC 290a02 HSC 387 HSC 391	Results from Content Test, Lesson Plan key assessment, assignment rubrics, and	Faculty teaching HSC 190, 211, 290a02, 387, 391; TCH 216 and TCH 219; student teacher	Each Semester
learners, monitor learner progress, and provide meaningful feedback	Evaluations	Lvardations	TCH 216 TCH 219 STT 399a35	CPAST Evaluations	cooperating teachers and supervisors	
Candidates reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners	Evaluation data from Lesson Plan key assessment, and CPAST Evaluations	Evaluation data from Lesson Plan key assessment, and CPAST Evaluations	HSC 190 HSC 211 HSC 290a02 HSC 387 HSC 391 TCH 216 TCH 219 STT 399a35	Results from Content Test, Lesson Plan key assessment, assignment rubrics, and CPAST Evaluations	Faculty teaching HSC 190, 211, 290a02, 387, 391; TCH 216 and TCH 219; student teacher cooperating teachers and supervisors	Each Semester

Outcome(s):	Data Needed	Data Available	In what course	Assessment	Who will	Timeline
			will students be	Methods	conduct the	
			assessed?		assessment?	
Candidates work	Lesson Plan key	Lesson Plan key	HSC 211	Results from	Faculty teaching	Each Semester
collaboratively	assessment, and	assessment, and	HSC 391	Content Test,	HSC 190, 211,	
with all	CPAST	CPAST		Lesson Plan key	290a02, 387,	
stakeholders	Evaluations	Evaluations	TCH 216	assessment,	391; TCH 216	
			TCH 219	assignment	and TCH 219;	
				rubrics, and	student teacher	
			STT399a35	CPAST	cooperating	
				Evaluations	teachers and	
					supervisors	
Candidates	CPAST	CPAST	HSC 190	Results from	Faculty teaching	Each Semester
demonstrate	Evaluations and	Evaluations	HSC 211	Content Test,	HSC 190, 211,	
ethical behavior	Lesson plan key	Lesson plan key	HSC 290a02	Lesson Plan key	290a02, 387,	
	assessment	assessment	HSC 387	assessment,	391; TCH 216	
			HSC 391	assignment	and TCH 219;	
				rubrics, and	student teacher	
			TCH 216	CPAST	cooperating	
			TCH 219	Evaluations	teachers and	
					supervisors	
			STT 399a35			
Candidates	CPAST	CPAST	HSC 190	Results from	Faculty teaching	Each Semester
engage in and	Evaluations	Evaluations	HSC 211	Content Test,	HSC 190, 211,	
reflect on	Lesson plan key	Lesson plan key	HSC 290a02	Lesson Plan key	290a02, 387,	
professional	assessment	assessment	HSC 387	assessment,	391; TCH 216	
learning			HSC 391	assignment	and TCH 219;	
opportunities to				rubrics, and	student teacher	
meet the			TCH 216	CPAST	cooperating	
			TCH 219	Evaluations		

diverse needs of			teachers and	
all learners		STT 399a35	supervisors	