

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 Candidates. *The following are the most recent Initial Health 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 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 CCAST Evaluations	Evaluation data from the Health Content Test, Lesson Plan key assessment, and CCAST 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 CCAST 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: Standard 2: Planning						
Outcome(s):	Data Needed	Data Available	In what course will students be assessed?	Assessment Methods	Who will conduct the assessment?	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	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

Program Goal 3: Standard 3: Implementation						
Outcome(s):	Data Needed	Data Available	In what course will students be assessed?	Assessment Methods	Who will conduct the assessment?	Timeline
Implement a range of school health instructional strategies	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

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

Program Goal 4: Standard 4: Assessment						
Outcome(s):	Data Needed	Data Available	In what course will students be assessed?	Assessment Methods	Who will conduct the assessment?	Timeline
Multiple methods of assessment are used to plan instruction, engage all learners, monitor learner progress, and provide meaningful feedback	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
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

Program Goal 5: Standard 5: Professionalism						
Outcome(s):	Data Needed	Data Available	In what course will students be assessed?	Assessment Methods	Who will conduct the assessment?	Timeline
Candidates work collaboratively with all stakeholders	Lesson Plan key assessment, and CCAST Evaluations	Lesson Plan key assessment, and CCAST Evaluations	HSC 211 HSC 391 TCH 216 TCH 219 STT399a35	Results from Content Test, Lesson Plan key assessment, assignment rubrics, and CCAST Evaluations	Faculty teaching HSC 190, 211, 290a02, 387, 391; TCH 216 and TCH 219; student teacher cooperating teachers and supervisors	Each Semester
Candidates demonstrate ethical behavior	CPAST Evaluations and Lesson plan key assessment	CPAST Evaluations Lesson plan key assessment	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 CCAST Evaluations	Faculty teaching HSC 190, 211, 290a02, 387, 391; TCH 216 and TCH 219; student teacher cooperating teachers and supervisors	Each Semester
Candidates engage in and reflect on professional learning opportunities to meet the	CPAST Evaluations Lesson plan key assessment	CPAST Evaluations Lesson plan key assessment	HSC 190 HSC 211 HSC 290a02 HSC 387 HSC 391 TCH 216 TCH 219	Results from Content Test, Lesson Plan key assessment, assignment rubrics, and CCAST Evaluations	Faculty teaching HSC 190, 211, 290a02, 387, 391; TCH 216 and TCH 219; student teacher cooperating	Each Semester

diverse needs of all learners			STT 399a35		teachers and supervisors	
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