**Content Expert Report**

**Health Education**

**(12-22)**

Education Standards and Practices Board

**Program report status** (check one)**:**

**Initial review  Continuing Review  Focus Visit**

|  |  |
| --- | --- |
| **Name of Content Expert:** |  |
| **Content Expert Telephone:** |  |
| **Content Expert Email:** |  |
| **Date Submitted:** |  |
| **Institution Being Evaluated:** |  |
| **Program Being Evaluated:** |  |
| **Degree:** |  |
| **Grade Level(s):** |  |

**Is this program offered at more than one site?**  **Yes**  **No**

If yes, list sites where the program is offered:

**Summary of Recommendations**

After completing your review, for each sub-standard listed below, place a check under the column that matches your decision.

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Met** | **Met With Weakness** | **Not Met** |
| **18015.1** |  |  |  |
| **18015.2** |  |  |  |
| **18015.3** |  |  |  |
| **18015.4** |  |  |  |
| **18015.5** |  |  |  |

**Health Education**

**Directions:** Please read the Content Area Report (CAR) supplied by the institution.

1. Review program’s response to Section II.1 Areas of Weakness from Prior Review. For each standard in which there was a weakness from the prior review, make a recommendation as to whether that weakness should be removed or retained. If it is to be retained provide a rationale for retaining it in Part I.B. If it has been partially but not fully addressed restate the weakness in Part I. C and provide a rationale.
2. Make a recommendation for each program standard as to whether it has been met, met with weakness, or not met based on the evidence provided. For any standard “met with weakness” or “not met” identify the weakness(es) and provide a rationale.

**Part I: Areas of Weakness from Prior Review \*\*\***

**XXXXX.X** *Write the standard and the original weakness here.*

A. **Content Expert Decision**: Should the weakness be removed, retained, or restated and retained? Check one only.

     Weakness Should Be Removed      Weakness Should Be Retained

     Restated Weakness

B. **For Decisions of “Weakness Should Be Retained”:** Provide a rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Rationale:**

C. **For Decisions of “Restated Weakness”:** Write the new language for the weakness. Provide a rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

1. **Restated Weakness:**

ii. **Rationale:**

***\*\*\*Note: This template can be copied and pasted into the document multiple times when more than one area of weakness was cited in a prior review.***

**Part II Program Standard Recommendations**

**18015.1 Content Knowledge –** The program requires 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.

**Components – Candidates Will:**

Component 1.a\*: Candidates demonstrate knowledge acquisition in multiple health content areas.

Component 1.b: Candidates describe the theoretical foundations of human development, learning and health behavior.

Component 1.c: Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners.

Component 1.d\*: Candidates demonstrate proficiency in health literacy skills and digital literacy skills.

A. **Content Expert Decision**: Is the program standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**18015.2 Planning -** The program requires 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.

**Components – Candidates Will:**

Component 2.a: Candidates collect and analyze needs-assessment data to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.

Component 2.b\*: Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners.

Component 2.c\*: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the National Health Education Standards.

Component 2.d\*: Candidates plan instruction that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners.

Component 2.e: Candidates design health education instruction and programs that integrate components of the Whole School, Whole Community, Whole Child (WSCC) model.

Component 2.f: Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students’ digital literacy and to engage all learners.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**18015.3 Implementation –** The program requires 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. The program requires candidates demonstrate communication skills and feedback equitably and use reflective practice strategies to meet the diverse needs of all learners.

**Components – Candidates Will:**

Component 3.a\*: Candidates use a variety of instructional strategies to facilitate students’ development of health-related skills and their application of functional health knowledge, in order to meet the students’ diverse needs.

Component 3.b: Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.

Component 3.c\*: Candidates implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.

Component 3.d: Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.

Component 3.e: Candidates reflect on student learning outcomes and instructional practices, and adjust lessons to meet the diverse needs of all learners.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**18015.4 Assessment –** The program requires 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.

**Components – Candidates Will:**

Component 4.a: Candidates analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning among all students.

Component 4.b\*: Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.

Component 4.c\*: Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the diverse learning needs of all students.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**18015.5 Professionalism –** The program requires 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. The program requires health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.

**Components – Candidates Will:**

Component 5.a\*: Candidates work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs.

Component 5.b\*: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.

Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.

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 applicable communication strategies and use of instructional learning technologies within the school and community.

Component 5.f: Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school’s mission.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**Curriculum Exhibit Form SFN 14381 (or status sheet):** This form or status sheet provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education. This form is used to document each student transcript that applies for teacher licensure. Please review this form to make sure all of the courses listed above for each sub-standard are listed as a “**Requirement”. If a course is missing or is not a required course, please list below:**

**Content Expert Review of Standard and recommendation to State Board of Examiner (BOE) Team for the Site Visit:** The content expert provides an initial review of the program standard and provides a recommendation to the CAEP/State Board of Examiners for the onsite review. **What additional information should the CAEP/ESPB Team research on-site during the visit?**

This report will be electronically forwarded to the CAEP/State Board of Examiners nine months prior to the scheduled program review visit. If you have any questions or concerns, please contact the Education Standards and Practices Board Executive Director at (701) 328-9646.

**Thank you for taking the time from your busy schedule to help document that our North Dakota institutions of higher education have prepared our teachers for the best possible education for all North Dakota students.**