

Crosswalk: Former versus New Health Education PreK-12 Program Standards

General Information about this Revision:

- » Merged elements from former standards 3 and 4 and then redistributed them into three standards, creating an additional standard.
- » Used components under each standard in place of the knowledge and performance sections.
- » Reduced and streamlined the number of indicators/components under each standard.
- » Proposed standards address the needs of diverse learners.
- » Proposed standards emphasize the use of technology in planning, implementation and assessment.
- » Proposed standards and components use the term “candidates” in place of “teacher”.

Standard 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 1: The teacher of health education understands health education content, disciplinary concepts, and applies these concepts to the content knowledge development of a healthy educated person.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Edited to emphasize the use of technology in instructional practices. • Updated the 10 Health Education content areas. • Included theoretical foundations for healthy behavior and learning.

Standard 2

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 3: The teacher of health education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and</p>	<p>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</p>	<ul style="list-style-type: none"> • Moved 2014 Standard #2: Professional Development to create a proposed Standard #5: Professional Development. Now, proposed Standard #2 is Planning.

<p>engagement in various health education settings and understands how individuals differ in their approaches to learning.</p> <p>Standard 4: The teacher of health education uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>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.</p>	<ul style="list-style-type: none"> Merged elements from former Standards 3 and 4 to create proposed Standards 2, 3, and 4.
<p>Standard 3</p>		
<p>PREVIOUS STANDARDS</p>	<p>NEW STANDARDS</p>	<p>WHAT CHANGED?</p>
<p>Standard 3: The teacher of health education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various health education settings and understands how individuals differ in their approaches to learning.</p> <p>Standard 4: The teacher of health education uses an understanding of individual and group motivation and behavior to create a safe learning environment that</p>	<p>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.</p>	<ul style="list-style-type: none"> Merged elements from former Standards 3 and 4 to proposed Standards 2, 3, and 4.

<p>encourages positive social interaction, active engagement in learning, and self-motivation.</p>		
<p>Standard 4</p>		
<p>PREVIOUS STANDARDS</p>	<p>NEW STANDARDS</p>	<p>WHAT CHANGED?</p>
<p>Standard 3: The teacher of health education uses knowledge of effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in various health education settings and understands how individuals differ in their approaches to learning.</p> <p>Standard 4: The teacher of health education uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>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.</p>	<ul style="list-style-type: none"> Merged elements from former Standards 3 and 4 to proposed Standards 2, 3, and 4.
<p>Standard 5</p>		
<p>PREVIOUS STANDARDS</p>	<p>NEW STANDARDS</p>	<p>WHAT CHANGED?</p>
<p>Standard 2: The teacher of health education understands the need to foster relationships with colleagues, parents/guardians and</p>	<p>Standard 5: Professional Responsibility Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage</p>	<ul style="list-style-type: none"> Created a proposed standard, moving from four standards to five standards. Moved from former Standard 2: Professional Development to proposed

<p>other professionals in the learning community and seeks opportunities to grow professionally.</p>	<p>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.</p>	<p>Standard 5: Professional Development.</p> <ul style="list-style-type: none">• Additional emphasis on advocacy and enhancement of Health Education.• Stressing the knowledge and practice of the Kansas Code of Conduct.• Encourages the continual use of emerging research.
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