<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Methods of Assessment</th>
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| **1** Content: Students will apply an in-depth knowledge of social, mental, emotional, physical, and environmental health issues to teaching of the content areas of mental and emotional health, personal health, family life, consumer health, nutrition, substance use and abuse, environmental health, prevention and control of disease, injury prevention and safety, and community health. | • ILTS Health Content Test (1-4)  
• ICTS Basic Skills Test or ILTS Test of Academic Proficiency (TAP) (1, 8)  
• ILTS Assessment of Professional Teaching (APT) (2-8)  
• Portfolio: Teacher Work Sample #4, Design for Instruction or edTPA Task 1 (1, 3, 4, 6)  
• Portfolio: Teacher Work Sample #1, Contextual Factors or edTPA Task 1 (3, 4, 6)  
• Portfolio: Teacher Work Sample #6, Analysis of Student Learning or edTPA Task 2 (2-6, 8)  
• Portfolio: Teacher Work Sample #7, Reflection and Self Evaluation or edTPA Task 3 (none)  
• Evaluation of Student Teaching (1-8)  
• Technology Assessment from Cooperating Teacher Survey (5, 8) |
| **2** Theories and principles: Students will apply the theories and principles of health promotion and disease prevention, including knowledge of the effects of social, cultural, and economic factors on the health of individuals, communities, and society. | |
| **3** Assessment of health and health education needs:  
a) Students will evaluate sources and techniques for assessing health needs of diverse populations.  
b) Students will obtain, interpret, and prioritize data in the development of comprehensive health education programs. | |
| **4** Planning health programs: Students will develop a logical scope and sequence plan for health education that incorporates measurable objectives and evaluation criteria and utilizes key educational and community personnel. | |
| **5** Implementation of health programs:  
a) Students will assess the efficacy of various health education curricular modes pertaining to the major content areas in health education.  
b) Students will select and use an array of teaching strategies, including the integration of technology, literacy, and language arts, capable of addressing the needs of diverse learners. | |
| **6** Evaluation of health programs:  
a) Students will evaluate the performance of class participants and program effectiveness through the use of valid and reliable measures.  
b) Students will select and apply appropriate evaluation techniques. | |
| **7** Collaboration:  
a) Students will identify and collaborate with key education and community personnel in the development and implementation of coordinated school health programs.  
b) Students will apply knowledge, pursue continued professional growth, and follow ethical and legal expectations for health educators and resource persons. | |
| **8** Communication: Students will effectively communicate health and health education needs, both in verbal and written form, to various audiences (e.g., students, parents, educational personnel, and other community members). | |