# HEALTH EDUCATION

Based on the Society of Health and Physical Educators (SHAPE America),   
[Appropriate Practices in School-Based Health Education](https://www.shapeamerica.org/Common/Uploaded%20files/document_manager/products/Appropriate-Practices-in-School-Based-Health-Education.pdf)

## A. LEARNING ENVIRONMENT

| The health education teacher: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| A.1 Develops and maintains a positive learning environment in which all students feel emotionally, socially and physically safe. | ☐ | ☐ |  |
| A.2 Creates an environment that is inclusive  and supportive of all students, regardless  of race, ethnic origin, gender, gender identity, sexual orientation, religion or physical ability.  All students, without exception, are acknowledged, appreciated, valued  and respected. | ☐ | ☐ |  |
| A.3 Creates an environment in which all students have the opportunity to experience success. | ☐ | ☐ |  |
| A.4. Establishes an environment that facilitates mutual respect among all students and  the teacher. | ☐ | ☐ |  |
| A.5 Collaborates with other school services to enhance the classroom and school environment in supporting healthy behaviors. | ☐ | ☐ |  |
| A.6 Designs the classroom to be visually stimulating, to engage learners. | ☐ | ☐ |  |
| A.7 Designs the classroom in such a way that learners feel a sense of ownership about  the space. | ☐ | ☐ |  |

## B. CURRICULUM

| Curriculum | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| B.1 The health education curriculum is sequential, comprehensive and planned,  from Pre-K through grade 12. | ☐ | ☐ |  |
| B.2 The curriculum provides adequate instruction time for health education. | ☐ | ☐ |  |
| B.3 The curriculum reflects a holistic approach  to health and wellness through the inclusion of functional information on a variety of health- related topics. | ☐ | ☐ |  |
| B.4 Curriculum outcomes/goals are aligned with the National Health Education Standards and other relevant standards or frameworks. | ☐ | ☐ |  |
| B.5 The health education curriculum  aligns with national, state and/or  local education initiatives. | ☐ | ☐ |  |
| B.6 Curriculum goals align with school  and district-level goals/outcomes. | ☐ | ☐ |  |
| B.7 Curriculum goals are based on data so  that they are designed to meet the needs  of students in the community. | ☐ | ☐ |  |
| B.8 The curriculum is skills-based, with an  emphasis on developing health literacy. | ☐ | ☐ |  |
| B.9 Curriculum outcomes/goals include a progression to higher-order thinking. | ☐ | ☐ |  |
| B.10 The health education curriculum is evaluated and revised annually, at minimum. | ☐ | ☐ |  |
| B.11 The curriculum is organized to foster  development of skills to proficiency. | ☐ | ☐ |  |
| B.12 Functional information is used  to develop skills. | ☐ | ☐ |  |
| B.13 The curriculum includes multiple opportunities for practicing health-related skills. | ☐ | ☐ |  |
| B.14 The curriculum includes formative and summative authentic assessments. | ☐ | ☐ |  |
| B.15 The health education curriculum addresses health-enhancing norms, attitudes  and values. | ☐ | ☐ |  |
| B.16 The curriculum includes interdisciplinary connections. | ☐ | ☐ |  |
| B.17 The curriculum includes opportunities for students to connect with adults and other  resources in the community. | ☐ | ☐ |  |
| B.18 Learning activities emphasize  social interactions. | ☐ | ☐ |  |
| B.19 Learning activities provide opportunities  for students to personalize and  internalize learning. | ☐ | ☐ |  |
| B.20 Learning activities are culturally inclusive. | ☐ | ☐ |  |
| B.21 The health teacher designs health education lessons that allow success for all students and meet the guidelines of all students’ individualized education programs or any special accommodation that a student would need to master the lesson. | ☐ | ☐ |  |

## C. INSTRUCTIONAL STRATEGIES

| The health teacher: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| C.1 Delivers instruction that is guided by,  and focused on, the achievement of  learning objectives. | ☐ | ☐ |  |
| C.2 Uses formative assessment to monitor progress toward objectives. | ☐ | ☐ |  |
| C.3 Delivers instruction that facilitates skill development leading to proficiency. | ☐ | ☐ |  |
| C.4 Employs instructional strategies that promote student self-reflection and helps students personalize the lesson. | ☐ | ☐ |  |
| C.5 Implements activities and uses materials  that are current, up to date and relevant  to students. | ☐ | ☐ |  |
| C.6 Implements participatory teaching and cooperative learning styles. | ☐ | ☐ |  |
| C.7 Engages families and the community in the learning process. | ☐ | ☐ |  |
| C.8 Differentiates instruction to meet the needs of all learners. | ☐ | ☐ |  |
| C.9 Uses different modes of delivery and a variety of approaches to engage all students and meet the needs of all learners. | ☐ | ☐ |  |
| C.10 Adjusts instruction during lessons, as necessary, to meet the needs of all learners. | ☐ | ☐ |  |
| C.11 Demonstrates passion and enthusiasm  for health education. | ☐ | ☐ |  |

## D. ASSESSMENT

| The health teacher: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| D.1 Designs and implements assessments  that measure student achievement of curricular objectives. | ☐ | ☐ |  |
| D.2 Designs and implements assessments  that measure student growth. | ☐ | ☐ |  |
| D.3 Designs and implements performance-based assessments that are designed to measure students’ functional knowledge acquisition and skill performance. | ☐ | ☐ |  |
| D.4 Designs and implements a variety of authentic assessments that are relevant  and meaningful to students. | ☐ | ☐ |  |
| D.5 Uses data from assessments to evaluate program effectiveness. | ☐ | ☐ |  |

## E. ADVOCACY

| The health teacher advocates for: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| E.1 The quality and quantity of health education at the local, state and national levels. | ☐ | ☐ |  |
| E.2 Professional development and support. | ☐ | ☐ |  |
| E.3 A positive school culture toward health  and health education. | ☐ | ☐ |  |

## F. PROFESSIONALISM

| The health teacher: | Meets | Does Not Meet | Reviewer Feedback |
| --- | --- | --- | --- |
| F.1 Engages in professional- development activities. | ☐ | ☐ |  |
| F.2 Maintains high standards of practice. | ☐ | ☐ |  |
| F.3 Commits to excellence as an educator and member of the health education profession. | ☐ | ☐ |  |

## APPLICABLE STIPULATIONS:

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