

VT-HEC HEALTH EDUCATOR LICENSURE COURSES
2020-2022

PROGRAM CONTENT	Nutrition and Food Education (3)	Principles, Methods and Assessments for Effective Health Education (3)	Substance Use and Misuse Prevention) (3)*	Concepts in Personal & Community Health (3)	Promoting Personal Health & Safety Through Prevention of injury & Violence (3)*	Human Sexuality and STD Prevention Education (3)	No coursework offered through VT-HEC to address these competencies
2.1 Demonstrates knowledge of health and health education concepts and skills delineated in current national professional standards, in SHAPE America - National Standards for Initial Health Education Teacher Education (2018), Center of Disease Control (CDC) Health Education Curriculum Analysis Tool (HECAT) and National Sexuality Education Standards including:	X	X	X		X	X	
2.2 Process for implementing teaching skills-based Health Education	X	X	X		X	X	
2.3 Teaching Health Skills (Interpersonal communication, media literacy, advocacy analyzing influences, decision-making, goal-setting, and accessing health information products and services).	X	X	X		X	X	
Specific content areas of Health ed. As defined in 16 VSA 131 and the CDC priority risk behaviors.							
2.4 Human development, including the typical progression of early childhood through early adolescent development (for PK-8) and/or early adolescent through adult growth and development (for 5-12) and age appropriate indicators of intellectual, physical, social and emotional health for each stage of development							X
2.5 Human Body structure & functioning							X

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2.6 Personal health (mental, physical, social intellectual and the value of annual well care visits and healthful stress maintenance skills).			X	X	X		
2.7 Nutrition (Basic nutrition concepts nutrient needs dietary guidelines for Americans, common nutritional problems of children and adults, including disordered eating)	X						
2.8 Physical Activity (the health benefits of physical activity, research on Physical activity and academic performance, factors that influence participation in physical activity, and strategies for collaborating with physical education colleagues to promote physical activity).	X			X			
2.9 Disease (Etiology of diseases, including their progression, diagnosis, treatment and prevention. Course work should include HIV/AIDS and other sexually transmitted infections.)		X		X		X	
2.10 Intentional and unintentional injury prevention (Safety Issues and violence prevention, including bullying and harassment).		X			X	X	
2.11 Alcohol, tobacco, and other drugs (Physiological, psychological and sociological effects of substance use and abuse on the individual, family and society; legal issues; curriculum and teaching strategies for effective substance abuse prevention)			X			X	

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2.12 Family health and comprehensive sexuality ed. (Issues of human growth and development, families, relationships, reproductive health, abstinence, premature sexual activity, contraceptives, adolescent pregnancy, childbirth, adoption, and abortion, including HIV/AIDS and other sexually transmitted infections)						X	
2.13 Community and Consumer Health (media literacy, advocacy, and accessing health information, products and services)			X	X	X	X	
PERFORMANCE STANDARDS							
3.1 Planning: Plan relevant and meaningful school health education instruction and programs that are sequential and aligned with national standards and leads to students to health education proficiency.	X	X	X		X		
3.1.1 Collect and analyze data (e.g. Youth Risk Behavior Survey, School Health Index results) to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.	X	X			X	X	
3.1.2 Design a logical scope and sequence of meaningful, comprehensive and challenging learning experience that meet the diverse needs of all learners.		X					
3.1.3 Construct measurable, developmentally appropriate, performance-based objectives that are aligned with the national standards.	X	X	X		X	X	
3.1.4 Plan instruction that facilitates skill development and application of functional health knowledge for all learners.	X	X	X		X	X	

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3.1.5 Collaborate and design health education instruction and programs that integrate components of the Whole School, Whole Community and Whole Child (WSCC)	X			X			
3.1.6 Plan instruction that incorporates technology, media and other appropriate resources in order to enhance student's digital literacy and to engage all learners.	X	X	X		X	X	
3.2 IMPLEMENTATION: Implement a range of school health educational proficiency-based learning instructional strategies, while incorporating technology, to support student learning.	X	X	X		X	X	
3.2.1 Use a variety of instructional strategies to facilitate student's development of health-related skills and their application of functional health knowledge in order to meet the needs of all students.	X	X	X		X	X	
3.2.2 Implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.	X	X	X		X	X	
3.2.3 Implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identify, gender expression, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.	X	X	X		X	X	
3.2.4 Apply communications skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the needs of all learners.		X					

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3.2.5 Reflect on student learning outlines and instructional practices and adjust lessons to meet the needs of all learners.		X					
3.3 ASSESSMENT: 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 skills proficiency for all learners.	X	X	X		X	X	
3.3.1 Analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning of all students.		X					
3.3.2 Implement a variety of formative and summative assessments, aligned with proficiency-based learning principles, that measure and monitor students' progress and to accommodate the needs of all students.		X					
3.3.3 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 needs of all students. and contributes to the school's mission.	X	X	X		X	X	
3.4 Advocates 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.			X	X	X		

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ADDITIONAL REQUIREMENTS	Food & Nutrition (2)	Princ. & Methods (3)	Substance Use and Misuse Prevention (3)*	Personal Health (2) Concepts	Injury & Violence Prevention (2)*	Human Sexuality & STD Prevention (2)	No coursework offered through VT-HEC to address these competencies
Current certificates in First Aid fyll or compression only cardiopulmonary resuscitation (CPR) and the use of an Automated External Defibrillator (AED).							X
A minimum of a practicum, or the equivalent, in health education at the elementary (PK-8) or middle/secondary (5-12) instructional level, depending on the authorization sought. For the Full PK-12 authorization, minimum practicum, or the equivalent in health education at both the PK-6 and 7-12 instructional levels is required. (A practicum is defined as sixty hours of supervised field experience.							X
REQUIRED TESTING; Praxis II Subject Assessment: Health - Test Code 551.							X
NOTES							
* Course offerd through the Center for Health and Learning. Course is taken independently with CHL and is not managed by VT-HEC. Graduate credit for this couese is issued through Union Institute.							
All courses have curriculum/lesson develop component however the focus on assessment of those skills will be in the Principles, Methods and Assessment course.							
KEY: Competencies indicated by a <i>small X</i> are addressed in the course. Competencies indicated by a bold X are assessed in the course.							