

8710.4500 TEACHERS OF HEALTH

FORM I-C MATRIX

Professional Education Program Evaluation Report (PEPER II)	MATRIX Form I-C																
8710.4500 Teachers of Health	Identify coding used to indicate placement or assignment of standards here:: (K=knowledge, A=assessed, A = main assessment) Insert COURSE NUMBER & ID below																
	HLTH 2100	HLTH 2800	HLTH 3150	HLTH 3200/5200	HLTH 3300/5300	HLTH 3400/5400	HLTH 3500/5500	HLTH 3700	HLTH 4210/5210	HLTH 4220	HLTH 4320/5320	HLTH 4410	HLTH 4920/5920	PHED 1240	PHED 2200	PHED 3300	SOWK 3760
Subp. 3. Subject matter standard. A candidate for licensure as a teacher of health must complete a preparation program under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to H.																	
A. A teacher of health understands behaviors and factors that:																	
(1) prevent or reduce the risk of accidents, sudden illness, and violent injuries;	K		K	K	K	K	K	K	A	K	K	K		K	K	K	K
(2) prevent or reduce the risk of tobacco use or alcohol and other drug abuse;	K	K	K	K		K	K		A		K			K	K		K
(3) prevent or reduce the risk of HIV infection and AIDS, sexually transmitted diseases, and unintentional pregnancy; and	K	K		K		K	K	K	A	K	K	K			K		K
(4) contribute to sufficient physical activity and promote health-enhancing dietary practices.		K	K	K	A		K		K		K			K	K	A	
B. A teacher of health understands concepts related to health promotion and disease prevention including:																	
(1) the need for and role of a philosophy of health, health education, and health promotion;		K	A	K			K		K	K	K	K	K		K	K	
(2) primary, secondary, and tertiary prevention;	K		A	K	K	K	K	K	K		K			K	K	K	

Bemidji State University

	HLTH 2100	HLTH 2800	HLTH 3150	HLTH 3200/5200	HLTH 3300/5300	HLTH 3400/5400	HLTH 3500/5500	HLTH 3700	HLTH 4210/5210	HLTH 4220	HLTH 4320/5320	HLTH 4410	HLTH 4920/5920	PHED 1240	PHED 2200	PHED 3300	SOWK 3760	
(3) components of comprehensive school health programs and interrelationships among components;			K	K			K		A		K	K	K					
(4) behaviors that foster and those that hinder well-being; and	K	K	K	K	K	K	K	K	K	K	K	A	K	K	K	K	K	
(5) physical, social, emotional, and intellectual factors that influence health.	K	K	A	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
C. A teacher of health understands how to access valid health information and health-promoting products and services including:																		
(1) selecting and evaluating the validity of ources of health education information;			K	K						K	K	A						
(2) identifying and accessing appropriate and cost-effective school and community health services;		K		K			A				K				K			
(3) identifying and evaluating appropriate lifestyle assessments and health-risk appraisals;			K	A	K	K	K					K		K	K	K	K	
(4) using or developing appropriate data gathering instruments to include national, state, or district level morbidity, mortality, behavioral risk, and needs assessment data; and			K	K	K	K	K			A	K	K			K	K		
(5) articulating research and public policy regarding health issues.		K	K	K	K	K	K	K		A	K	K	K				K	K
D. A teacher of health understands health-enhancing behaviors that reduce health risks including:																		
(1) the short-term and long-term consequences of positive and negative health choices;	K	K	K	K	A	K	K	K		K	K			K	K	A	K	

Bemidji State University

	HLTH 2100	HLTH 2800	HLTH 3150	HLTH 3200/5200	HLTH 3300/5300	HLTH 3400/5400	HLTH 3500/5500	HLTH 3700	HLTH 4210/5210	HLTH 4220	HLTH 4320/5320	HLTH 4410	HLTH 4920/5920	PHED 1240	PHED 2200	PHED 3300	SOWK 3760
(2) the relationship between and among the major health determinants of genetics, environments, health care, and personal behavior;		K	A	K	K	K	K	K	K	K	K	K			K	K	K
(3) the importance of individual responsibility for health; and	K	K	K	A	K	K	K	K	K		K	K		K	K	K	
(4) strategies to reduce and prevent stress-related health problems.	K	K		K	K	K	K		A		K			K	K	K	K
E. A teacher of health understands the effects of advertising, media, technology, and social norms on health behaviors.		K	K	A	K	K	K		K					K	K	K	K
F. A teacher of health understands how to use interpersonal communication skills to enhance health including:																	
(1) models and strategies for teaching communication skills for expressing needs, wants, and feelings; communicating, care, consideration, and respect of self and others; conflict resolution; and refusal skills; and			K	K		K	K		A								K
(2) strategies for facilitating dialogue related to controversial health issues.		K	K	K			K					A					K
G. A teacher of health understands how to use goal-setting and decision-making skills to enhance health including:																	
(1) age appropriate decision-making and goal-setting models;			K	K	K	K	K	K	A		K	K		K	K	K	K
(2) applying decision-making and goal-setting processes to personal health choices;			K	K	K	K	K		A		K	A		K	K	K	K
(3) the components of and processes for the development and implementation of personal health			K	A	K	K	K		K			K		K	K	K	K

	HLTH 2100	HLTH 2800	HLTH 3150	HLTH 3200/5200	HLTH 3300/5300	HLTH 3400/5400	HLTH 3500/5500	HLTH 3700	HLTH 4210/5210	HLTH 4220	HLTH 4320/5320	HLTH 4410	HLTH 4920/5920	PHED 1240	PHKED 2200	PHED 3300	SOWK 3760
plans; and																	
(4) predicting the immediate and long-range impact of health decisions on the individual, family, and the community.			K	A	K	K	K	K	K		K	K		K		K	K
H. A teacher of health demonstrates an understanding of the teaching of health that integrates understanding of health with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of health to preadolescent and adolescent students must:																	
(1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of preadolescents and adolescents;							K		A			K	K				
(2) understand and apply the research base for and the best practices of middle and high school education;									A				K				
(3) develop curriculum goals and purposes based on the central concepts of health and know how to apply instructional strategies and materials for achieving student understanding of this discipline;			K				K		A			K					
(4) understand the role and alignment of district, school, and department mission and goals in program planning;			A				K					K					
(5) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;									A				K				

(6) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;		K	K				K					A					
	HLTH 2100	HLTH 2800	HLTH 3150	HLTH 3200/5200	HLTH 3300/5300	HLTH 3400/5400	HLTH 3500/5500	HLTH 3700	HLTH 4210/5210	HLTH 4220	HLTH 4320/5320	HLTH 4410	HLTH 4920/5920	PHED 1240	PHED 2200	PHED 3300	SOWK 3760
(7) understand the role and purpose of cocurricular and extracurricular activities in the teaching and learning process;							K		A				K				
(8) understand the impact of reading ability on student achievement in health studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read health materials effectively; and									A				K				
(9) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with middle level and high school students within a range of educational programming models.									A			A	K				