**Template Revised September 13, 2024**

**Program Report Format**

**Health Education,**

**PreK-12**

 **Kansas State Department of Education**

**COVER SHEET**

**Education Preparation Provider (EPP):** \_\_\_\_\_\_\_\_\_\_

**Date Submitted:** \_\_\_\_\_

**Name of Preparer(s):** \_\_\_\_\_\_\_\_\_\_

**EPP Unit Head Name:** \_\_\_\_\_\_\_\_\_\_

**Unit Head Phone Number:** \_\_\_\_\_\_\_\_\_\_ **Email:** \_\_\_\_\_\_\_\_\_\_

**Level of the Program:** \_\_ Initial \_\_ Advanced

**Grade levels for which candidates are being prepared:**

☐ PreK-12

**Program Report Status:**

☐ New Program ☐ Continued Program

**(NEW PROGRAMS MUST SUBMIT SYLLABI)**

**Reminder:**

**By regulation initial-level programs must include**

**a plan of study that constitutes a major in the subject at the institution or that is equivalent to a major;**

**at least 12 weeks of student teaching; and**

**a validated preservice candidate work sample.**

**See the template instructions for directions on completing the form.**

**Required materials:**

**Program of Study required of all candidates in the program.**

**Course syllabi for course grades used as key assessment, and/or used for Science of Reading.**

**Summary of Standards and Assessments**

| **Standard****The teacher of** **Health Education Prek-12** | **Key assessment(s) for each standard** **(please label ex. A, B, C)** |
| --- | --- |
| **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.** | Ex: A, B |
| **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 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.** | Ex: C |
| **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.** | Ex: D, E |
| **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.** |  |
| **Standard 5: Professional Responsibility** **Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage 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.** |  |

**EVIDENCE FOR MEETING STANDARDS**

|  |
| --- |
| **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.**Evidence for meeting the standard:**[enter text here] |

**\_\_ Assessment rubrics are included.**

|  |
| --- |
| **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 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.**Evidence for meeting the standard:**[enter text here] |

**\_\_ Assessment rubrics are included.**

|  |
| --- |
| **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.**Evidence for meeting the standard:**[enter text here] |

**\_\_ Assessment rubrics are included.**

|  |
| --- |
| **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.**Evidence for meeting the standard:**[enter text here] |

**\_\_ Assessment rubrics are included.**

|  |
| --- |
| **Standard 5: Professional Responsibility** Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage 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.**Evidence for meeting the standard:**[enter text here] |

**\_\_ Assessment rubrics are included.**

[T:\Teacher Education\Program Review\Institutional Templates\2024-2025]