Program Report for the Initial Preparation of Health Education Teachers SHAPE America 2018 Standards - Option 1

This form uses the SHAPE America-HETE standards approved and released in 2018. Beginning in Fall 2020 all programs are required to respond to the 2018 SHAPE America-HETE standards.

CO	VER SHEET
1.	Institution Name
2.	State
3.	Date submitted MM DD YYYY
4.	Report Preparer's Information:
	Name of Preparer: Phone: Ext. E-mail:
5.	Name: Phone: E-mail:
6.	Name of institution's program
7.	CAEP Category
8.	Grade levels ⁽¹⁾ for which candidates are being prepared
9.	(1) e.g. K-6, K-12 Program Type

Advanced Teaching

2.	field	cription of the field and clinical experiences required for the program, including the number of hours for early d experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 racters)
1.		cription of any state or institutional policies that may influence the application of SHAPE America standards. sponse limited to 4,000 characters)
SEC	CTIC	ON I - CONTEXT
		No
		Yes
		te require such a test?
	prof	fessional learning and teaching, etc.) for completers who take the examination for the content field, if the te has a licensure testing requirement. Test information and data must be reported in Section IV. Does your
	1) p	provide program completer scores by specialty area and 2) sub-area scores. Prequires programs to provide completer performance data on state licensure examinations (e.g.: content,
16.		Continuing CAEP accreditation techniques to Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:
	0	CAEP accreditation for the first time (initial accreditation) Continuing CAEP accreditation
15.	-	our Educator Preparation Provider (EPP) seeking
	0	Response to National Recognition With Conditions
		Recognition with Probation
	0	Initial Review Response to One of the Following Decisions: Further Development Required or
14.	Prog	gram report status:
13.	 Title	e of the state license for which candidates are prepared
12.	If y	our answer is "yes" to above question, list the sites at which the program is offered
	0	No
	0	Yes
11.		his program offered at more than one site?
	0	Endorsement only
	0	Specialist or C.A.S. Doctorate
	0	Post Master's
	0	Master's
	0	Post Baccalaureate
		Baccalaureate
10.	_	ree or award level
	0	Unspecified
	0	Non-licensure/non-certification degree
	0	Other School Personnel
	0	First Teaching License

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

A LINK to upload or manage your uploaded file(s)

This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be

attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

A LINK to upload or manage your uploaded file(s)

5. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

		· · · · · · · · · · · · · · · · · · ·
Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

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Faculty Member Name	
Highest Degree, Field, & University ⁽³⁾	
Assignment: Indicate the role	
of the faculty member ⁽⁴⁾	
Faculty Rank ⁽⁵⁾	
Tenure Track	☐ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and	
Service ⁽⁷⁾ :List up to 3 major	
contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional	
experience in P-12 schools ⁽⁹⁾	

- (3) For example, PhD in Curriculum & Instruction, University of Nebraska.
- (4) For example, faculty, clinical supervisor, department chair, administrator
- (5) For example, professor, associate professor, assistant professor, adjunct professor, instructor
- (6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

- (7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
- (8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
- (9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the AAHPERD/AAHE standards. All programs must provide a minimum of six assessments. If your state does not require a state

licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required) (13)			
Assessment #2: Content knowledge in health education (required)			
Assessment #3: Candidate ability to plan instruction(required)			
Assessment #4: Student teaching (required)			
Assessment #5: Candidate effect on student learning (required)			
Assessment #6: Additional assessment that addresses SHAPE America HETE standards (required) SHAPE America HETE			
Assessment #7: Additional assessment that addresses SHAPE America HETE standards (optional)			
Assessment #8: Additional assessment that addresses SHAPE America HETE standards (optional)			

portfolio). (12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to teaching/internship, required courses [specify course title and numbers], or completion of the program). (13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam reflection, state licensure test portfolio). SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS 1. Standard 1. Content Knowledge Health education candidates demonstrate an understanding of health education content, health literacy slidigital literacy skills, theoretical foundations of behavior change and learning, and applicable PreK-12 here education standards for the purpose of instilling healthy behaviors in all learners. #1#2#3#4#5 Component 1.a**. Candidates demonstrate knowledge acquisition in multiple health content areas. Component 1.c*: Candidates demonstrate the theoretical foundations of human development, learning and health behavior. Component 1.c*: Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners. Component 1.d*: Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners. Component 1.d*: Candidates analyze local and/or state standards, as well as the National Health Education standards, to determine how the standards contribute to healthy behaviors in learners. *Mandatory component – a component that is required to be met during the program review process. If a program on the met a mandatory component, then, at best, the related standard would be recognized as "met with conditions" in the reprocess. 2. Standard 2. Planning Health education candidates plan relevant and meaningful school health education instruction and programs that meet the diverse needs of all learners and the community. Component 2.a: Candidates cons		
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ability, in order to create and sustain a productive, inclusive and supportive learning environment.	
Component 3.d: Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.	
Component 3.e: Candidates reflect on student learning outcomes and instructional practices, and	
adjust lessons to meet the diverse needs of all learners.	
*Mandatory component - a component that is required to be met during the program review proposed as mandatory component, then, at best, the related standard would be recognized as "met with comprocess. Standard 4. Assessment	nditions" in the review
Health education candidates use multiple methods of assessment to plan instruction, engage learner progress, provide meaningful feedback, and reflect on and adjust units and lessons acquisition of functional health knowledge and health related skill profision of functional health knowledge and health related skill profision of functional health knowledge and health related skill profision of functional health knowledge and health related skill profision of functional health knowledge and health related skill profision of functional health knowledge.	to enhance the
acquisition of functional health knowledge and health-related skill proficiency for all learne	r s. #1#2#3#4#5#6#7#8
Component 4.a: Candidates analyze and select assessment strategies, tools and technologies to	
determine their appropriateness for enhancing learning among all students.	
Component 4.b*: Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.	
Component 4.c*: Candidates 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 diverse learning needs of all students.	
*Mandatory component - a component that is required to be met during the program review pronout meet a mandatory component, then, at best, the related standard would be recognized as "met with comprocess. Standard 5. Professionalism Health education candidates work collaboratively with all stakeholders, demonstrate ethical engage in and reflect on professional learning opportunities in order to meet the diverse new Health education candidates communicate with stakeholders and advocate for school health integral component of the school experience.	I behavior, and eds of all learners.
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Component 5.a*: Candidates work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs.	
Component 5.b*: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.	
Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.	
Component 5.d*: Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.	
Component 5.e: Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.	
Component 5.f: Candidates advocate 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.	

*Mandatory component - a component that is required to be met during the program review process. If a program does not meet a mandatory component, then, at best, the related standard would be recognized as "met with conditions" in the review process.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 components [each relating to specific SPA standard(s)], then the data chart should report the data on each of the components rather that reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:

. Content knowledge (Assessments 1 and 2)

4.

5.

- . Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- . Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

- (1) A narrative that includes the following:
- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
- b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
- c. A brief analysis of the data findings;
- d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
- (2) Assessment Documentation-For each assessment attach one document that includes the following 3 items. All documentation must align with the SHAPE America Standards.
- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide/rubric for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a - d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 MB. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. **CONTENT KNOWLEDGE.** Data from licensure tests or professional examinations of content knowledge. SHAPE America standards addressed in this assessment could include but are not limited to Standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, another assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information as outlined in the directions for Section IV.

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2. **CONTENT KNOWLEDGE** Assessment of content knowledge in the language to be taught. SHAPE America HETE standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks.

Provide assessment information as outlined in the directions for Section IV.

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- 3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS. Assessment that demonstrates candidates can effectively plan classroom-based instruction. SHAPE America HETE standards that could be addressed in this assessment include but are not limited to Standards 2, 3, and 4. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans A LINK to upload or manage your uploaded file(s)
- 4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. SHAPE America HETE standards that could be addressed in this assessment include but are not limited to Standards 2, 3, 4, and 5. The appropriate assessment is the evaluation of student teaching, the internship other clinical experiences. The assessment instrument used in student teaching or the internship should be submitted.

Provide assessment information as outlined in the directions for Section IV.

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5. EFFECTS ON STUDENT LEARNING. Assessment that demonstrates candidate effects on student learning. SHAPE America HETE standards that could be addressed in this assessment include but are not limited to Standards 2, 3, and 4. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information as outlined in the directions for Section IV.

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6. Additional assessment that addresses SHAPE America HETE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in assessment #1, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

7. Additional assessment that addresses STAPE pand or a nage your uploaded file(s) assessments 7 and/or 8 would be to demonstrate candidate mastery of any components and standards if sufficient evidence has not been provided in the previous six assessments. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in assessment #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

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8. Additional assessment that addresses SHAPE America HETE standards. The purpose for submitting the optional assessments 7 and/or 8 would be to demonstrate candidate mastery of any components and standards if sufficient evidence has not been provided in the previous six assessments. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in assessment #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

For Revised Reports: Describe what changes or additions have been made to address the standards that were not
met in the original submission. Provide new responses to questions and/or new documents to verify the changes
described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website
at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.