Key Licensure Assessment #6: Comprehensive School Health Education Project
Health Education: HLED 400

Overview
Undergraduate Initial Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. Description of the Assessment and Its Use in the Program

Key Licensure Assessment #6 is designed to assess a candidate’s knowledge, skills, and abilities to design, develop, and implement building-wide health education programming. In addition, the assessment looks at a candidate’s leadership ability in health education, as well as his/her ability to communicate the need for and to model healthy behaviors, personal habits, exercise, and choices in foods and nutrition. This key licensure assessment is completed at the conclusion of HLED 400: Health Curriculum, Methods, and Materials.

To be admitted into student teaching at Gateway 2, a candidate must complete Key Licensure Assessment #6 (Comprehensive School Health Education Project) with at least 80% of the AAHE key elements on the assessment rated at meets key element and no key element rated unacceptable.

2. Description of How the Assessment Aligns with the American Association for Health Education (AAHE) Standards (2008)

The following key elements of the AAHE standards are evaluated through this assessment.

<table>
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<tr>
<th>Standard II: Needs Assessment</th>
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<tr>
<td><strong>Key Element A:</strong> Candidates access a variety of reliable data sources related to health</td>
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<td><strong>Key Element B:</strong> Candidates collect health-related data</td>
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<td><strong>Key Element C:</strong> Candidates infer needs for health education from data obtained</td>
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<th>Standard VI: Administration and Coordination</th>
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<td><strong>Key Element A:</strong> Candidates develop a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP)</td>
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<td><strong>Key Element B:</strong> Candidates explain how a health education program fits the culture of a school and contributes to the school’s mission</td>
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<td><strong>Key Element C:</strong> Candidates design a plan to collaborate with others, such as school personnel, community health educators, and students’ families in planning and implementing health education programs</td>
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<th>Standard VII: Being a Resource</th>
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<td><strong>Key Element A:</strong> Candidates use health information resources</td>
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<td><strong>Key Element B:</strong> Candidates respond to requests for health information</td>
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<td><strong>Key Element C:</strong> Candidates select educational resource materials for dissemination</td>
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<td><strong>Key Element D:</strong> Candidates describe ways to establish effective consultative relationships with others involved in CSHPs</td>
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<th>Standard VIII: Communication and Advocacy</th>
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<tr>
<td><strong>Key Element A:</strong> Candidates analyze and respond to factors that impact current and future needs in comprehensive school health education</td>
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<td><strong>Key Element B:</strong> Candidates apply a variety of communication methods and techniques</td>
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<td><strong>Key Element C:</strong> Candidates advocate for school health education</td>
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<td><strong>Key Element D:</strong> Candidates demonstrate professionalism</td>
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3. **Assessment Instrument**

**Comprehensive School Health Education Project Guidelines**

*As you complete the following, refer to the scoring guide for Key Licensure Assessment #6 to ensure that you include all expectations for this assessment.*

Purpose of Assignment: to assess your knowledge, skills, and abilities to design, develop, and implement building-wide health education programming and your leadership ability in health education, as well as your ability to communicate the need for and to model healthy behaviors, personal habits, exercise, and choices in foods and nutrition.

Your task is to respond to each of the following questions in the development of your Comprehensive School Health Education Project:

**A. School Health and Safety Policies and Environment Questions**

1. Coordinated School Health Team
   a. Established
   b. Meeting Times
   c. Read Safety Policies
   d. Works with Health and Safety Committees
   e. Leader
   f. Active Representatives
   g. Shares Information, Plans, Activities

2. Evaluation and Assessment of School Health Environment
   a. Formal and Standardized Attitude, Knowledge, Beliefs, Behavior Assessment
   b. Survey Data Collected – Action Planning – Changes and Actions

3. School Health and Safety Policies
   a. Establishment, Communication, Enforcement of Policies
   b. Reflect Current Research for Best Practices
   c. Work State and District Wide
   d. Written Policies Procedure for Positive Change

4. Healthy Eating and Nutrition
   a. Food and Beverage Offerings
   b. Reward and Punishment Utilizing Food
   c. Food Advertising
   d. Low Nutrient Foods Served/A La Carte

5. Physical Education and Physical Activity
   a. Positive Physical Activity Opportunities
   b. Walking/Biking Routes
   c. Activity Withheld as Punishment or Held as Punishment
   d. Outdoor/Sun Safety
6. Tobacco Free Lifestyles
   a. Establish and Enforce Policies That Prohibit Tobacco Use on School Grounds
   b. Prevention of Tobacco Advertising and Promotion
   c. Effective Tobacco Use Prevention Strategies

7. Violence and Injury Prevention
   b. Standards and Procedures In Conjunction with Law Enforcement
   c. Policies for Crises, Emergencies, Disasters, and Unintentional Injuries
   d. Lock Down Procedures and Shelter Places
   e. Proactive and Preventative Approaches
   f. Community Collaboration Programs and Options for Post Traumatic Incidents
   g. Quality Character Education
   h. Anti-Bullying Prevention and Harassment Support

8. Bright Ideas and Sample Safety Policies and Environment Program Ideas

B. Health Education Questions

1. School Health Education Program
   a. Health Related Information and Skills
   b. Comprehensive Research Based Curriculum
   c. Adequate Instructional Time
   d. Encouragement of Family and Community Involvement
   e. Appropriate Professional Development for Staff
   f. Awarded Grade Equivalent to Other Subjects
   g. Follows National Health Education Guidelines
   h. Taught at Multiple Grade Levels
   i. Taught by Certified Teachers for Grade Level Appropriate Training
   j. Appropriate Topics for Various Grade Levels
      (1) Healthy Eating Topics
      (2) Physical Activity Topics
      (3) Tobacco Free Lifestyle Topics
      (4) Violence and Injury Prevention Topics
   k. Profesional Development and Continuing Education
   l. Bright Ideas for School Health Education and Sample Program Ideas

C. Physical Education and Other Physical Activity Program Questions

1. School Physical Education Program
   a. Student Knowledge
   b. Physical Fitness Levels
   c. Motor Skills
   d. Personal and Social Skills for Being Physically Active
   e. National Physical Education Standard Based Curriculum
   f. Physical Education: Kindergarten through Grade 12
   g. Development of Physically Active Decision Making Skills
   h. Total Number of Minutes of Weekly Physical Education
i. Written Lesson and Unit Plans
j. Professional Development and Continuing Education
k. Recess and Unstructured Physical Activity
l. Other Physical Activity Programs
m. Safe Routes to School
n. School Sponsored Athletics
o. Bright Ideas and Other Sample Physical Education Programs

D. Nutrition Services Questions:

1. School Food Service Program
   a. Food Served For School Meals/Breakfast and Lunch
   b. Food Served in Other Venues/A La Carte and Vending
   c. USDA Nutrient Criteria
   d. Student Nutritional Intake to Help Improve Academic Performance
   e. Practices To Reduce Fat and Calories in Meals
   f. Amount of Time Scheduled for Meals
   g. Opportunity to Eat
   h. Eating Atmosphere
   j. Promotion of Healthy Eating
   k. Professional Development – Healthy Eating and Nutrition

E. School Health Services Questions

1. School Health Service and Promotion
   a. Identify School and Community Health Resources
   b. Support Diverse Student Needs
   c. Promote A Secure and Healthy Place to Learn
   d. Promote Health Policies
   e. Establish Emergency Plans
   f. Promote Staff Development
   g. Sustain A Healthy School Environment
   h. Use of Presentations, Materials, Individual/Group Counseling, Activities, Events
   i. Identification, Tracking, and Referral Methods

F. School Counseling, Psychological and Social Services Questions

1. School Counseling Service and Promotion
   a. Counseling Support Provides Consistent Communication
   b. Counseling Support Provides Education and Awareness
   c. Regard For Physical and Emotional Health Needs
   d. Opportunities To Improve Overall Student Health
   e. Identification of Student Health Problems and Referral
G. Health and Safety Promotion for Staff Questions

1. School Health Promotion for Staff

   a. Participation in Wellness Programs To Reduce Absence
   b. Participation in Wellness Programs To Increase Productivity
   c. Participation in Wellness Programs To Lower Health and Insurance Costs
   d. Participation in Wellness Programs To Reduce Work Related Injuries
   e. Allows Staff To Be Positive Role Models for Their Students
   f. Administers Fitness Assessments, Health Risk Appraisals, Screenings, Stress Management Programs
   g. Support for Staff Health Promotion Activities
   h. Support for Healthy Eating
   i. Support for Tobacco Free Lifestyle

H. Family and Community Involvement Questions

1. Family and Community Involvement

   a. Partners in Providing the Valuable Resources of Time, Influence, Programs and Support
   b. Motivation for Modeling Healthy Behaviors
   c. Written Family Involvement Policy
   d. Strong Connections To Reduce Barriers for Home, School, and Community Involvement
   e. Taps the Strengths and Resources for Various Public Involvement Sources
   f. Establish a Family Involvement Plan to Engage Families, Educators, Businesses, and Community Members
   g. Establish a Parent Education Program for Effective Parenting Strategies
   h. Provide Information, Resources, and Promotion Activities and Programs
   i. Collection for Information From Parents to Evaluate and Improve School Programs