

() * + , ~ 78 , ~ Ž . / (
 ~ 97 : ; < 7 ; = < & 5 7 : ~ > = 5 ?

ŽŁ # 6 ~ fl ~ " fiB, 33) Ć ; " fl ~ t 6 ~ t ~ Ł " ° ' Ć AŁfiž ° ' Ć

() * + , ~ 78 , ~ Ž . / (~ 97 : ; < 7 ; = < & 5 7 : ~ > = 5 ?

ŽŁ #6 ~ fl ~ "fiB,33* (C\$ ~ t ~ Ł " ° ĺ , ~ ° fi - ~ !!žfi ° fiB, A1z" ~ F+ *Apply knowledge of strategies and activities for promoting students' use of self-assessment, goal-setting, decision-making, conflict-resolution, and self-advocacy skills to enhance health.*

For example:

- A. Demonstrate knowledge of principles, criteria, and methods for evaluating personal health strengths and risks, health behaviors and patterns, and consequences of health choices.
- B. Apply knowledge of steps and procedures for using decision-making and problem-solving skills and processes in various health-related contexts.
- C. Apply knowledge of techniques and skills for establishing, prioritizing, analyzing, and monitoring personal health-related goals.
- D. Recognize the importance of seeking advice, guidance, and support from others (e.g., health-care professionals, family members, peers) in making decisions about personal health.
- E. Demonstrate knowledge of ways in which individuals can contribute to improving community and environmental health (e.g., advocacy, conservation, volunteerism).
- F. Apply knowledge of strategies and activities that encourage and support students in advocating for personal, family, and community health.
- G. Demonstrate knowledge of age-appropriate techniques, processes, activities, and resources for promoting students' conflict-management and conflict-resolution skills.
- H. Apply knowledge of strategies and approaches for promoting students' ability to use self-management techniques and critical-thinking skills to enhance personal health.
- I. Apply knowledge of principles, criteria, and strategies for encouraging students to create, evaluate, and

**257: HEALTH EC-12
EXAMINATION FRAMEWORK**

- F. Apply knowledge of appropriate and relevant resources, strategies, and activities for promoting students' effective use of health knowledge and skills in making decisions about health behaviors, products, and services.
- G. Apply knowledge of the roles of community, government, nonprofit, and private organizations in providing health-related information and services to individuals and families and in advocating for public health.
- H. Demonstrate knowledge of state and federal laws and guidelines governing the health, safety, and consumer rights of individuals and families.

Competency 009 (Health Education Program): *Understand the organization, goals, and purposes of the school health education program and principles and practices for effective, data-driven, culturally responsive, and developmentally appropriate instruction and assessment.*

For example:

- A. Demonstrate knowledge of the organization, goals, and purposes of school health education programs and important state and national initiatives (e.g., Whole School, Whole Community, Whole Child [WSCC] model).
- B. Analyze the use and synthesis of national-, state-, and district-level data on behavioral health risks among students to determine health education goals and priorities and to plan inclusive school health education programs.
- C. Demonstrate knowledge of the roles of school policies and local health advisory councils in the implementation of health education, including the responsibilities of a School Health Advisory Council (SHAC).
- D. Apply knowledge of principles and techniques for evaluating the effectiveness of a school health education program and for adapting and modifying the program based on observation of students, assessment data, program evaluation results, and reflection.
- E. Demonstrate the ability to design and implement instruction that is based on the Texas Essential Knowledge and Skills (TEKS) for Health Education and that achieves learning goals and ensures student progress.
- F. Apply knowledge of strategies for planning instruction that facilitates students' functional health knowledge and skill development and that addresses students' abilities, interests, developmental levels, and cultural backgrounds.
- G. Demonstrate knowledge of principles, criteria, and methods for creating, selecting, and implementing health education assessments to evaluate students' functional health knowledge and skill proficiency.
- H. Apply knowledge of how to interpret health education assessment data and use data-driven decision making to guide planning, adjust instruction, and provide constructive feedback to enhance learning.

I. Apply knowledge of legal, ethical, and cultural considerations in the development and implementation of health education programs and services.

()^{*+}

**257: HEALTH EC-12
EXAMINATION FRAMEWORK**

() * + , ~ 78 , ~ Ž . / (~ 97 : ; < 7 ; = < & 5 7 : ~ > = 5 ?

ŽŁ # 6 ~ fl ~ " fiB, 3 / (C4 ° fl ° E4 tzi ~ " \$ t ° fiłzi ~ ĸ " i & Ł t # ° T ; ! Ł t # ° ' 7 ~ ~ ~ ~ # ~ " fl + ĸ *Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.*

For example:

- A. Demonstrate knowledge of the various purposes of the use of developmentally appropriate assessments for evaluating students across domains.
- B. Apply knowledge of basic assessment terminology and of types, characteristics, uses, and limitations of formal, informal, and alternative assessments (e.g., developmental screenings, formative and summative assessments, observations, portfolios, state-mandated assessments, types of assessment accommodations and modifications, curriculum-based measures).
- C. Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and