

Texas Educator Certification Examination Program

Field 257: Health EC–12

Examination Framework

DRAFT

Domain	Range of Competencies
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DOMAIN I—HEALTH PROMOTION AND RISK REDUCTION

Competency 001 (Body Systems and Health-Related Factors): *Demonstrate understanding of structures and functions of human body systems and analyze factors that affect physical health and health behaviors.*

For example:

- A. Demonstrate knowledge of the structures, functions, and interactions of body systems; factors (e.g., heredity, environment, behavior) that influence the functioning of body systems; typical patterns and processes of human growth and development, including physical, cognitive, social, and emotional development; and individual variation in rates and patterns of development.
- B. Analyze factors that affect growth and development, including during prenatal stages, and demonstrate knowledge of personal health behaviors (e.g., nutrition, exercise, sleep) required to maintain health throughout the life span.
- C. Demonstrate knowledge of physical and emotional changes associated with puberty and how these changes may affect personal health.
- D. Demonstrate knowledge of potential consequences of sexual activity (e.g., pregnancy, sexually transmitted diseases); types, characteristics, advantages, and disadvantages of various methods of contraception; and the benefits of abstaining from sexual activity.
- E. Demonstrate knowledge of risk factors and protective factors that influence health, health behaviors, and learning in children and adolescents.
- F. Apply knowledge of scientifically proven principles of nutrition, sources and functions of nutrients, factors that influence nutritional and caloric requirements (e.g., age, activity level, pregnancy), and factors that influence food choices (e.g., cultural background, family eating patterns, advertising, peer behaviors).
- G. Apply skills and strategies for interpreting, analyzing, evaluating, and using nutritional information (e.g., food labels, promotional claims) to promote health-enhancing dietary decisions.
- H. Demonstrate knowledge of the effects of exercise on the body, the components of fitness, the health benefits of physical activity throughout the life span, and strategies for maintaining and improving fitness for people of all abilities.
- I. Demonstrate knowledge of types, characteristics, causes, modes of transmission, and symptoms of common illnesses, diseases, and disorders, as well as strategies for preventing, detecting, and controlling disease and illness.
- J. Apply principles and strategies for promoting all students' ability to develop and follow a personal health plan that stresses health-enhancing behaviors (e.g., applying principles of nutrition, engaging in regular physical activity).

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Competency 002 (Mental and Emotional Health): *Demonstrate understanding of mental and emotional health and analyze factors that influence mental and emotional health.*

For example:

- A. Analyze connections between physical, mental, emotional, and social health.
- B. Demonstrate knowledge of how mental and emotional health needs change throughout the life span (e.g., emotional attachment, decision making, life and death issues).
- C. Analyze risk factors and protective factors (e.g., heredity, personal experience, environmental factors, cultural differences) that affect mental and emotional health.
- D. Demonstrate knowledge of types, characteristics, causes, and symptoms of mental and emotional health disorders (e.g., anxiety, depression, eating disorders, suicidal ideation) and of resources and methods for obtaining assistance for mental and emotional health issues.
- E. Apply knowledge of causes and effects of stress and strategies for promoting all students' abilities to cope with and manage stress in healthy ways (e.g., counseling, exercise, proper nutrition, rest).
- F. Demonstrate knowledge of causes and symptoms of eating disorders, short- and long-term effects of eating disorders, and strategies and resources for helping individuals with eating disorders.
- G. Demonstrate understanding of strategies for managing anxiety and grief, preventing suicides, and maintaining good mental and emotional health.

Competency 003 (Safety and Injury Prevention): *Demonstrate understanding of skills and strategies for promoting safety, preventing accidents and injuries, and responding to emergencies.*

For example:

- A. Demonstrate knowledge of hazards to health and safety in the school, home, community, and environment and activities for promoting all students' ability to identify and evaluate potential hazards.
- B. Apply knowledge of principles, rules, and precautions related to personal safety, activities that promote all students' familiarity with these practices, and opportunities to apply them.
- C. Demonstrate knowledge of home safety and emergency response plans, including their components and their benefits.
- D. Demonstrate knowledge of common causes of unintentional injuries and personal behaviors that contribute to risk of injury (e.g., fatigue, alcohol use) and apply methods for helping all students recognize the importance of personal responsibility in preventing injury.
- E. Relate different types of safe and unsafe behavior to positive and negative health effects throughout the life span.
- F. Apply knowledge of strategies for recognizing and avoiding potentially dangerous situations; methods for preventing, responding to, and reporting different types of violence (e.g., dating violence, gang violence, hate crimes); and culturally appropriate ways to seek assistance.
- G. Demonstrate understanding of issues related to sexual consent and strategies for avoiding, resisting, and protecting oneself against sexual harassment and sexual assault.
- H. Demonstrate knowledge of principles and procedures related to safety, unintentional injury prevention, and response to emergencies (e.g., seeking adult help, using first-aid procedures, CPR).

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Competency 004 (Prevention of Alcohol, Tobacco, Vape Products, and Other Drug Use):

Demonstrate understanding of concepts and skills related to the prevention of alcohol, tobacco, vape products, and other drug use, as well as skills and strategies for reducing risks related to alcohol, tobacco, vape products, and other drugs.

For example:

- A. Analyze short-term and long-term effects (e.g., physical, psychological, social) of the use and abuse of alcohol, tobacco, vape products, and other drugs, including effects on individuals with given characteristics (e.g., pregnant women, adolescents).
- B. Demonstrate knowledge of factors (e.g., peer pressure, all media sources) that influence decisions to use or abstain from alcohol, tobacco, vape products, and other drugs and of the role of assertiveness and negotiation, resistance, and refusal skills in avoiding risks related to the use of these substances.
- C. Apply knowledge of protective factors, strategies, and instructional activities that promote all students' ability to avoid or reduce health risks related to the use of alcohol, tobacco, vape products, and other drugs.
- D. Recognize the connections between health-risk behaviors involving the use of alcohol, tobacco, vape products, and other drugs and how their use may lead to engaging in other unhealthy behaviors.
- E. Apply knowledge of school-based and community-based efforts to address health-risk behaviors related to the use and abuse of alcohol, tobacco, vape products, and other drugs, and strategies for promoting student participation in such efforts.
- F. Analyze societal, economic, and legal consequences related to the use of alcohol, tobacco, vape products, and other drugs (e.g., effects on public safety and the health-care industry).
- G. Demonstrate knowledge of interventions and treatments for the abuse of alcohol, tobacco, vape products, and other drugs, as well as age-appropriate strategies for dealing with another person's substance abuse.

DOMAIN II—HEALTH-RELATED SKILLS AND HEALTH RESOURCES

Competency 005 (Interpersonal, Social, and Family Relationships): *Demonstrate understanding of skills and strategies for maintaining healthy interpersonal, social, and family relationships.*

For example:

- A. Analyze types and characteristics of healthy and unhealthy relationships and the role of positive communication skills in establishing and maintaining healthy interpersonal and family relationships.
- B. Demonstrate knowledge of the role of peers and the effects of peer pressure on behavior and health, including strategies, techniques, and skills for enhancing all students' ability to resist and respond to negative peer pressure.
- C. Demonstrate understanding of characteristics of groups and social support networks, group dynamics, and the positive and negative health-related consequences of various types of group interactions.

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- D. Demonstrate knowledge of diverse family structures, individual roles and responsibilities within a family, and factors (e.g., trust, care, responsibility, conflict, neglect, substance abuse) that influence relationships within families and that affect the mental and emotional health of individual family members.
- E. Analyze the roles and responsibilities of individuals involved in dating relationships, appropriate ways to express affection in a caring relationship, factors that influence decisions about sexual health (e.g., personal values, cultural values, media messages, peer pressure), and strategies for making responsible decisions about sexual activity.
- F. Apply knowledge of appropriate strategies, skills, responses, and policies for preventing and addressing bullying, harassment, exclusion, and ridicule.
- G. Demonstrate knowledge of age-appropriate activities and resources for promoting all students' conflict mediation and resolution skills.

Competency 006 (Health Skills): *Apply knowledge of strategies and activities for promoting all students' ability to use skills to enhance their health.*

For example:

- A. Demonstrate knowledge of ways in which attitudes, values, and behaviors related to health and wellness are influenced by peers, family, culture, technology, media, perceptions of norms, and other factors.
- B. Demonstrate knowledge of principles, criteria, and methods for evaluating health risks, health behaviors, and consequences of personal health choices.
- C. Apply knowledge of steps and procedures for using decision-making and problem-solving skills in various health-related contexts.
- D. Apply knowledge of techniques and skills for establishing, planning, prioritizing, and monitoring health-related goals.
- E. 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 and in participating in health-related activities.
- F. Demonstrate knowledge of ways in which individuals can contribute to improving community and environmental health (e.g., advocacy, volunteerism, service learning).
- G. Apply knowledge of strategies that encourage and support all students in advocating for personal, family, and community health.
- H. Apply knowledge of strategies and approaches for promoting all students' critical thinking and understanding of factors that influence health behaviors.

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Competency 007 (Health-Related Information, Products, and Services): *Demonstrate knowledge of sources of health-related information and knowledge of strategies and skills for accessing, evaluating, and using health-related information, products, and services.*

For example:

- A. Demonstrate knowledge of sources of valid health-related information (e.g., health professionals, government agencies, private nonprofit agencies, appropriate Internet resources) and principles and skills for locating, researching, analyzing, and evaluating health-related information, products, and services.
- B. Analyze the influence of laws and policies on disease prevention and health and the roles of community, government, nonprofit, and private organizations in providing health-related information and services and in affecting the health and well-being of individuals, families, communities, and the environment.
- C. Analyze community and national health-care issues and goals and demonstrate knowledge of health-related social, political, and economic issues (e.g., rising health-care and medication costs, opioid addiction).
- D. Apply knowledge of how various forms of media communicate mixed messages to children and adolescents about nutrition, attractiveness, sexuality, body image, substance use, violence, and other health-related topics.
- E. Analyze advertising and marketing techniques used for health products and health-service promotion and apply criteria and skills for identifying, analyzing, and resisting deceptive media messages.
- F. Demonstrate knowledge of local, state, and federal laws, regulations, and agencies related to consumer health and how they protect consumers of health-care products and services.
- G. Apply knowledge of appropriate and relevant resources, strategies, skills, and activities for promoting all students' effective use of health information in making decisions about health behaviors, products, and services.

DOMAIN III—THE SCHOOL HEALTH EDUCATION PROGRAM

Competency 008 (Health Education Program): *Understand the structure, organization, goals, and purposes of the school health education program and the role and responsibilities of the health education teacher.*

For example:

- A. Demonstrate knowledge of the structure, organization, goals, and purposes of coordinated school health education programs and important state and national initiatives (e.g., Whole School, Whole Community, Whole Child [WSCC] model) that influence health education content and practices.
- B. Analyze the interdependence of health education and other components of a coordinated school health education program and the role of the health education teacher within the program.
- C. Apply knowledge of methods for collecting and analyzing data to determine health education goals and priorities and to plan an inclusive school health education program that takes into consideration local culture, needs, interests, and preferences.

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- D. Demonstrate knowledge of strategies and considerations for designing a logical scope and sequence of meaningful learning experiences for all students.
- E. Apply knowledge of procedures for planning and implementing a school health education program and for collaborating effectively with students, families, faculty, administrators, community members, and other stakeholders to support all students and the school health education program.
- F. Demonstrate knowledge of the role of school policy and of local health advisory councils in the implementation of health education, including the role of a School Health Advisory Council (SHAC) as mandated by the Texas Education Code.
- G. 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.
- H. Apply knowledge of strategies for communicating with diverse audiences about health education and for being an advocate and a resource for health information in the school and community.
- I. Demonstrate understanding of correlations between health education and other subject areas and apply strategies for integrating health education concepts across the curriculum.
- J. Apply knowledge of legal issues and responsibilities relevant to health education (e.g., confidentiality) and knowledge of state and federal laws and guidelines regarding students' and families' rights and teachers' responsibilities (e.g., in relation to gender, equity, inclusion, and privacy).
- K. Recognize professional development activities and resources for enhancing health education content knowledge and pedagogical skills, and demonstrate knowledge of the importance of engaging in ongoing learning.

Competency 009 (Instruction and Assessment in Health Education): *Apply principles of effective, data-driven, culturally responsive, developmentally appropriate instruction and assessment to support all students' abilities to make healthy choices and maintain healthy lifestyles.*

For example:

- A. 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 goals and ensures student progress.
- B. Apply knowledge of strategies for planning health instruction that facilitates all students' functional knowledge and health-related skill development and that reflects the abilities, needs, interests, developmental levels, and cultural backgrounds of all students.
- C. Demonstrate knowledge of accurate and age-appropriate sources of health information and how to incorporate appropriate resources, materials, and technologies into school health instruction.
- D. Analyze factors that shape students' attitudes, values, and patterns of health behavior (e.g., peers, media messages, cultural background, technology) and apply effective strategies for helping all students learn skills for health maintenance and apply this knowledge in their daily lives.
- E. Apply strategies for addressing sensitive or controversial health issues appropriately and in culturally responsive ways that are compatible with local and state policies.
- F. Recognize the importance of modeling positive health behaviors and demonstrate knowledge of how to use communication skills and strategies effectively in health education contexts.

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- G. Demonstrate knowledge of instructional and classroom management strategies that promote inclusive, productive, engaging, safe, and supportive learning environments within the health education program.
- H. Demonstrate knowledge of principles, criteria, and methods for creating, selecting, and implementing specific types of assessments (e.g., formative, summative, authentic, performance) used to evaluate students' functional knowledge and skill proficiency.
- I. Apply knowledge of how to use assessment data to guide planning, adjust instruction, and provide feedback to enhance learning.

DOMAIN IV—EDUCATING ALL LEARNERS AND PROFESSIONAL PRACTICE

Competency 010 (Differentiation Strategies in Planning and Practice): *Understand how to identify and implement developmentally and culturally appropriate strategies and data-driven practices to effectively teach and engage all learners.*

For example:

- A. Demonstrate knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students.
- B. Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating all students' inclusion in various settings (e.g., academic, social).
- C. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to students' strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.
- D. Demonstrate knowledge of how and when to adjust and scaffold instruction, instructional activities, and assessment in response to various types of feedback from students.
- E. Demonstrate knowledge of how to identify, select, and implement appropriate and effective accommodations for students with 504 plans or Individualized Education Programs (IEPs), including collaborating with other professionals to meet the needs of all students.
- F. Demonstrate knowledge of the various categories of disabilities as outlined in the Individuals with Disabilities Education Act (IDEA) and of Child Find obligations and educational implications specific to children with unique learning differences (e.g., developmental delays, autism spectrum disorder, dyslexia, intellectual disabilities, behavioral/emotional challenges, specific learning disabilities).
- G. Demonstrate knowledge of the Code of Ethics and Standard Practices for Texas Educators, as well as school-specific policies and procedures.
- H. Demonstrate knowledge of best practices for communicating consistently, clearly, and respectfully with all members of the campus community, administrators, and staff.
- I. Demonstrate knowledge of best practices for communicating regularly, clearly, and appropriately with parents/guardians and families about student progress by providing detailed and constructive feedback and for partnering with students' families in furthering students' achievement goals.

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Competency 011 (Culturally Responsive Practices): *Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage all learners.*

For example:

- A. Demonstrate knowledge of strategies and practices that acknowledge and respect diversity and identity (e.g., cultural, economic, linguistic, racial, ethnic, gender, ability, sexual orientation) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary languages and multilingualism to learning.
- B. Recognize the role personal bias plays in potential learning expectations for all students in order to promote safe, positive, and supportive interactions and learning environments for all students.
- C. Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students.
- D. Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.
- E. Demonstrate knowledge of ways to work collaboratively with parents/guardians, teachers, school and community service providers, and students to support all students, including but not limited to English learners (ELs), and programs such as ESL, bilingual, and dual language.
- F. Demonstrate knowledge of ways to work collaboratively with teachers, related service providers, parents/guardians, and students to effectively support the implementation of an Individualized Education Program (IEP) and instructional accommodations, modifications, and strategies.
- G. Demonstrate knowledge of best practices for maintaining and facilitating respectful, supportive, positive, and productive interactions with and among students.
- H. Demonstrate knowledge of best practices for implementing behavior management systems to maintain an environment in which all students can learn effectively.
- I. Demonstrate knowledge of best practices for maintaining a classroom culture that is based on high expectations for student performance and encourages all students to be self-motivated and take responsibility for their own learning.
- J. Demonstrate knowledge of best practices for maximizing instructional time, including managing transitions.

Competency 012 (Data-Driven Practice and Formal/Informal Assessment): *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).

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- 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 use assessment results to inform instruction and measure student progress throughout the content areas.
- D. Apply knowledge of considerations and strategies for effectively administering assessments and documenting assessment outcomes.
- E. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.
- F. Demonstrate knowledge of the foundational elements of Response to Intervention (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data.
- G. Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions and plan and evaluate student learning.
- H. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.
- I. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and the ability to use these processes and procedures to gain insight into all students' development, strengths, needs, and learning.

DOMAIN V—CONSTRUCTED RESPONSE

Competency 013 (Constructed Response): *In a written response, apply pedagogical content knowledge of health education to design and implement appropriate instruction to achieve specific learning objectives.*

For example:

- A. Given a specific learning objective as outlined in the TEKS for health education, identify the conceptual understanding and skills necessary for students to achieve the objective.
- B. Design instructional activities to support students' achievement of the learning objective and explain how those activities will be effective in achieving the goal.
- C. Explain common misconceptions or challenges associated with students' achievement of the objective.
- D. Describe appropriate assessment approaches for evaluating student learning and performance.
- E. Describe potential modifications, accommodations, and differentiation to the instructional activities to meet the needs of all students.

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