

National Board for Professional Teaching Standards - Health

(These standards are for teachers who are attempting to become board certified. The *What We See and Don't See* curricula falls in line with methods teachers can use to show their competency)

	Chapter No. & Subject									
	Ch. 1: Introduction	Ch. 2: The Principles of Perception	Ch. 3: The Physical Senses	Ch. 4: Assumptions	Ch. 5: Constancy	Ch. 6: Externalizing Cues	Ch. 7: Cultural Effects	Ch. 8: Altered Perceptions	Ch. 9: Cognitive Illusions	Ch. 10: Art, Perspective & Thinking
I. Knowledge of Students Accomplished health education teachers obtain a clear understanding of individual students, their family structures, and their backgrounds.		X	X	X	X	X	X			X
II. Knowledge of Subject Matter Accomplished health education teachers have a deep understanding of the components of health and health content and their interrelationships.	X	X	X	X	X	X	X	X	X	X
III. Promoting Skills-Based Learning Accomplished health education teachers, through their passion and effective communication, maintain and improve health-enhancing student behavior by delivering health content through skills-based learning.	X	X	X	X	X	X	X	X	X	
IV. Curricular Choices Accomplished health education teachers select, plan, adapt, and evaluate curriculum to ensure comprehensive health education.	X	X	X	X	X	X	X	X	X	X
V. Instructional Approaches Accomplished health education teachers use an array of engaging instructional strategies to facilitate student learning.	X	X	X	X	X	X	X	X	X	X
VI. High Expectations for Students Accomplished health education teachers expect excellence from all students and strive to maintain a setting conducive to optimal learning that empowers students to engage in health-promoting behaviors.	X	X	X	X	X	X	X	X	X	X
VIII. Equity, Fairness, and Diversity Accomplished health education teachers demonstrate equity and fairness and promote respect and appreciation of diversity.	X	X	X	X	X	X	X	X	X	X