
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 073: HEALTH EDUCATION TEST DESIGN AND FRAMEWORK

May 2018

Authorized for Distribution by the New York State Education Department

This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

Copyright © 2018 New York State Education Department.
NYSTCE, New York State Teacher Certification Examinations, and the
NYSTCE logo are trademarks of the New York State Education Department.
Pearson and its logo are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s).

Permission is granted to make copies of this document for noncommercial use by educators.

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

**FIELD 073: HEALTH EDUCATION
TEST DESIGN**

This test consists of selected-response items measuring content knowledge and one extended constructed-response item measuring pedagogical content knowledge. The constructed-response item is scenario-based and requires candidates to describe an instructional strategy to help students achieve a specific learning goal or an instructional intervention to address a specific learning difficulty, and to provide a rationale for employing that instructional strategy or intervention.

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The constructed-response item is designed with the expectation of a response up to 60 minutes.
- The selected-response items are designed with the expectation of response time up to 135 minutes.

Further information regarding the content of each competency can be found in the test framework.

| Competency | Selected-Response | | Constructed-Response | |
|--|-----------------------------|--------------------------------------|----------------------|--------------------------------------|
| | Approximate Number of Items | Approximate Percentage of Test Score | Number of Items | Approximate Percentage of Test Score |
| 0001 Health Promotion | 18 | 16% | -- | -- |
| 0002 Risk Reduction | 18 | 16% | -- | -- |
| 0003 Personal and Social Health Skills | 18 | 16% | -- | -- |
| 0004 Health Literacy Skills | 18 | 16% | -- | -- |
| 0005 Health Education Program Planning | 18 | 16% | -- | -- |
| 0006 Pedagogical Content Knowledge | -- | -- | 1 | 20% |
| Total | 90 | 80% | 1 | 20% |

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

**FIELD 073: HEALTH EDUCATION
TEST FRAMEWORK**

Health Promotion
Risk Reduction
Personal and Social Health Skills
Health Literacy Skills
Health Education Program Planning
Pedagogical Content Knowledge

The New York State Health Education educator has the knowledge and skills necessary to teach effectively in New York State public schools. The teacher demonstrates a solid command of functional health knowledge and uses this knowledge as the foundation for helping students develop a specific set of enduring understandings and skills that are essential for maintaining a healthy lifestyle. The teacher possesses strong health literacy skills and can apply important discipline-specific theories and concepts within the field of health education. The teacher is able to plan, design, implement, and evaluate developmentally appropriate learning experiences aligned with national and New York State standards that effectively address the needs of all students. The teacher understands the importance of lifelong health and wellness and promotes students' understanding and use of health promotion, disease prevention, risk reduction, health literacy, and personal and social health skills so that they can achieve and sustain individual, family, and community health. In the health education program, the teacher uses a skills-driven approach that enables students to develop the competence and confidence needed to apply health-enhancing knowledge and skills successfully in a variety of situations throughout life.

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

**FIELD 073: HEALTH EDUCATION
TEST FRAMEWORK**

COMPETENCY 0001—HEALTH PROMOTION

Performance Expectations

The New York State Health Education teacher has a comprehensive understanding of stages and characteristics of human growth and development and factors that influence healthy growth and development. The teacher has a broad and comprehensive understanding of health promotion and promotes students' understanding and application of health promotion and disease prevention skills and principles. The teacher also possesses comprehensive knowledge of nutritional concepts and principles and the role of health-enhancing dietary practices in lifelong health and wellness. In addition, the teacher understands the essential role that physical activity plays in maintaining health and wellness and the importance of teaching students about the health-related components of fitness and how to integrate physical activity into their daily lives.

Performance Indicators

- a. demonstrates understanding of stages and characteristics of physical, cognitive, social, and emotional development during childhood, adolescence, and adulthood
- b. determines the influences of lifestyle factors, psychological factors, environmental factors, genetics, and family history on growth, development, and health and wellness
- c. demonstrates knowledge of key aspects of anatomy and physiology in relation to reproduction, pregnancy, childbirth, growth, development, puberty, aging, and health promotion
- d. demonstrates knowledge of personal care and hygiene practices that have positive effects on lifelong health and wellness
- e. demonstrates understanding of causes of, modes of transmission of, signs and symptoms of, and treatments for common illnesses, diseases, and disorders
- f. analyzes personal, social, cultural, economic, genetic, and environmental risk factors that increase or decrease susceptibility to illness and disease
- g. applies knowledge of various approaches for preventing communicable, noncommunicable, and chronic diseases; and principles and strategies for detecting, managing, and controlling illness and disease
- h. demonstrates knowledge of warning signs and symptoms of mental distress, depression, eating disorders, self-harm, and suicidal tendencies; and strategies and resources for addressing, reporting, and obtaining help for these conditions
- i. demonstrates knowledge of the role of nutrition in health promotion; types, sources, and functions of nutrients; and how nutrition affects health, physical and mental performance, and body composition
- j. analyzes the nutritional needs, concerns, and requirements for various ages, activity levels, health conditions, and purposes; and ways in which dietary practices and eating behaviors are influenced by these factors

**FIELD 073: HEALTH EDUCATION
TEST FRAMEWORK**

- k. applies knowledge of appropriate nutritional and dietary planning tools, guidelines, and recommendations; and principles and strategies for interpreting nutritional facts and labels
- l. recognizes the role of regular physical activity in enhancing lifelong physical and mental health, and strategies and activities for integrating physical activity into daily life
- m. demonstrates understanding of major components of health-related physical fitness (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition), principles of physical conditioning, and principles and activities for promoting physical fitness
- n. demonstrates understanding of principles and activities for managing weight and developing and maintaining body compositions that promote wellness and positive self-image
- o. demonstrates knowledge and understanding of various health-related careers

COMPETENCY 0002—RISK REDUCTION

Performance Expectations

The New York State Health Education teacher understands the essential role that functional health knowledge and skills-based practice play in reducing harmful risks and keeping students safe. The teacher has a broad and comprehensive understanding of safety and risk reduction skills, accident and injury prevention skills, first-aid and emergency-care procedures, and strategies and techniques that prevent and minimize health risks related to unsafe and dangerous situations. The teacher is aware that students face many risks related to the use of alcohol, tobacco, and other drugs; unsafe sexual situations; and violence, and is prepared to teach students how to avoid and reduce such risks. The teacher is aware of prevalent adolescent risk behaviors and is able to promote students' use of safety practices, self-management strategies, resistance and refusal skills, and available protective factors and resources to maintain their personal health and safety.

Performance Indicators

- a. demonstrates knowledge of techniques and criteria for recognizing risks and unsafe conditions in the home, school, and community; and principles and strategies for promoting safety and advocating for self and others
- b. recognizes principles, rules, and precautions related to traffic and pedestrian safety, fire prevention, poison prevention, water safety, environmental hazards, and safety during recreation and play
- c. demonstrates knowledge of self-management strategies that enable individuals to assess and analyze their current health and safety status, as well as how to monitor, evaluate, and adjust behavior to enhance the health and safety of self and others

**FIELD 073: HEALTH EDUCATION
TEST FRAMEWORK**

- d. identifies common causes of accidental death and unintentional injuries (e.g., falls, motor vehicle accidents); factors that contribute to unintentional injuries, including head injuries; and principles of accident and injury prevention
- e. applies knowledge of procedures for responding to life-threatening respiratory and cardiac emergencies
- f. applies knowledge of principles and techniques for recognizing an emergency exists, providing first aid and care while using universal precautions, and accessing emergency medical care
- g. demonstrates broad comprehensive knowledge of alcohol, tobacco, and other drugs and chemicals, including classifications, synergistic effects, dependency, and treatment and rehabilitation options
- h. demonstrates knowledge of factors that influence decisions to use or abstain from alcohol, tobacco, and other drugs and chemicals; and short- and long-term health effects and consequences, including legal, of using alcohol, tobacco, and other drugs and chemicals
- i. applies knowledge of principles, practices, strategies, and activities that prevent the use of alcohol, tobacco, and other harmful drugs and chemicals and the misuse and abuse of over-the-counter (OTC) and prescription drugs
- j. demonstrates knowledge of principles, practices, and strategies for promoting sexual health and for preventing and minimizing sexual health risks, including unintended pregnancy and sexually transmitted infections (STIs)
- k. recognizes factors and behaviors that cause and influence violence and abuse (e.g., dating violence, school violence, criminal violence, child abuse, child sexual abuse, child abduction, relationship violence), practices and strategies for avoiding and preventing violence, and resources and methods for reporting violence and seeking assistance
- l. demonstrates comprehensive knowledge of human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), including its history, epidemiology, modes of transmission, prevention, and treatment

**FIELD 073: HEALTH EDUCATION
TEST FRAMEWORK**

COMPETENCY 0003—PERSONAL AND SOCIAL HEALTH SKILLS

Performance Expectations

The New York State Health Education teacher demonstrates a thorough understanding of health-enhancing communication skills; strategies and techniques for recognizing, addressing, and resisting peer pressure; and behaviors, skills, and strategies that promote healthy interpersonal, social, and family relationships. The teacher is well aware of the signs, causes, sources, and effects of stress and is able to teach students how to apply effective skills and strategies for coping with and managing stress. The teacher also understands strategies and techniques for addressing all forms of bullying, including cyberbullying, and knows principles and approaches for managing and resolving conflicts in health-enhancing ways. The teacher demonstrates comprehensive knowledge of how to use reliable self-assessment tools and goal-setting and decision-making processes to address health issues and enhance personal health. In particular, the teacher instructs and guides students in using the steps and strategies needed to establish, implement, monitor, and achieve personal health goals, as well as those needed to make lifelong healthy decisions and minimize health risks.

Performance Indicators

- a. demonstrates knowledge of different types of effective communication (i.e., verbal, nonverbal, and electronic) and the role of communication in developing and maintaining positive interpersonal, social, and family relationships
- b. applies knowledge of how to use communication skills to express needs, desires, and feelings appropriately, and how to use specific skills such as assertiveness, active listening, "I" messages, and refusal and negotiation skills to clarify communication messages and enhance health
- c. demonstrates knowledge of relationship management skills, characteristics of healthy and unhealthy relationships, and the importance of caring relationships and social support systems for promoting health and wellness
- d. analyzes causes and effects of positive and negative peer pressure, and communication strategies and other techniques for resisting and responding effectively to negative peer pressure
- e. recognizes sources of stress (i.e., eustress, distress), effects of stress on personal and social health, and individual strategies for managing stress and major life changes in health-enhancing ways
- f. demonstrates knowledge of appropriate laws and policies and strategies, skills, responses, and resources for preventing and addressing all forms of bullying, harassment, discrimination, exclusion, and intimidation, including cyber and electronic forms
- g. demonstrates understanding of sources of interpersonal conflict; steps, strategies, and processes used in conflict prevention, management, and resolution; and techniques for using conflict management and resolution skills in various situations

**FIELD 073: HEALTH EDUCATION
TEST FRAMEWORK**

- h. demonstrates knowledge of characteristics and purposes of reliable self-assessment tools, and criteria and techniques for examining and evaluating personal health behaviors, health risks, and the consequences of positive and negative health choices
- i. recognizes goal-setting techniques and skills to enhance health and for establishing, prioritizing, and monitoring health goals that address individual strengths, needs, and areas for improvement
- j. identifies ways in which individual and family health goals, values, and resources can vary with changes in abilities, priorities, and responsibilities
- k. demonstrates knowledge of roles and responsibilities of effective parenting
- l. recognizes steps and strategies for using decision-making skills to enhance health and for making, implementing, and evaluating both independent and collaborative health-related decisions
- m. applies knowledge of principles and skills for advocating for self, family, and community; for supporting others in making positive health choices; and for accurately expressing health information and concepts

COMPETENCY 0004—HEALTH LITERACY SKILLS

Performance Expectations

The New York State Health Education teacher has a broad and comprehensive understanding of health literacy skills and is familiar with many sources and types of health-related information and services. The teacher understands the influence of various factors on health behaviors, including the media, technology, family, peers, culture, and social norms. The teacher possesses a deep understanding of principles and methods for analyzing, evaluating, and selecting health information, products, and services. The teacher knows the roles and functions of different levels of government and private agencies in relation to health promotion and disease prevention, as well as the responsibilities of various government agencies in protecting the health and safety of citizens. The teacher also possesses knowledge of concepts and issues associated with community and environmental health, and principles and strategies for preventing and reducing environmental and community health risks.

Performance Indicators

- a. recognizes ways in which family, peers, technology, media, culture, and social norms influence attitudes, perceptions, and behaviors related to health
- b. analyzes ways in which various forms of media communicate different types of messages to children and adolescents about topics such as nutrition, body image, sexual activity, tobacco and alcohol, and violence
- c. recognizes persuasive methods and techniques used in health-related marketing and advertising; and principles and strategies for resisting unhealthy messages
- d. applies knowledge of principles and skills for researching, locating, and accessing valid health-related information and services

Copyright © 2018 New York State Education Department.

Permission is granted to make copies of this document for noncommercial use by educators. Please refer to the cover page for additional information on the test design and framework.

**FIELD 073: HEALTH EDUCATION
TEST FRAMEWORK**

- e. determines appropriate criteria and procedures for analyzing and evaluating the accuracy, reliability, and usefulness of health-related information, technology, equipment, products, and services
- f. demonstrates knowledge of characteristics and roles of health-care providers, agencies, and delivery systems; and criteria and procedures for evaluating and selecting health-care providers
- g. recognizes characteristics and roles of community, government, private, and nonprofit organizations in providing health promotion and disease prevention information and services
- h. recognizes changes and problems that occur within families; and strategies, services, and agencies that help families manage and respond to change, conflict, and crisis
- i. recognizes laws, regulations, policies, and agencies that support personal, family, and community health and protect consumers of health-related products and services
- j. applies knowledge of strategies and activities designed to promote health-related consumer skills and the ability to make informed choices about personal and family health
- k. recognizes factors and conditions in the natural and human environments that affect the health and safety of individuals, families, and communities
- l. demonstrates knowledge of principles and strategies for conserving natural resources and protecting the environment and community health

COMPETENCY 0005—HEALTH EDUCATION PROGRAM PLANNING

Performance Expectations

The New York State Health Education teacher understands how to plan, create, and manage a learner-centered health education program that provides multiple opportunities for students to construct knowledge and skills and apply them in health-related situations. The teacher knows important theories and models of health behavior and learning and integrates these theories and models into health education program planning, instruction, and evaluation. The teacher is able to use a skills-driven approach to plan, select, and implement instruction that ensures all students develop health-related competence, confidence, and enduring understandings. The teacher is also able to make effective modifications and adaptations for students with special educational needs and/or diverse backgrounds. The teacher understands assessment methods and instruments used in health education and employs them to identify student strengths and to guide student learning and progress. The teacher is aware of legal and ethical issues related to health education. The teacher understands the importance of remaining current in health education by accessing research-based information and professional development opportunities as part of lifelong professional learning.

**FIELD 073: HEALTH EDUCATION
TEST FRAMEWORK**

Performance Indicators

- a. demonstrates knowledge of theories and models of health behavior and learning and uses this knowledge to examine health issues and ways in which individuals form beliefs and values about health, process health-related information, learn new health behaviors, and adapt or change health-related behaviors
- b. applies knowledge of how to use theories and models of health behavior and learning to plan, design, implement, and evaluate health education programs and curricula
- c. recognizes principles and methods for planning and implementing effective and comprehensive health education programs, including knowledge and use of the New York State Learning Standards for Health and the National Health Education Standards to support student learning
- d. uses and synthesizes professional resources and national-, state-, and district-level morbidity, mortality, and behavioral risk data to plan and evaluate health education programs
- e. applies knowledge of principles and techniques for designing and implementing a health education curriculum by developing and addressing learning objectives and goals in classroom instruction, by creating and implementing lesson plans and learning opportunities that support those objectives and goals, and by using effective materials and assessments
- f. recognizes techniques, strategies, and activities involved in planning, delivering, and evaluating skills-based health education instruction that is consistent with best practices and that addresses students' learning styles, language abilities, cultural values, developmental levels, and special educational needs
- g. demonstrates knowledge that the role of the health education teacher extends beyond the classroom as a resource for health information
- h. applies knowledge of principles and methods for communicating and collaborating with students, families, colleagues, and health agency staff to disseminate health information and support health education goals
- i. analyzes the connections between health education and other subject areas and methods for integrating health education with other disciplines and the overall school curriculum, including the New York State P–12 Learning Standards
- j. recognizes ways to foster students' application of critical-thinking, problem-solving, goal-setting, and decision-making skills to health-related issues and problems
- k. applies communication techniques and collaborative strategies to establish partnerships with families, community members, and school professionals that support the achievement of goals of the health education program and the school
- l. applies knowledge of techniques for differentiating instructional approaches, activities, settings, and grouping strategies to accommodate all students
- m. understands how to design and use authentic health education assessment methods and instruments to measure and analyze students' knowledge, skills, beliefs, and behaviors

**FIELD 073: HEALTH EDUCATION
TEST FRAMEWORK**

- n. demonstrates knowledge of appropriate uses, interpretations, and communication of assessment results, and engages in reflective practice to improve instruction
- o. demonstrates understanding of professional and ethical standards, state and federal education laws, and other requirements and responsibilities associated with health education

COMPETENCY 0006—PEDAGOGICAL CONTENT KNOWLEDGE

Performance Expectations

The New York State Health Education teacher applies pedagogical content knowledge to design instruction that helps students achieve specific learning goals. The teacher applies knowledge of how students learn to develop effective instructional strategies and activities that foster students' conceptual understandings and skills related to a variety of health education learning goals. The teacher applies concepts and principles associated with the practice of health education to plan authentic learning experiences that promote students' application of health education concepts and skills. Learning experiences may involve, but are not limited to, the use of demonstrations, technology, simulations, role plays, personal fitness plans, wellness logs, and formal and informal assessments. The assessment of pedagogical content knowledge requires the teacher to use information related to health behavior theories, as well as learner-centered, skills-driven, and evidence-based health education models and approaches to design a learning activity that supports, engages, and challenges students. The assessment also requires the teacher to evaluate the appropriateness of various health education techniques, technology, media, and activities in terms of their relevance to specified health education goals and objectives.

Performance Indicators

- a. identifies a developmentally appropriate learning goal related to a specified health education topic, as well as the skills and conceptual understanding necessary for students to achieve the stated learning goal
- b. provides a logical rationale for including the learning goal in an instructional unit devoted to the specified health education topic
- c. applies knowledge of methods for assessing student readiness for learning the concepts and skills associated with the learning goal
- d. describes in detail an appropriate and effective instructional strategy or activity designed to promote students' achievement of the learning goal, including the use of appropriate health education resources and media
- e. describes in detail effective authentic assessment(s) to measure student learning
- f. provides a clear and logical explanation of how the strategy or activity supports the learning goal and fosters students' knowledge and skills related to the learning goal