

# Program Report for the Preparation of Health Educators American Alliance for Health, Physical Education, Recreation, & Dance/American Association for Health Education (AAHPERD/AAHE) (2008 Standards) Option A

This form includes the 2008 AAHE standards. Programs submitting reports Fall 2010 can choose to respond to either the 2001 standards or the 2008 standards. Beginning in Spring 2011 all programs will be required to use the 2008 standards. NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

## COVER SHEET

### 1. Institution Name

[REDACTED]

### 2. State

[REDACTED]

### 3. Date submitted

MM DD YYYY

03 / 13 / 2014

### 4. Report Preparer's Information:

Name of Preparer:	
[REDACTED]	
Phone:	Ext.
[REDACTED] - [REDACTED]	[REDACTED]
E-mail:	
[REDACTED]	

### 5. NCATE Coordinator's Information:

Name:	
[REDACTED]	
Phone:	Ext.
[REDACTED] - [REDACTED]	[REDACTED]
E-mail:	
[REDACTED]	

### 6. Name of institution's program

Multi-Age Education, P-12 Health Education

### 7. NCATE Category

Physical Education-First Teaching License

### 8. Grade levels<sup>(1)</sup> for which candidates are being prepared

prekindergarten through grade 12

(1) e.g. K-6, K-12

### 9. Program Type

- Advanced Teaching
- First Teaching License
- Other School Personnel
- Unspecified

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

**11. Is this program offered at more than one site?**

- Yes
- No

**12. If your answer is "yes" to above question, list the sites at which the program is offered**

**13. Title of the state license for which candidates are prepared**

Credential: 4 Year Resident Educator - Multi Age (P-12) Health Education

**14. Program report status:**

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

**15. Is your unit seeking**

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

**16. State Licensure requirement for national recognition:**

**NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?**

- Yes
- No

**SECTION I - CONTEXT**

**1. Description of any state or institutional policies that may influence the application of AAHPERD/AAHE standards. (Response limited to 4,000 characters)**

\_\_\_\_\_ offers many licensure programs including health and physical education. All programs are recognized and approved by the \_\_\_\_\_ of Education. The Multi-age Education Licensure programs are offered to those who are interested in teaching students in grades PreK-12 in the areas of health, physical education, art, music, and foreign languages. These programs are accredited by NCATE and are approved by the \_\_\_\_\_. Licensure is granted by the \_\_\_\_\_ of Education \_\_\_\_\_. \_\_\_\_\_ issues a four-year resident educator license. At the conclusion of the four year licensure period, the teacher is assessed on classroom effectiveness and student learning. They are required to complete and submit the Resident Educator Student Assessment portfolio. Upon successful completion of these assessments the teacher is permitted to apply for a Professional License. The health education program is aligned with AAHE/NASPE Standards, the \_\_\_\_\_ Standards for the Teaching Profession, the \_\_\_\_\_ Standards for Professional Development, the requirements for the Resident Educator License, and comply with the \_\_\_\_\_ Transfer Policy and Education Transfer Assurance Guidelines. In addition to general education courses (41 semester hours) teacher candidates complete 32 hours in professional education courses (including 1 three semester reading course) and core content ( semester hours in health-related courses, and professional education courses (XX semester hours), teacher candidates must also complete a three semester hour reading requirement and American Red Cross CPR and First Aid certifications. The focus of the program is to support the teacher candidate in acquiring the knowledge, skills and dispositions necessary to become an effective teacher. The program has been strengthened by the movement of two health and physical education faculty members from cross-appointment status to full-time status in the \_\_\_\_\_. The University is currently advertising for a third full-time faculty member in health education. The primary focus of the program is to promote and support the knowledge, skills and dispositions needed to be an effective teacher. Because of the unique nature of a P-12 licensure, the program focuses on characteristics and developmental levels of P-12 learners. A combination of methods and field-based courses and experiences provide teacher candidates with a minimum of 120 hours of field experience. These structured field experiences provide a foundation for learning effective teaching strategies for health education. Prior to student teaching, teacher candidates in the State of \_\_\_\_\_ are required to pass two examinations. The first exam is the Praxis II content exam for health education. The second exam is the Praxis II Principles of Learning and Teaching exam taken by all teacher candidates. \_\_\_\_\_ requires that both of these exams must be passed prior to the student teaching experience. The health and physical education program works in conjunction with the Public Health Program in the \_\_\_\_\_ of Health and Human Services which offers a major and minor in Public Health, and a minor in Community Health. The

Public Health Program provides content-related courses for health education majors. The [redacted] of Education has adopted a conceptual framework based on the acronym REFLECT. Assessments, like critical tasks, help to determine what knowledge, skills and dispositions the students in the [redacted] have learned. Diversity and technology form the corners of the Conceptual Framework because they are integrated into every course that is taught in the [redacted]. The institutional standards are built around the idea of being a reflective practitioner (reasoned, ethical, fair, logical, effective, critical and technical). The [redacted] has adopted internal standards that align directly with CAEP.

**2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)**

[redacted] Department of Education requires a minimum of 100 field hours before student teaching. P-12 health education teacher candidates receive 175 hours prior to the student teaching experience. These hours begin with introductory type classes and continue through intensive field work, and culminating with student teaching. [redacted] Model of Field Experience and Clinical Practice affords candidates a series of experiences that are broad in scope, varied in nature, and deep in substance. Field experiences are designed to focus on opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. These experiences may occur in off-campus sites such as schools, educational clinics, and home-based programs across urban, suburban, and rural settings. The progression of field experiences ranges from Exploratory Field Experiences, to Focused Field Experiences, to Intensive Field Experiences, and last, to Clinical Field Experiences. Candidates participate in experiences across a range of disability types and age/grade levels. At [redacted] University all teacher candidates complete the following courses and field experiences: Foundations 1501: Introduction to Education (20 hours observations and tutoring), Special Education 2630: Students with Exceptionalities (5 hours observations), Foundations 3708: Education in Society (15 hours diversity project). The purpose of these exploratory field-based experiences is to introduce the teacher candidate to the field of education and asks them to begin viewing schools and students from a teacher perspective. Health education teacher candidates then complete a cluster of courses that include more intensive field experiences. The purpose of these field-based experiences is to provide the teacher candidate with opportunities to observe and implement appropriate content and instructional strategies. This cluster of courses includes: HEPE 3702 Pedagogy in P-12 Health Education (5 hours observations and 1 teaching), HEPE 3715 Materials and Methods in P-6 Health Education (40 hours observations and 6 teachings), HEPE 3716 Materials and Methods in Grades 7-12 Health Education (40 hours observations and 6 teachings), MULT 4807 Teaching Across the Curriculum (20 hours 6 teachings and contextual factors assignment), and TERG 3710 Reading in the Content Area (10 hours assisting with reading in a health education classroom). One additional course, HEPE 3768, Advocacy and Best Practices in Health and Physical Education which teacher candidates take their junior year, includes 20 hours of field work related to advocacy in one or both content areas. These experiences include combinations of the following activities: observations of effective teaching in the P-12 health education environment, planning and teaching a health education unit of instruction at the P-6 level, planning and teaching a health education unit of instruction at the 7-12 level, integrating reading into the health content area, and integrating core content (ELA, Math, Science and Social Studies) with health education. Teacher candidates have the opportunity to work with well qualified health education resource teachers to complete these projects and assignments. In the advocacy course teacher candidates have an opportunity to interview teachers, students and other health professionals. Prior to the field-based methods courses (HEPE 3715 and HEPE 3716) in HEPE 4808 (Performance-Based Assessment in Health and Physical Education), teacher candidates are provided an opportunity to spend time with a health education teacher to design a pre-assessment, embedded formative assessments and a summative assessment based on the unit of instruction the resource teacher is engaged in at that time. This course (with it's 20 hours of field experience) provides teacher candidates with a unique opportunity to implement an assessment project which uses a backward design approach to teaching (determine what students need to learn, determine how learning will be assessed, designing and implementing instruction). The focus is on the instructional design process to show critical instructional alignment between the tasks. Full-time faculty members teach the above courses and supervise the field experiences, accompanying teacher candidates to the schools to observe and assess their performance. The field sites are selected based on the knowledge and abilities of the resource teachers who teach health education in the schools. The final clinical experience is student teaching. Teacher candidates are strategically placed with veteran teachers who remain current in appropriate health education content and pedagogy. Teacher candidates spend 16 weeks (520 hours) in the student teaching experience, 8 weeks at the elementary/middle school level, and 8 weeks at the secondary level. Teacher candidates spend the entire 16 weeks in the field, meeting once per week in a content specific seminar to discuss issues/concerns. Teacher candidates are required to complete a performance-based assessment during the student teaching experience. The edTPA is a teacher performance assessment designed by Stanford University (SCALE). The assessment uses a total of 15 rubrics to assess the teacher candidate in the areas of: planning, instruction, assessment, analysis and reflection. The edTPA encourages teacher candidates to identify and teach to the academic language of the content. It is an evidence-based assessment that requires the teacher candidate to demonstrate proficiency in planning and implementing developmentally appropriate lessons, assessing student, analyzing findings and determining how to remediate students who did not reach mastery. Teacher candidates are required to score at least a 42 (national acceptable score) on the edTPA apply for a 4 year resident license.

**3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

Section 1 Attachment A Health Education Curriculum.doc

See **Attachment** panel below.

**4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.**

**5. Candidate Information**

**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate,**

post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Multi-Age Education, P-12 Health Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2012-2013	█	█
2011-2012	█	█
2010-2011	█	█

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

### 6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	
Highest Degree, Field, & University <sup>(3)</sup>	
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	
Faculty Rank <sup>(5)</sup>	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

Faculty Member Name	
Highest Degree, Field, & University <sup>(3)</sup>	
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

Faculty Member Name	
Highest Degree, Field, & University <sup>(3)</sup>	
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	
Faculty Rank <sup>(5)</sup>	
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

experience in P-12 schools <sup>(9)</sup>	[REDACTED]
Faculty Member Name	[REDACTED]
Highest Degree, Field, & University <sup>(3)</sup>	[REDACTED]
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	[REDACTED]
Faculty Rank <sup>(5)</sup>	Assistant professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	[REDACTED]
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	[REDACTED]

Faculty Member Name	[REDACTED]
Highest Degree, Field, & University <sup>(3)</sup>	[REDACTED]
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	[REDACTED]
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	[REDACTED]
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	[REDACTED]

Faculty Member Name	[REDACTED]
Highest Degree, Field, & University <sup>(3)</sup>	[REDACTED]
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	[REDACTED]
Faculty Rank <sup>(5)</sup>	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	[REDACTED]
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	[REDACTED]

Faculty Member Name	[REDACTED]
Highest Degree, Field, & University <sup>(3)</sup>	[REDACTED]
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	[REDACTED]
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	[REDACTED]
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	[REDACTED]

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

## SECTION II - LIST OF ASSESSMENTS

**1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the AAHPERD/AAHE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment <sup>(10)</sup>	Type or Form of Assessment <sup>(11)</sup>	When the Assessment Is Administered <sup>(12)</sup>
Assessment #1: Licensure assessment, or other content-based assessment (required) <sup>(13)</sup>	Praxis II Health Education Content Exam	State required licensure exam in content area	Prior to student teaching
Assessment #2: Content knowledge in health education (required)	Course Grades: PHLT 1568, 3731, 3757, 3791, AHLT 5807, HEPE 4899, FNUT 1551, PSYCH 2692	Final exams	At end of course
Assessment #3: Candidate ability to plan instruction (required)	Unit and Lesson Plans	Assessment Score Sheet and Rubrics	Field experience course prior to student teaching
Assessment #4: Student teaching (required)	Student Teaching Evaluation	Final Student Teaching Evaluation Form	At end of student teaching experience.
Assessment #5: Candidate effect on student learning (required)	Evaluation of Teaching and Learning edTPA	15 part rubric	During the student teaching experience
Assessment #6: Additional assessment that addresses AAHPERD/AAHE standards (required)	Needs Assessment and CSHP	Two-part assessment rubric	Prior to field experience courses.
Assessment #7: Additional assessment that addresses AAHPERD/AAHE standards (optional)	Health Advocacy project	Final Student Teaching Evaluation Form Two-part assessment rubric	During pre-clinical course prior to student teaching
Assessment #8: Additional assessment that addresses AAHPERD/AAHE standards (optional)	Assessment Project	Project and Rubric	At the end of course, prior to field-based experiences.

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam reflection, state licensure test, portfolio).

## SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

**1. For each AAHPERD/AAHE standard on the chart below, identify the assessment(s) in Section II that address the standard. Any one assessment may apply to multiple AAHPERD/AAHE standards.**

#1 #2 #3 #4 #5 #6 #7 #8

<b>1. Content Knowledge: Candidates demonstrate the knowledge and skills of a health literate educator.</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Needs Assessment: Candidates assess needs to determine priorities for school health education.</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>3. Planning: Candidates plan effective comprehensive school health education curricula and programs.</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Implementation: Candidates implement health education instruction.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Assessment: Candidates assess student learning.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>6. Administration and Coordination. Candidates plan and coordinate a school health education program.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>7. Being a Resource. Candidates serve as a resource person in health education</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>8. Communication and Advocacy. Candidates communicate and advocate for health and school health education.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## SECTION IV - EVIDENCE FOR MEETING STANDARDS

**DIRECTIONS:** The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- A brief description of the assessment and its use in the program (one sentence may be sufficient);
  - A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
  - A brief analysis of the data findings;
  - An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- The scoring guide for the assessment; and
- Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

**1. CONTENT KNOWLEDGE.** Data from licensure tests or professional examinations of content knowledge. AAHPERD/AAHE standards addressed in this assessment could include but are not limited to Standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, another assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information as outlined in the directions for Section IV.

See **Attachment** panel below.

**2. CONTENT KNOWLEDGE** Assessment of content knowledge in the language to be taught. AAHPERD/AAHE standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks.

Provide assessment information as outlined in the directions for Section IV.

ASSESSMENT 2 Course Exam Grades.doc
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See **Attachment** panel below.

**3. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS.** Assessment that demonstrates candidates can effectively plan classroom-based instruction. AAHPERD/AAHE standards that could be addressed in this assessment include but are not limited to Standards 3, 4, and 5. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans

Lesson Plan Template.docx	Lesson Plan Directions.doc
ASSESSMENT 3 Unit Lesson Plans.doc	

See **Attachment** panel below.

**4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS.** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. AAHPERD/AAHE standards that could be addressed in this assessment include but are not limited to Standards 3, 4, 5, and 6. The appropriate assessment is the evaluation of student teaching, the internship other clinical experiences. The assessment instrument used in student teaching or the internship should be submitted.

Provide assessment information as outlined in the directions for Section IV.

ASSESSMENT 4 Assessment Instrument.doc	ASSESSMENT 4 ST Evaluation.doc
ASSESSMENT 4 Teacher Candidate Data.docx	

See **Attachment** panel below.

**5. EFFECTS ON STUDENT LEARNING.** Assessment that demonstrates candidate effects on student learning. AAHE standards that could be addressed in this assessment include but are not limited to Standards 3,4 and 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information as outlined in the directions for Section IV.

ASSESSMENT 5 Analysis of Student Learning.docx	edTPA_HED_Handbook_Sept 2013.pdf
Revised HE Score Form 11_9_13.doc	

See **Attachment** panel below.

**6. Additional assessment that addresses AAHPERD/AAHE standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

ASSESSMENT 6 Needs Assessment CSHE Project.docx
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See **Attachment** panel below.

**7. Additional assessment that addresses AAHPERD/AAHE standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

ASSESSMENT 7 Advocacy Project.docx
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See **Attachment** panel below.



**8. Additional assessment that addresses AAHPERD/AAHE standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

ASSESSMENT 8 Assessment Assignment.docx

See **Attachment** panel below.

## SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

**1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

**(Response limited to 12,000 characters)**

All data contained in this self-study is reviewed at the end of each semester by the health and physical education faculty and the department chair. At the completion of each academic year all information is reviewed and possible changes to course assignments or assessments are discussed in regard to the areas of content knowledge, professional and pedagogical knowledge, skills and dispositions, and student learning. Recommendations are translated into action steps that are placed on a Program Improvement Plan Evaluation document (PIP). The PIP contains all necessary information to implement and assess the intended consequences of the plan. The program improvement plan is forwarded to and monitored by the unit level committee charged with ensuring programs take effective action toward ongoing program improvement. The following sections summarize the actions taken as a result of the collection and analysis of teacher candidate data. Full-time faculty communicate and collaborate with part-time faculty to ensure the action plans are implemented. (1) Content Knowledge Based on the information provided from the first 2 assessments (which primarily assess teacher candidate content knowledge) the following areas demonstrate candidate strengths in content knowledge: an understanding of health education as a discipline, and knowledge of appropriate health education pedagogy. There appear to be two specific areas where teacher candidates' scored consistently weak. The first area was healthy relationships (as identified by Praxis II Health Education scores). However, when these scores were compared to the exam grades for the 2 courses primarily responsible for teaching this content area, teacher candidates consistently scored "A's" on those exams. When comparing sample test questions in that area with course syllabi objectives it was determined that an additional amount of time should be spent on healthy relationships within HEPE 1589 (Healthy Lifestyles) and PSYCH 2692 (Human Sexuality). Changes to HEPE 1589 were easier to implement because the course is under our direct control, taught by 2 long-time, part-time faculty. The other course that addresses healthy relationships is PHLT/PSYCH 2692 (Human Sexuality). This course is cross-listed so it was decided to see if there was a difference in how the courses listed in 2 different departments were conducted. In comparing the courses we determined that PSYCH 2692 covered the topic of healthy relationships within a greater scope and more in-depth than the PHLT course. The PHLT course only addressed health sexual relationships and did not focus on other aspects of healthy relationships. Therefore, health education teacher candidates are required to take PSYCH 2692 and are no longer given credit for PHLT 2692. This change was made at the beginning of fall semester 2012. Students taking the Praxis II Health Content Exam in 2014-2015 will be the first group that completed the PSYCH course. Faculty will continue to monitor this issue to see if scores on Praxis II go up based on this change. It should be noted that the Praxis II Health Education exam content was revised since the last accreditation cycle and there have only been 2 cycles of data to assess. Faculty will continue to monitor the test results to see if additional content-related changes are warranted. The second area that teacher candidates appeared to be weak was in the area of community health. It appears that teacher candidates were only receiving content related to community health in that one course. With the addition of the needs assessment project, teacher candidates will have an additional opportunity to understand organized community health efforts, and public and private agencies involved in community health solutions. The actions discussed in this section are related to AAHE Standards 1 and 2. (2) Professional and Pedagogical Knowledge, Skills, and Dispositions Professional and Pedagogical Skills: As part of the accreditation review, all courses and their alignment to the AAHE standards and elements, in addition to all course assignments were reviewed. Based on the AAHE standards approved by NCATE in 2009, several changes were made to the health education curriculum at ██████████ University. Two of the major changes addressed teacher candidates' knowledge of (1) completing a needs assessment and directly relating it back to the school, students, and community, and (2) advocating for school health programs. A selected topics course was designed to address the teacher candidates' ability to complete a comprehensive needs assessment at a local school, analyze the data, and recommend steps to implementing and assessing a Coordinated School Health Education Program. A second project, related to advocacy requires teacher candidates (prior to the 2 field experiences in the 2 methods courses) to demonstrate their ability to advocate for health and school health within the school district. The purpose of these additions was to address the areas of needs assessment and health education advocacy as stated in the new standards. Other assessments including unit and lesson planning and field-based teaching assignments have not changed significantly in the past 3 years. Health education teacher candidates showed particular strength in their ability to plan units of instruction. Particular attention is paid across courses to the necessity for instructional alignment within units of instruction (starting with national standards, unit and lesson objectives, planning for assessment, and continuing through the actual teaching and assessment process). The backward design process is used in all methods and assessment courses within the major. Scores on assessment 4 demonstrate that teacher candidates have a solid understanding of planning for instruction. Assessment of Student Teaching: The other area that needs addressed is the candidates' ability to ask critical thinking type questions to deepen student learning of the content. Faculty determined that unless teacher candidates were required to plan for this, it was not just something that was going to happen during the

teaching/learning process. Therefore, teacher candidates are now required to writing critical thinking questions within their lesson plans and related them back to lesson objectives. Further data will be collected to see if this strategy is useful in helping teacher candidates think about deepening student learning and giving them the planning structure needed to do so. Professional Dispositions: Health education teacher candidates complete 140 hours of clinical field-experience prior to student teaching. During this time, professional dispositions are assessed. Teacher candidate scores indicate that they are on target for this objective. The actions in this section are related to AAHE Standards 3 through 8. (3) Student Learning Teacher candidates are directly responsible for assessing student learning, and reflecting on the data during the student teaching process. Teacher candidates are introduced to a variety of assessment instruments in their performance-based assessment course. They complete a task in that course where they implement assessments, collect and analyze data, and make recommendations for changes. This enables them to make sense of assessment data when it is again collected during clinical experiences (methods courses and student teaching). The performance based assessment course gives the health education majors a strong base for designing assessment instruments and collecting data to analyze student learning. The 16 week student teaching placement allows teacher candidates adequate time to design and implement student assessment and reflect on student learning. ██████████ University was selected as a pilot institution in the State of ██████ for the edTPA which is a performance-based assessment of teacher candidate's ability to plan, teach, and assess a unit of instruction during the student teaching experience. The edTPA uses a backwards design approach to planning, teaching, and assessing. Although data is limited, trend information has been obtained, and many of the individual components (especially academic language) have been backed into the health education program. Field-test and operational scores reinforce findings that the health education teacher candidates are well prepared in the areas of planning, teaching, and assessment, although additional strides can be made to increase teacher candidate abilities in 2 specific areas, (1) planning to support varied student needs (differentiation) and student use of feedback. Program faculty are aware that each of these areas are critical to student learning and are pedagogical skills that must be addressed prior to student teaching. Program faculty have looked at each of these 2 areas and have put the following plan in place for fall semester, 2014. In the area of differentiation, a specific assignment will be placed into the first methods class (HEPE 3702) to stress the importance of differentiating instruction for a variety of learner characteristics and needs, and give the teacher candidates practice differentiating instruction for all students (including struggling readers). Teacher candidates will be required to research a variety of learner characteristics and determine what instructional supports (based on research and theory) are most likely to impact student learning. Follow-up to reinforce differentiated instruction will occur in both the elementary and secondary health methods courses. Specific instructions have been added to the lesson plan format and directions to make sure teacher candidates focus on differentiation. In the area of student use of feedback, program faculty will meet to determine how this concept can be backed into the teacher education program. Preliminary discussion includes requiring teacher candidates to provide feedback on student work samples during both methods courses (elementary/middle methods—HEPE 3715 and secondary methods—HEPE 3716. Final details related to this change will be discussed this semester for implementation in both methods courses during the 2014-2015 school year. Additional data will be collected related to each of these changes next academic year. Assessment results have been analyzed and appropriate measures have been taken to address teacher candidate needs with regard to content knowledge, professional and pedagogical knowledge, skills, and dispositions, and student learning.

## SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

**1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>**

**For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponseToConditionsReport/tabid/454/Default.aspx> (Response limited to 24,000 characters.)**

Please click "Next"

This is the end of the report. Please click "Next" to proceed.

Effective Fall, 2010

Department of Teacher Education  
Requirements for the Bachelor of Science in Education Degree  
**HEALTH EDUCATION LICENSURE (Multi-Age License P-12)**

NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_ SEM ENTERED \_\_\_\_\_

ADDRESS \_\_\_\_\_

PHONE/EMAIL: \_\_\_\_\_

TO GRADUATE, CREDIT HOURS MUST TOTAL AT LEAST 124 SH, WITH 48 OF THESE HOURS OCCURRING IN 3700 OR HIGHER LEVEL COURSES. A MINIMUM GPA OF 2.75 IS REQUIRED IN CONTENT COURSEWORK AND PROFESSIONAL EDUCATION COURSES WITH NO GRADE LOWER THAN "C" IN ANY COURSE. SEE \_\_\_\_\_ FOR COMPLETE GENERAL EDUCATION INFORMATION. (Health and Physical Education Double Major is a total of 152 semester hours. **GENERAL EDUCATION REQUIREMENTS (GER) (41 SH)** TOTAL OF 13 COURSES REQUIRED. IF A SPECIFIC COURSE IS LISTED IN THE LEFT COLUMN IT IS REQUIRED.

DEPT/COURSE #	TITLE	OFFERED	SH	PREREQUISITE	SEM	GR
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**ESSENTIAL SKILLS (4 COURSES REQUIRED)** Must average a "B" or better for Writing 1 and 2 (A-A, B-B, or A-C) or take, in addition, ENGL 2601 and earn a grade of "B".

ENGL 1550	Writing 1		3	None		
ENGL 1551	Writing 2		3	ENGL 1550/Equiv.		
CMST 1545 (see COE admission requirements)	Communication Foundations		3	Qualified to take ENGL 1550		
MATH 2623 or higher	Survey of Mathematics/or higher		3	MATH 1501 or Math Placement of level 30 or higher		

**NATURAL SCIENCE DOMAIN (NS) (2 COURSES REQUIRED)**

BIOL 1545	Allied Health/Anatomy & Physiology		5	H.S. biology & chemistry		
			3			

**ARTS & HUMANITIES DOMAIN (AH) (2 COURSES REQUIRED)**

			3			
			3			

**SOCIAL SCIENCE DOMAIN (SS) (2 COURSES REQUIRED)**

PSYC 1560	General Psychology		3	None		
			3			

**SOCIAL & PERSONAL AWARENESS DOMAIN (SPA) (2 COURSES REQUIRED)**

PHLT 1568	Healthy Lifestyles		3	None		
FNUT 1551	Normal Nutrition		3	CHEM 1501 or HS Equivalent		

**GENERAL EDUCATION ELECTIVE (1 COURSE REQUIRED from NS, SS, AH, or SPA)**

PSYC 2692	Human Sexuality		3			
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**COLLEGE OF EDUCATION – Formal admission to Teacher Education (Upper Division) is required to take courses which list UDS in the prerequisite column. Requirements for admission to [REDACTED] Teacher Education Upper Division include: 1) 50 semester hours completed and 2) Minimum 2.75 overall GPA and 3) Competency in Reading, Writing, and Math as determined by one of the following: a) 3.40 overall GPA, OR b) minimum ACT composite score of 22, OR c) minimum SAT composite score of 1050, OR d) the following minimum PRAXIS I scores: Reading – 173, Writing – 172, Math – 172, AND 4) ENGL 1550 and ENGL 1551 “B” average or above OR ENGL 2601 “B” or above and 5) FOUN 1501, CMST 1545, SPED 2630 and HPES 2661 “B” average or above and 6) completion of good moral character statement and 7) current BCI/FBI check (taken within the last year). (35 SH)**

DEPT/COURSE #	TITLE	OFFERED	SH	PREREQUISITE	SEM	GR
FOUN 1501 (see requirements above)	Introduction to Education		3			
SPED 2630	Individuals w/Exceptionalities In Society		3			
PSYC 3709	Psychology of Education		3	PSYC 1560		
EDTC 3771	Technologies for Teaching		3			
TERG 3710	Reading Application In Content Areas		3	UDS [REDACTED]		
SPED 3715	Characteristics and Needs of Children and Youth with Mild/Moderate Disabilities		3	SPED 2630		
FOUN 3708	Education & Society		3	UDS [REDACTED]		
MULT 4807	Teaching Across the Curriculum		2	UDS [REDACTED]		
SED 4845 and 4846	Student Teaching		5 + 5	Passage of Teacher Education Exam. Completion of all HPES course work.		
SED 4842A	Seminar		2	Concurrent with SED 4845 or SED 4846.		

**P-12 HEALTH EDUCATION MAJOR CORE (48 SH)**

DEPT/COURSE #	TITLE	OFFERED	SH	PREREQUISITE	SEM	GR
HEPE 2689	Scientific Basis of Exercise and Fitness	S	3	Health or Physical education major		
HEPE 3702	Health Education Theory & Methods	F	3	PHLT 1568		
HEPE 3715	Health Education Theory & Methods PreK-6	S	3	HEPE 3702, BIOL 1545, and UD [REDACTED]		
HEPE 3716	Health Education Theory & Methods 7-12	F	3	HEPE 3702, BIOL 1545, and UD [REDACTED]		
HEPE 3768	Advocacy & Best Practices in Health and PE	S	2	20 s.h. in major and HEPE 3767		
HEPE 4808	Assessment Instruments & Strategies in Health and Physical Education	F	3	Concurrent with HEPE 3767 or 3702, or permission of instructor		

HEPE 4889	Selected Topics in Health and Physical Education	S	2	Permission of Instructor		
HEPE 4899	Child and Adolescent Response to Exercise	F	3	HEPE 3766		
MATC 1501	Medical Terminology	F/S	3			
PHLT 3731	Drug Use and Abuse	F/S	3	PHLT 1568		
PHLT 3757	Health and Disease	F	4	PHLT 1568 & BIOL 1545		
PHLT 3791	Community Health	F/S	3	PHLT 1568		
AHLT 5807	Epidemiology	F/S	3	AHLT 3708, 5840, 4806 or permission of instructor		
PSYC 3756	Adolescent Development	F/S	3	PSYCH 1560		
PSYC 4815	Health Psychology	F/S	3	6 S.H. PSYCH courses		
Elective(s)			4			

State policy does not permit hours earned in developmental courses to count as college credit toward an academic degree. Listed below is the full list of current developmental courses: English - ENGL 1539 and ENGL 1540, Math - MATH 1500, MATH 1501, MATH 1507, and MATH 1508, Reading and Study Skills – RSS 1510A and RSS 1510B.

**SECTION 4**  
**ASSESSMENT # 1**  
**LICENSURE ASSESSMENT: Praxis II Content Knowledge Exam**

**(1) Narrative**

**1a. Description of Assessment**

The Praxis II Health Education Content Knowledge Exam is the State of [REDACTED] licensure exam administered to teacher candidates prior to student teaching. As stated in the Praxis Exam description, “The Health Education test is designed to measure the professional knowledge of prospective teachers of health education in elementary schools, junior high schools, and senior high schools. The questions invite examinees to recall basic knowledge and to apply education and health principles to real-life situations. The content is appropriate for examinees who have completed a bachelor’s degree program in health education”. The Praxis II Content Knowledge Exam (Test # 0551) is a 120 multiple-choice test. Test items are weighted. Candidates have 120 minutes to complete the computerized test. Passing score for [REDACTED] for through 2012 was 680. The major content areas covered and approximate number and percentage of questions in each area are:

<b>A. Health Education as a Discipline</b>	18 questions	15%
<b>B. Promoting Healthy Lifestyles</b>	36 questions	30%
<b>C. Community Health Advocacy</b>	12 questions	10%
<b>D. Healthy Relationships</b>	24 questions	20%
<b>E. Disease Prevention</b>	18 questions	15%
<b>F. Health Education Pedagogy</b>	12 questions	10%

**1b. Assessment Alignment with AAHE Standards 1, 3, and 5**

The Praxis II Health Education content exam is directly aligned with several of the AAHE standards, demonstrating teacher candidate knowledge of information necessary to meet the following standards:

**The following Praxis II categories are related to Standard 1 Content Knowledge:** Candidates demonstrate the knowledge and skills of a health literate educator

- **Element A**—Candidates describe the theoretical foundations of health behavior and principles of learning (**Part A, Part E of the Praxis Exam**).
- **Element B**--Candidates describe the National Health Education Standards (**Part A of Praxis Exam**).
- **Element C**—Candidates describe practices that promote health or safety (**Part B, D, and E of Praxis Exam**).
- **Element D**—Candidates describe behaviors that might compromise health or safety

(Part B, D, and E of Praxis Exam).

- **Element E**—Candidates describe disease etiology and prevention practices (**Part B and E of Praxis Exam**).
- **Element F**—Candidate demonstrates health literacy skills of an informed consumer of health products and services (**Parts A-F of Praxis Exam**).

**The following Praxis II categories are related to Standard 3 Planning: Candidates plan effective comprehensive school health education curricula and programs.**

- **Element D:** Candidates select developmentally appropriate strategies to meet learning objectives (**Part F of Praxis Exam**).

**The following Praxis II categories are related to Standard 5 Assessment: Candidate assesses student learning.**

- **Element B:** Candidates analyze available assessment instruments (**Part F of Praxis Exam**)

1c. **Analysis of Data Findings**

All health education teacher education candidates must pass the Praxis II Health Education Content Knowledge Exam prior to student teaching. Therefore, the success rate for program completers is 100%. The data table includes data for 10 health education majors who completed the test between 2011 and 2013. There are no data for 2010 because of the transition of the program from one department to another department during that academic year. Teacher candidates scored highest in health education pedagogy with an 80% success rate of answering questions correctly. Teacher candidates scored lowest in the area of healthy relationship, with a 58% rate of success in answering questions correctly. The second highest score on a subtest was for “health as a discipline”. Other subtest scores fell between 58% and 80% accuracy.

1d. **Interpretation of How Data Meets AAHE Standards # 1, 3, and 5**

Health education teacher education candidates who pass Praxis II Health Education Content Knowledge Exam have demonstrated an acceptable level of understanding and skill in the scientific and theoretical knowledge base of health education. Although the minimal passing score is acceptable, ██████████ University continues to monitor subscores to ensure teacher candidates are receiving information necessary to pass the exam, but more importantly to meet the AAHE Standards of Initial Teacher Certification Programs. Since the topics covered represent those of the comprehensive school health curriculum it is expected that the higher the pass score, the more the candidate is competent in knowledge of the health curriculum. As part of the self-assessment the scores are analyzed each year. As seen in the table above, questions within 3 content areas of the Praxis assess prerequisite knowledge and skills necessary to become an effective health educator as identified in the National Health Education Standards. Specifically, the following key elements are addressed at the knowledge, comprehension, and application levels:

Standard 1—Elements A, B, C, D, E, and F	Program Completers 100% Pass Rate
Standard 3—Element D	Program Completers 100% Pass Rate
Standard 5—Element B	Program Completers 100% Pass Rate

Teacher candidates who do not pass the Praxis II exam on the first try may continue to

take it until passed, or are given the option to graduate without licensure. Of the ten students who took the exam between 2010 and 2013, 10 students passed the exam (9 on the first attempt and 1 on the second attempt). The 100% pass rate of teacher candidates who went on to student teaching shows that they have gained the necessary knowledge and skills to become a health literate health educator.

## (2) **Assessment Documentation**

### 2e. **Assessment Tool or Description of Assessment Tool**

The Praxis II Health Education Content Knowledge Test is designed for prospective health education teachers. The test is designed to reflect current standards for knowledge, skills, and abilities in health education. Educational Testing Service (ETS) works in collaboration with teacher educators, higher education content specialists, and accomplished practicing teachers in the field of health education to keep the tests updated and representative of current standards. This test is designed to assess teacher candidates' knowledge of health education and is used as part of the licensing procedure in [REDACTED]. The test measures a broad range of requisite knowledge across the content area of health education. It measures a teacher candidate's professional knowledge related to teaching physical education. The 120 multiple choice questions cover health education as a discipline, promoting healthy lifestyles, community health advocacy, healthy relationships, disease prevention, and health education pedagogy. It does not measure actual teaching ability.

Specific Topics Covered:

**Health Education as a Discipline**—Health literacy- critical thinking and problem solving, communication, responsible citizenship, and self-directed learning. Responsibilities of the health educator, National Health Education Standards, behavioral risk data-morbidity and mortality, CDC adolescent risk behaviors-STI's, intentional/unintentional harm, unintended pregnancy, tobacco/drug use, alcohol consumption, diet and sedentary lifestyles. Coordinated school health-health and physical education, health and nutrition services, health promotion for faculty, counseling, psychological and social services, healthy school environment, and family/community involvement. Major health behavior theories, health/wellness domains, science foundations related to health, Code of Ethics for health education professionals.

**Promoting Healthy Lifestyles**—Responsible goal setting and decisions making for healthy lifestyles, physical fitness and health-related fitness- body structure, cardiovascular endurance, flexibility, muscular endurance, and individualized exercise programs. Nutrition- food groups and nutritional goals, metabolism, calories, fad diets, and dietary patterns. Stress management and coping skills, reducing and preventing health risks- personal safety, unintended pregnancy, STI's, tobacco/alcohol/drug use, causes for the use of substances, effective coping skills, physical/psychological effects, treatment and sedentary lifestyle and anatomy and physiology

**Community Health Advocacy**—Health and safety laws and regulations-disease reporting, confidentiality, work/recreational safety, controlled substances, tobacco use, immunizations, and disabilities. Environmental health issues, consumer health issues, accessing valid information, products and services, health careers- career opportunities and positions and educational requirements. Health agencies- private and public, costs, and services provided, advocacy and



leadership.

**Healthy Relationships**—Decision-making skills, Growth and development- life stages and death/dying, psychosocial development- family and peer relationships, self-concept, self-esteem, and character education. Interpersonal communications- conflict resolution and assertiveness skills, readiness and responsibility for intimate relationships and parenting, sexuality-reproductive choices, sexual expression and difficulty, pregnancy, and infertility. Violence-abuse, bullying, and harassment, diverse populations- meeting health education needs in differing SES, ethnicity, and culture.

**Disease Prevention**—Health conditions—acute and chronic, communicable/noncommunicable, infectious/noninfectious, genetic, congenital, environmental, and myths. Mental and emotional health- depression, suicide, eating disorders, addiction, mental illness and defense mechanisms, treatment and counseling, and hygiene.

**Health Education Pedagogy**—Assessing learning needs at individual and community level, planning instruction- objectives, curriculum, and programs, implementing instruction- methods, strategies, and techniques and assessing student learning and teacher effectiveness

2f. **Assessment Scoring Guide**

Educational Testing Services (ETS) is responsible for scoring the test and reporting the results to: the candidate, the [redacted] Department of Education, and [redacted]. The [redacted] Department of Education requires teacher candidates to score 680 or above on this test for licensure. The test is scored by raw points (number of correct answers) and a scaled score, which is computed from the total number of correct answers weighted according to level of difficulty.

2g. **Candidate Data**

Test Date Category	N	Overall Pass	Fail	Scores
<b>Test Date A: 2010-2011</b>	0	N/A	N/A	
<b>Test Date B: 2011-2012</b> Student 1 Student 2	■	■	0	700 720
<b>Test Date C: 2012-2013</b> Student 3 Student 4 Student 5  Student 6 Student 7 Student 8 Student 9 Student 10	8	7/1	0	681 680 540 684 (retake) 710 690 688 689 691

High-low range was 540-720. Pass score was 680.

Subscore Test Data (1<sup>st</sup> try):

	Subtest A Health Education as a Discipline  18 questions	Subtest B Promoting Healthy Lifestyles  36 questions	Subtest C Community Health Advocacy  12 questions	Subtest D Healthy Relationships  24 questions	Subtest E Disease Prevention  18 questions	Subtest F Health Education Pedagogy  12 questions	Final Score
<b>2011-2012</b>							
Student 1	12	30	7	14	14	9	700
Student 2	15	26	10	15	14	7	720
<b>2012-2013</b>							
Student 3	12	22	8	16	10	11	681
Student 4	15	22	10	15	10	9	680
Student 5	8	18	5	11	11	9	540
Student 5 (2 <sup>nd</sup> time)	13	24	8	13	11	11	684
Student 6	12	27	8	14	15	11	710
Student 7	12	21	8	16	15	11	690
Student 8	16	29	8	10	12	8	688
Student 9	15	22	7	14	11	11	689
Student 10	12	20	10	15	11	10	691
Ave # Correct responses	13 of 18 72%	24 of 36 67%	81 of 120 68%	140 of 240 58%	123 of 180 68%	96 of 120 80%	

Each column shows number of test questions answered correctly by teacher candidates **on their first try**. Candidate # 5 completed the Praxis II exam 2 times before passing. However, this teacher candidate decided to **not** seek licensure in health education so will not be counted as a program completer.

## **Section 4**

### **Assessment #2**

### **Course Exams**

#### **1. Narrative**

##### **(a). Description of the Assessment**

Course exams are teacher-made exams given during the 16-week semester. The exam grades used in assessment #2 are derived from seven specific courses which provide critical content knowledge in health education. These courses are taken by all health education teacher candidates. The courses come from the following departments at ██████████ University: Department of Public Health, Department of Allied Health, Department of Teacher Education, Department of Psychology, and Department of Food and Nutrition. This cluster of courses is directly related to the content knowledge needed by teacher candidates to become a health literate educator. All teacher candidates majoring in health education are required to take these courses. These courses were selected because they represent a cross-section of the discipline specific content knowledge required of a teacher candidate in health education. The courses from which the grades are generated include:

- PHLT 1568—Healthy Lifestyles
- FNUT 1551—Normal Nutrition
- PSYCH 2692—Human Sexuality
- PHLT 3731—Drug Use and Abuse
- PHLT 3757—Health and Disease
- PHLT 3791—Community Health
- AHLT 5807—Epidemiology

Note: Test objectives for each course are directly aligned with the content as stated below.

PHLT 1568—Healthy Lifestyles: Personal and consumer health issues and prevention of premature death analyzed from physical, emotional, social and spiritual perspectives. Plans for disease prevention and healthful living. Importance of health promotion to the individual, region, nation and world. 3 s.h.

FNUT 1551—Normal Nutrition: The fundamentals of normal nutrition as they apply to health; nutritional needs during various stages of the life cycle; dietary guides and their application to the selection of adequate diets; problems of nutritional deficiencies and excesses. Prereq.: CHEM 1500 or high school equivalent. 3 s.h.

PSYCH 2692—Human Sexuality: An interdisciplinary approach to the study of human sexuality. Includes topics such as communication, problem solving, domestic violence and sexuality. Listed also as PHLT 2692. 3 s.h.

PHLT 3731—Drug Use and Abuse: Alcohol, tobacco, and other drug use and their relationship to behavior and society. Emphasis on prevention, early intervention, and treatment in the behavioral medicine, health care, educational and criminal justice systems. Prereq.: PHLT 1568. 3 s.h

PHLT 3757—Health and Disease: Study of the major chronic and communicable diseases affecting humans. Emphasis on etiology, prevention through health education and health promotion methods, and materials. Prereq.: PHLT 1568, BIOL 1545 or AHLT 1500 and 1501. 4 s.h.

PHLT 3791—Community Health: Study of the need for organized community health efforts: problems of chronic and communicable diseases, environmental health, world health, and the public and private agencies involved in their solutions. Prereq.: PHLT 1568. 3 s.h.

AHLT 5807—Epidemiology: A study of the interrelationships of the host, agent, and environment in determining the causation, frequency, and distribution of disease. Prereq.: AHLT 3708, 5840, 4806, or permission of instructor. 3 s. h.

#### University Grade Policy

Faculty assign grades on the basis of achievement in the subject matter of the course and in accordance with accepted professional standards for that subject. The grade earned by a student thus represents the quality of work and is not based merely on competition within the class.

- The grade of **A** (90-100%) represents exceptional work in which the student shows that he or she has firmly grasped and achieved the objectives of the course.
- The grade of **B** (80-89%) indicates very good work and considerable grasp of the essentials of the course.
- The grade of **C** (70-79%) indicates good work and a usable grasp of the essentials of the course.
- The grade of **D** (60-69%) indicates a definite, but not necessarily coherent, knowledge of the course.
- The grade of **F** (below 60%) indicates that the student has not achieved even a minimum grasp of the essentials of the course.

All courses must be passed with a grade of “C” or better for the course to count toward graduation with a Bachelor of Science in Education degree.

#### **(b) Alignment to AAHE Standards 1, 2, and 7**

Courses exam grades for these courses were selected because they represent a cross section of the discipline specific content knowledge required of a teacher candidate in health education. The course exams in each of the seven courses identified, take into

consideration the teacher candidate’s need to know and be able to apply discipline specific scientific and theoretical concepts critical to the development of content knowledge (Standard 1—Health Education as a Discipline). All teacher candidates in the health education licensure program are requires to take each of these course. Successful completion of each course demonstrates mastery of content related to the following Standards and Elements:

### Alignment Matrix Organized by Course

<b>Course</b>	<b>AAHE Standard Element Addressed</b>	<b>Description</b>
PHLT 1568—Healthy Lifestyles	<b>Standard 1—Content Knowledge Elements C, D, F</b>  <b>Standard 2—Needs Assessment Element A</b>	Describe lifestyle practices that promote health and safety. Describe lifestyle related behaviors that might compromise health or safety. Demonstrate the health literacy skills of an informed consumer of health products and services in order to lead a healthy lifestyle.  Access a variety of reliable data sources for health promotion.
FNUT 1551—Normal Nutrition	<b>Standard 1—Content Knowledge Elements C, D, E,</b>	Describe nutrition practices that promote health. Describe behaviors that may compromise health (food-related). Describe disease etiology and prevention practices related to health eating.
PSYCH 2692—Human Sexuality	<b>Standard 1—Content Knowledge Element C, D</b>	Describes behaviors that promote healthy sexual relationships. Describes behaviors related to sexual relationships that may compromise health or safety.
PHLT 3731—Drug Use and Abuse	<b>Standard 1—Content Knowledge Elements A, D</b>	Theoretical foundations of health behavior related to drug use and abuse. Behaviors related to drug use and abuse that may compromise health and safety.
PHLT 3757—Health and Disease	<b>Standard 1—Content Knowledge Elements A, B, C, D,</b>	Foundations of health behavior related to health and disease. Understanding of National Health

	<b>and E</b>	Education Standards Describing practices that promote health and prevent disease. Describe behaviors that lead to disease. Disease etiology and prevention.
PHLT 3791— Community Health	<b>Standard 1—Content Knowledge Elements A, B, C, D, E,</b>  <b>Standard 7 Element A and D</b>	Foundations of community health. National Health Standards and relationship to community health. Practices in the community that promote health behaviors and lead to compromised behaviors. Community health disease etiology. Community resources as a consumer of health products and services.
AHLT 5807— Epidemiology	<b>Standard 1—Content Knowledge Element E</b>	Disease etiology and prevention.

**(c) Analysis of Data Findings**

The range of scores for health education students identified as program completers on teacher-made exams for the above stated courses were divided into the following ranges: 70-79% (Acceptable), 80-89% (Target), 90-100% (Exemplary). Exam grades for teacher candidates in 2011-2012 are lower than scores for teacher candidates who completed the exams in 2012-2013. Data for the first group of teacher candidates (N=11) showed that their strongest area was in the Health Lifestyles course. They had the most difficult time with Drug Use and Abuse and Human Sexuality. Data for the second group of program completers indicate that over 99% of them scored in the 80-89% (Target) or 90-100% (Exemplary) range for all courses (see data chart). Only one teacher candidate scored a 77% on the final exam in one course, which is still at the acceptable level. Exam grades are assigned based on mastery of content and are not based on competition within the class (standard bell curve). The grade earned by a student represents the comprehension of subject specific knowledge. Data indicate that teacher candidates scored between target and exemplary on all courses. Candidates scored highest on their exams in PHLT 1568—Health Lifestyles. Overall, candidates scored lowest on their final exams in PHLT 3791—Community Health, although all candidates still scored in the “target” range.

**(d) Interpretation of how data meets AAHE Standard 1, 2, and 7**

Based on exam scores, all teacher candidates demonstrated an acceptable level of mastery of the major content addressed in each of the courses listed. The alignment between

course objectives and final examination test questions provides evidence that teacher candidates have acquired the requisite knowledge as stated in AAHE Standards 1, 2, and 7.

**(2) Assessment Documentation**

Description of Assignment/tool, Scoring Guide and Data Table

**(e) Assessment Tool**

The assessment tool is comprised of a teacher-made final exam for each of the above classes. All course exams are based on a 100-point scale and include different question types (multiple choice, short answer, extended response) designed to test teacher candidate’s knowledge at various levels of Bloom’s Taxonomy (knowledge, comprehension, application, evaluation, and synthesis). The lowest number of questions on a final exam was 24 (combination of multiple choice and 4 extended response questions). The highest number of questions on a final exam was 80 (all multiple choice).

**(f) Scoring Guide for Final Exam**

- A (90-100%) = Exemplary
- B (80-89%) = Target
- C (70-79) = Acceptable
- D (0-69%) = Unacceptable

**(g) Data Chart**

**Course Exam Data Table 2011-2012**

Performance Indicator	N	S # 1	S # 2	Average Exam Grade	% Unacceptable (60-69)	% Acceptable (70-79)	% Target (80-89)	% Exemplary (90-100)
PHLT 1568	█	91	95	93%	0%	N=0 0%	N=0 0%	N=█ 100%
FNUT 1551	█	82	93	87%	0%	N=0 0%	N=█ 50%	N=█ 50%
PSYCH 2692	█	81	83	82%	0%	N=0 0%	N=█ 100%	N=0 0%
PHLT 3731	█	80	81	81%	0%	N=0 0%	N=█ 100%	N=0 0%
PHLT 3757	█	89	85	87%	0%	N=0 0%	N=█ 100%	N=0 0%
PHLT 3791	█	84	91	87%	0%	N=0 0%	N=█ 50%	N=█ 50%
AHLT 5807	█	88	82	85%	0%	N=0	N=█	N=0, 0%

					0%	100%	
Total				0	0	10	

**Percent of candidates meeting minimum requirements across courses is 100%.**

**Course Exam Date Table 2012-2013**

Performance Indicator	N	Average Exam Grade And Range	% Unacceptable (60-69)	% Acceptable (70-79)	% Target (80-89)	% Exemplary (90-100)
PHLT 1568	8	93% (91-96)	0%	N=0 0%	N=0 0%	N=8 100%
FNUT 1551	8	91% (82-95)	0%	N=0 0%	N=2 25%	N=6 75%
PSYCH 2692	8	90% (80-93)	0%	N=0 0%	N=2 25%	N=6 75%
PHLT 3731	8	91% (82-94)	0%	N=0 0%	N=1 13%	N=7 87%
PHLT 3757	8	87% (77-92)	0%	N=1 13%	N=2 25%	N=5 62%
PHLT 3791	8	89% (83-94)	0%	N=0 0%	N=3 38%	N=5 62%
AHLT 5807	8	93% (83-96)	0%	N=0 0%	N=1 14%	N=6 86%
Totals	8		0	1	11	43

**Percent of candidates meeting minimum requirements across courses is 100%.**

**2012-2013 Exam Grades by Student**

	S # 1	S # 2	S # 3	S # 4	S # 5	S # 6	S # 7	S # 8
PHLT 1568	92	93	91	94	96	91	91	92
FNUT 1551	82	90	92	94	95	92	87	94
PSYCH 2692	92	93	88	80	90	90	91	92
PHLT 3731	90	90	94	82	92	92	91	93
PHLT 3757	88	81	77	90	90	92	90	91
PHLT 3791	91	91	87	84	94	93	92	83
AHLT 5807	90	91	83	94	96	96	96	94

**Scores listed as %. All teacher candidates met requirements across courses.**



**SECTION 4**  
**ASSESSMENT # 3**  
**Unit/Lesson Plan**  
**Critical Task**

1.

(a) **Description of Assessment**

Critical tasks are performance-based assignments that assess a teacher candidate's knowledge, skills and/or dispositions as defined by the [REDACTED] Beginning Teacher Standards. Performance on critical tasks determine a candidate's entitlement to continue moving through the teacher preparation program by meeting or exceeding the expectations as defined in the assessment rubric. Teacher candidates must achieve a passing score on the critical task(s) in order to receive a passing grade in the course for which it is required. Failure to pass the critical task(s) requires remediation through repetition of the course to ensure all teacher candidates are prepared for health education teacher licensure. The critical task for the second and third in a series of three content/pedagogy classes requires teacher candidates to complete an entire unit of instruction for health education (one at the upper elementary or middle school level, one at the high school level). Teacher candidates are assigned to a local school and resource teacher. The teacher candidate spends 3 class periods observing and completes a contextual factors worksheet that serves as a basic needs assessment. The teacher candidate follows the resource teacher's curriculum, and with direction in class, complete a unit of instruction that will be taught later in the semester. Unit and lesson objectives are aligned with the needs assessment and the National Standards for Health Education. Assessment strategies are selected/designed and embedded within the unit of instruction. Teacher candidates must demonstrate the ability to put the above together into a comprehensive unit of instruction where they plan for active, fair and equitable learning experiences, showing on paper how they will adapt instruction for the diverse needs of all learners, including those with exceptionalities. Candidates prepare a unit overview and align unit objectives to National Health Education Standards. Candidates then prepare a scope and sequence. The lessons must show progression and be actively engaging. The teacher candidate must show direct alignment between standards, objectives, learning tasks, and assessments. Prior to teaching at the school site, teacher candidates complete a peer teaching and receive feedback on strengths and areas for improvement. A copy of the lesson plan template and lesson plan description is included. This lesson plan format is used by all health and physical education teacher candidates throughout the program (methods courses and student teaching). Teacher candidates learn, step-by-step, how to write lesson plans in HEPE 3702. Units of instruction are developed and taught in HEPE 3715 and HEPE 3716 prior to student teaching.

(b) **Assessment Alignment with AAHE Standards 1, 2, 3, and 5**

This assessment is directly aligned with AAHE Standard 1. Teacher candidates must possess the content knowledge and skills of a health literate educator in order to plan health-related units of instruction. Teacher candidates are assessed on their content knowledge when lesson plan content is assessed. This assessment is directly aligned with AAHE Standard 2. Teacher candidates are required to complete a needs assessment to determine priorities for the school health program in which they are assigned to teach. This task is completed prior to selecting the content for the unit of instruction. This assessment is also aligned with AAHE Standard 3. Teacher candidates are required to plan effective comprehensive school health education unit and lesson plans that are directly aligned with

their needs assessment. Later on in the course these lessons will be taught and assessed. This assessment is also directly aligned with AAHE Standard 5. Teacher candidates are required to plan for assessment of student learning (the actual assessment takes place in a later task). The following chart shows direct alignment of the tasks with the AAHE Standards.

**Critical Task: Needs Assessment and Planning For Instruction (Unit and Lesson Level)**

<b>Standard</b>	<b>Element</b>	<b>Task Description</b>
1	A	Lesson plans (relationship to health theory and principles of learning)
1	B	Lesson plans show direct alignment between National Health Education Standards with unit and lesson objectives
1	C, D	All units of instructions address a health behavior and use health behavioral objectives to describe practices that promote health or safety, or behaviors that compromise health or safety.
2	A	Accessing data related to school site where teaching will occur.
2	B	Collection of data
2	C	Infer needs of students and use to plan unit of instruction
3	B	Scope and sequence of unit and accompanying lesson plans
3	C	Unit and lesson objectives aligned with formative and summative assessments
3	D	Developmentally appropriate instructional strategies
3	E	Needs assessment data aligned with National Standards and content
5	A	Develop formative and summative assessments directly aligned with objectives and instructional strategies.
5	B	Analyze available assessment instruments and select the most appropriate based on objectives and content.
5	C	Develop formative/summative assessment instruments based on objectives and content.

**(c) Analysis of Data Findings**

This assessment contains 2 critical tasks. The first critical task is the needs assessment portion of the project. The second critical task is the unit of instruction, including the lesson plans that will be taught in the schools. Teacher candidates must have an overall score in the 266-298 point range out of 332 possible points to score “acceptable”. Teacher candidates must have an overall score in the 299-332 of a possible 332 points to score “target”. Of the 10 teacher candidates who completed the project, 3 teacher candidates scored in the “acceptable” category and 7 teacher candidates scored in the “target” category. Teacher candidates who score below 266 points are asked to remediate the assignment since this is the unit of instruction they will teach later on in the semester in the school. No teacher candidates needed to remediate this assignment. The average scores for the following categories were at the target level: task intro, task overview, academic language, block plan, lesson plans, and references. The average scores for the following categories were at the acceptable level: needs assessment, and assessment instruments.

**(d) Interpretation of How Data Meets AAHE Standards 1, 2, 3, and 5**

This critical task focuses on the teacher candidate’s ability to conduct a needs assessment, and to plan an effective unit of instruction and appropriate assessments based on the needs assessment and National Health Education Standards.

The unit introduction requires teacher candidates to describe the overall purpose of elementary/middle or high school health education in relation to the National Health Standards and the Comprehensive School Health Program. This task was worth 10 points of the overall project. Teacher candidate scores ranged from 6-10, indicating that all but one teacher candidate scored in the acceptable range on this task. The teacher candidate who scored below the acceptable range made only vague references to the National Standards and did not address the CSHP. This teacher candidate was asked to remediate the task. This task provides evidence for AAHE Standards 1 and 2.

The needs assessment is worth 50 points and assesses teacher candidates on their ability to implement a student pretest and student questionnaire, describe their findings, and discuss the implications for instruction. The range on this portion of the assessment was from 35-50 points, indicating all teacher candidates scored in at least the acceptable range on the needs assessment (AAHE Standard 2).

The unit overview requires teacher candidates specifically tie the unit of instruction to the National Health Education Standards. It must include unit level objectives (written as HBO's) and must show alignment between the objectives and standards. Once the block plan is written, the lesson objectives must be cross-referenced with the unit objectives and standards to demonstrate appropriate instructional alignment. The range of scores was 21-25 demonstrating that the teacher candidates were able to complete this task with a high degree of success. This provides evidence for AAHE Standards 1 and 3.

Although the academic language task does not provide direct evidence of meeting any of the AAHE Standards, it does demonstrate the teacher candidates' ability to recognize the importance of academic language (function, vocabulary, syntax, and discourse) in teaching health education to P-12 learners.

The assessment tasks require teacher candidates to provide a detailed description, or include a copy of, the summative assessment. Students at ██████████ University complete an entire course in cognitive and performance-based assessment prior to completing this project. They must also include a minimum of 3 formative assessments that are embedded within their unit of instruction. The teacher candidate must show alignment between the assessments and lesson objectives (which are tied to the National Standards for Health Education). Teacher candidates did quite well on this task. The range of scores was 25-35. Therefore all teacher candidates scored at least in the "adequate" level on this task. The lower scores were attributed to the lack of detail provided on the summative assessment, or the lack of the formative assessments being formal (not producing usable data). Completion of this task provides evidence for AAHE Standard 5.

The teacher candidates were required to write a total of 8 lesson plans during this course (see attached lesson plan format). Each lesson plan must include the following elements: context, objectives, standards, assessments, type of feedback, academic language, adaptations, lesson introduction, instructional tasks (including instructional supports, scaffolds, and differentiation), learning activities and instructional materials, and a lesson closure. Teacher candidate scores ranged from 162-194. The most common error was the lack of detail related to the instructional strategies section. However, all teacher candidates scored at least at the "acceptable" level, with 5 of them scoring at the "target".

## **2 Assessment Documentation**

### **(e) Description of Assignment and Assessment Tool**

**HEPE 3715/3716  
CRITICAL TASK  
NEEDS ASSESSMENT/UNIT OF INSTRUCTION**

#### **Task Description:**

The purpose of this critical task is for you to demonstrate competency in the following areas: (1) complete a contextual factors needs assessment, (2) design a quality unit of instruction including writing unit and lesson objectives based on student characteristics and needs, and (3) locating/designing appropriate formative and summative assessment aligned with unit/lesson objectives. Pay attention to and include all elements required in the needs assessment. Include a block plan that overviews your unit of instruction. Include all elements of the unit/lesson plans in the appropriate order, format, and in sufficient detail. Include all assessment instruments (formative and summative). See the attached rubric for additional information. Do not forget to include a cover sheet with the site name, topic, number of students, grade level, etc. Stated student learning objectives must be tied to the National Standards for Health Education.

#### **NEEDS ASSESSMENT**

Direct needs assessment to use:

- Student pretest (minimum of 10 questions)
- Student questionnaire (minimum of 10 questions)
- Description of findings
- Implications for instruction

Before you begin writing your unit of instruction, answer the following questions:

- What did I learn from my needs assessment?
- What exactly do I want students to learn?
- How will I know they learned it (assessment strategies)?
- How will I best teach it (instructional strategies and supports)?
- This is backwards design that we have already discussed in class.

Complete a block plan (see sample from class). Be sure to include 6 days. Each day should state the lesson focus with a brief description, and associated assessments (formal or informal).

Unit overview—one half page detailing your philosophy related to teaching health education and one half page overview of your unit of instruction.

Unit objectives—4-5 written behaviorally using Bloom's taxonomy.

Lesson plans—8 day unit of instruction following [REDACTED] lesson plan format 1. (See attached). Each piece of the unit plan will be assessed separately and weighted accordingly. Instructional alignment is a key to planning for instruction. Make sure your objectives, lessons, and assessments are clearly aligned. See below for specific details on key components to be included in your unit plan.

All assessments must be submitted with the appropriate lesson. Your summative assessment should be part performance-based and part cognitive. The cognitive assessment is NOT part of your 6 days of instruction.

**HEPE 3715  
UNIT OF INSTRUCTION (332 points)**

The following guidelines **must** be followed when submitting your unit plan.

1. Cover page including unit title, grade level, your name, course, and semester/year.
2. One-half page, double spaced **introduction to health education (10 points)**
  - Include information from your texts briefly describing the overall purpose of elementary health education (3 points)
  - Relate the purpose to the National Health Standards and the Comprehensive School Health Program (6 points)
  - Write in 3<sup>rd</sup> person, use appropriate grammar (1 point)
  - **This task provides evidence for AAHE Standard 1, Element B**
  - **This task provides evidence for AAHE Standard 2, Element A**
3. **Needs Assessment (50 points)**
  - Student pretest (10 points)
  - Student questionnaire (10 points)
  - Description of findings (15 points)
  - Implications for instruction (15 points)
  - **This task provides evidence for AAHE Standard 2, Elements A, B, C**
4. One-half page, double spaced, **overview of the unit of instruction. (25 points)**
  - This should include the purpose of the unit and how it is tied to the National Health Education Standards (3 points)
  - It should include a bulleted list of unit level objectives (6-8). Be sure you are writing HBO's and they are in the proper format. Clearly identify which standard each objective is tied to. (18 points)
  - Once the block plan is written, come back and cross-reference objectives to lessons (very important step in demonstrating instructional alignment) (4 points)
  - **This task provides evidence for AAHE Standard 1, Element B**
  - **This task provides evidence for AAHE Standard 3, Element C, D, E**
5. **Academic language. (10 points)**
  - List the academic language vocabulary (2 points)
  - List the academic language function (what role the vocabulary or other academic language "processes" play in the unit of instruction) (2 points)
  - List the academic language demand (what students will need to do with the academic language to be successful in the unit of instruction) (2 points)
  - Describe either the syntax or discourse used (1 point)
  - Write 2-3 academic language objectives using the higher levels of Bloom's taxonomy (3 points)

6. **Block plan (12 lessons) (5 points)**
  - Include a detailed block plan that shows your lesson content, progression and assessments for the 8 day unit of instruction (see attached) (5 points)
  
7. **Assessment instruments (35 points)**
  - Provide a detailed description (or include a copy of) the summative assessment instrument you will use (15 points)
  - Three of your 8 lessons must include formative assessments. Again, provide a detailed description of or include a copy of the formative assessments you will use (5 points each)
  - Assessments must be aligned and referenced lesson objectives (5 points)
  - **This task provides evidence for AAHE Standard 5, Elements A, B, C, D**
  
8. **Lesson Plan(s) (24 points each/192 total points)**
  - Include 8 complete lesson plans using the approved Format 1 (see attached)
  - Include relationship to health education theory and principles of teaching and learning within your lesson plans.
  - Indicate how each lesson is appropriate for your student population (academic level, social/emotional level) and how it is tied to your needs assessment within your lesson plan.
  - See lesson plan rubric for additional requirements. Lesson plans will be graded separately.
  - **This task provides evidence for AAHE Standard 3, Elements B, C, D, E**
  
9. Minimum of 3 **references (5 points)**

**Total points possible including lesson plans: 332 points**

Minimum point value must equal 80% of total possible points to be acceptable.  
Minimum point value must equal 90% of total possible points to be target.

**Also see lesson plan template and lesson plan directions uploaded for this section.**

## **(f) Scoring Guides**

### **HPES 3715/3716 Unit of Instruction**

#### **Introduction to Health Education (10 points)**

- Include information from your texts briefly describing the overall purpose of elementary health education (3 points)
- Relate the purpose to the National Health Standards and the Comprehensive School Health Program (6 points)
- Write in 3<sup>rd</sup> person, use appropriate grammar (1 point)

#### **Needs Assessment (50 points)**

- Student pretest (10 points)
- Student questionnaire (10 points)
- Description of findings (15 points)
- Implications for instruction (15 points)

#### **Overview of the unit of instruction. (25 points)**

- Purpose of the unit and how it is tied to the National Health Education Standards (3 points)
- Bulleted list of unit level objectives (6-8). Write HBO's in the proper format. Clearly identify which standard each objective is tied to. (18 points)
- Cross-reference objectives to lessons (very important step in demonstrating instructional alignment) (4 points)

#### **Academic language. (10 points)**

- List the academic language vocabulary (2 points)
- List the academic language function (what role the vocabulary or other academic language "processes" play in the unit of instruction) (2 points)
- List the academic language demand (what students will need to do with the academic language to be successful in the unit of instruction) (2 points)
- Describe either the syntax or discourse used (1 point)
- Write 2-3 academic language objectives using the higher levels of Bloom's taxonomy (3 points)

#### **Block plan (12 lessons) (5 points)**

- Detailed block plan that shows your lesson content, progression and assessments for the 8 day unit of instruction (see attached) (5 points)

#### **Assessment instruments (35 points)**

- Detailed description (or include a copy of) the summative assessment (15 points)
- Three formative assessments including a detailed description of or include a copy of the formative assessments (5 points each)
- Assessments must be aligned and referenced lesson objectives (5 points)

#### **Lesson Plan(s) (24 points each/192 total points)**

- 8 complete lesson plans using the approved Format 1 (see attached)
- Relationship to health education theory and principles of teaching and learning within your lesson plans.
- Indicate how each lesson is appropriate for your student population (academic level, social/emotional level) and how it is tied to your needs assessment within your lesson plan.
- See lesson plan rubric for additional information.

Minimum of 3 **references (5 points)**

**Total points possible including lesson plans:**

**332**

## Individual Lesson Plans Assessment Rubric

Task and Alignment	SCORE	<b>Unsatisfactory (1)</b>	<i>Acceptable (4)</i>	<i>Target (6)</i>	Comments
<b>Planning: Objectives and Alignment</b>  <b>AAHE Standard 1</b> Element A, B  <b>Standard 3</b> Elements B, C, D, E  <b>Standard 5</b> Elements A, B, C	_____	The learning objectives, and learning tasks have no central focus or are inappropriate. Objectives are not aligned with National Health Education Standards. Score and sequence inappropriate or not described in enough detail.	The learning objectives and learning tasks are appropriate and have a central focus. Objectives are aligned with National Health Education Standards. Candidate makes vague reference to theory or principles of learning. Scope and sequence show progression across tasks.	The learning objectives, and learning tasks are appropriate, contain a central focus. Objectives are clearly aligned with the National Health Education Standards. Candidate ties research/theory to the central focus and objectives. A detailed scope and sequence is related back to unit objectives.	
<b>Planning: Detail</b>  <b>AAHE Standard 3</b> Elements B, C, D, E	_____	The plans are missing one or more critical area, provide no timeline, and provide only vague descriptions of instructional strategies.	The plans contain all critical areas, provide a timeline and all necessary information including basic information relative to instructional strategies.	The plan contains all necessary critical areas and in sufficient detail that another teacher could teach from them if necessary..	
<b>Planning: Instructional Support</b>  <b>AAHE Standard 1</b> Element A  <b>Standard 3</b> Elements B, C, and D	_____	Tasks are not appropriate for the developmental level of the students. Lesson plans have minimal supports that will assist in student learning.	Tasks are actively engaging and appropriate for the developmental level of the students. There are supports in place to assist with student learning.	Tasks are selected carefully to provide high amounts of student engagements and are appropriate for the developmental level of the students. Tasks are challenging and support the need for differentiation.	
<b>Planning: Assessment Plan</b>  <b>AAHE Standard 5</b> Elements A, B, and C	_____	Assessment tools are not aligned w/learning goals. Criteria are not clear.	Assessment tools are aligned w/learning goals and have clear criteria.	Assessment tools are aligned w/learning goals, have clear criteria, use multiple means, and are technically sound.	Assessment tools are aligned w/learning goals, have clear criteria, use multiple means, and are technically sound.

**Total points possible including lesson plans: 332 points**

Minimum point value must equal 80% of total possible points to be acceptable.

Minimum point value must equal 90% of total possible points to be target.



**(g) Data Charts**

**Unit of Instruction**

<b>Performance Indicator</b>	<b>N</b>	<b>Year</b>	<b>Range of Scores</b>	<b>% Unacceptable (Below 69)</b>	<b>% Acceptable (70-89)</b>	<b>% Target (90-100)</b>
Unit of Instruction	1	2011-2012	289-307	N=0 0%	N=1 50%	N=1 50%
Unit of Instruction	8	2012-2013	277-327	N=0 0%	N=2 25%	N=6 75%

**Breakdown of Specific Components of the Unit of Instruction by Teacher Candidate**

	<b>Task 1 Intro (10)</b>	<b>Task 2 Needs Assessment (50)</b>	<b>Task 3 Overview (25)</b>	<b>Task 4 Academic Language (10)</b>	<b>Task 5 Block Plan (5)</b>	<b>Task 6 Assessment Instruments (35)</b>	<b>Task 7 Lesson Plans (194)</b>	<b>Refs (5)</b>	<b>Total Points 332</b>
Student 1 (2012)	10	40	25	8	5	32	164	5	289 87%
Student 2 (2012)	10	50	25	5	5	35	172	5	307 92%
Student 3 (2013)	8	45	25	10	5	35	194	5	327 98%
Student 4 (2013)	10	35	25	5	5	30	162	5	277 83%
Student 5 (2013)	6	40	21	8	5	30	162	5	269 81%
Student 6 (2013)	10	35	25	10	5	35	178	5	303 91%
Student 7 (2013)	10	35	25	10	5	25	188	5	303 91%
Student 8 (2013)	10	45	21	8	5	30	182	5	306 92%
Student 9 (2013)	10	50	25	5	5	32	188	5	320 96%
Student 10 (2013)	10	45	25	8	5	30	172	5	300 90%
<b>Average Score by Task</b>	<b>9.4</b>	<b>42</b>	<b>24.2</b>	<b>7.7</b>	<b>5</b>	<b>31.4</b>	<b>176.2</b>	<b>5</b>	<b>300.1 90%</b>
<b>Acceptable Score</b>	<b>8</b>	<b>40</b>	<b>20</b>	<b>8</b>	<b>4</b>	<b>28</b>	<b>155</b>	<b>4</b>	<b>266</b>
<b>Target Score</b>	<b>9</b>	<b>45</b>	<b>22.5</b>	<b>9</b>	<b>4.5</b>	<b>31.5</b>	<b>175</b>	<b>4.5</b>	<b>299</b>

A = Acceptable (80%) T = Target (90%)

**STUDENT TEACHER FINAL ASSESSMENT and ENDORSEMENT**

Standards for the Teaching Profession and Dispositions

Student Teacher: \_\_\_\_\_ District: \_\_\_\_\_  
 Cooperating Teacher: \_\_\_\_\_ School: \_\_\_\_\_  
 University Supervisor: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Final Date: \_\_\_\_\_ Content: \_\_\_\_\_

**DIRECTIONS:** This Assessment is to be completed collaboratively by the cooperating teacher and university supervisor using evidence collected during the student teaching experience. Using the scoring criteria, indicate the teacher candidate's performance of each element of the standard. Select only one score per element. Then determine if the teacher candidate should be recommended for a teaching license. This signed Assessment will be returned to the Office of Student Field Experiences and will remain in this office as part of the student's file. The Assessment is evidence that the student teacher has been involved in an on-going evaluation process during the student teaching experience.

**Final Assessment****A. The Standards for the Teaching Profession**

This Assessment is divided into the three organizers identified by the state: 1. *The Focus of Teaching and Learning*, 2. *The Conditions for Teaching and Learning*, 3. *Teaching as a Profession*. The seven Standards fall under one of these organizers. Each standard has a set of elements that require scoring as they are exit criteria from the student teaching experience. The scores represent the growth and development of the teacher candidate in the student teaching experience.

**An average score of a 2 in each standard and each disposition AND a "YES" endorsement from the cooperating teacher and university supervisor is necessary to receive credit in student teaching and licensure recommendation.**

**B. The Scoring Process**

- The scoring of the standard's elements is based on evidence collected to support the element. Collected evidence includes cooperating teacher and university supervisor observations, conferencing, the lesson plan binder, and any other evidence collected during the student teaching experience.
- The score indicates the cooperating teacher and university supervisor have sufficient evidence to support that the teacher candidate is performing at the indicated level for the element within the student teaching setting.
- Scoring is based on a scale of 0 to 4 and only one score is selected per element.

**Scoring Criteria:**

- |                |  |
|----------------|--|
| 1: Ineffective | A teacher candidate whose performance consistently fails to demonstrate minimum competency of the element, has shown little or no improvement over time, requires constant assistance, and needs to gain further experience in the classroom for this element on an improvement plan.              |
| 2: Developing  | A teacher candidate whose performance demonstrates some competency of the element and indicates the candidate is making progress and growing with support.   |
| 3. Competent   | A teacher candidate whose performance consistently meets expectations, demonstrates competency of most of or the entire element, has impacted student learning and indicates the candidate is capable and requires little support for growth to occur.   |
| 4. Skilled     | A teacher candidate, whose performance exceeds expectations, competently demonstrates the entire element, has significantly impacted student learning and indicates the candidate is proficient, requires no assistance for growth to occur and strives to contribute to the school and community. |

**C. Endorsement**

After the scoring this Assessment, the cooperating teacher and university supervisor will determine if the teacher candidate should be recommended for a teaching license. The cooperating teacher and university supervisor will verify their endorsement of the teacher candidate by signing in the space provided.

**D. Review of the Assessment**

Upon completion of the scoring and endorsement, the cooperating teacher and/or university supervisor will conference with the teacher candidate to discuss the candidate's progress and performance. The cooperating teacher, university supervisor, and student teacher will sign the form to indicate that a review of the Assessment has taken place. A copy of the Assessment will be provided to the teacher candidate.

## THE FOCUS OF TEACHING AND LEARNING

### Standard 1: Students

<i>Does the candidate understand the students' backgrounds and learning styles and needs, and expect that all students can achieve?</i>	1	2	3	4
1.1 The candidate understands how students learn and the developmental characteristics of this age group. (CF:R4B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The candidate uses his/her knowledge of what students know and are able to do to meet the needs of all students. (CF: R4B; R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3The candidate expects that all students will achieve to their full potential. (CF:R3C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The candidate demonstrates respect for students' diverse cultures, language skills and experiences. (CF: R3B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5The candidate assists in the appropriate identification, instruction and intervention for gifted students, students with disabilities and at-risk students.(CF:R3C; R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standard 2: Content

<i>Does the candidate have an understanding of the content he/she teaches?</i>	1	2	3	4
2.1 The candidate uses knowledge of content-specific concepts, assumptions and skills to plan effective instruction. (CF:R5B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 The candidate uses knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. (CF: R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 The candidate understands and uses the Common Core and/or the [REDACTED] academic content standards. (CF:R2B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 The candidate connects the discipline with other content areas to plan and deliver effective instruction.(CF:R5B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 The candidate connects content to relevant life experiences and career opportunities. (CF:R5A; R4A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standard 3: Assessment

<i>Does the candidate understand and effectively use varied assessments?</i>	1	2	3	4
3.1 The candidate understands varied types of assessments, their purposes and the data they generate. (CF: R1B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The candidate selects, develops, and uses a variety of diagnostic, formative and summative assessments. (CF: R1B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 The candidate analyzes data to monitor students' progress and learning, and to plan, differentiate and modify instruction. (CF: R1C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 The candidate collaborates and communicates student progress with students, parents and colleagues. (CF: R3A; R3D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5The candidate involves learners in self-assessment and goal setting to address gaps between performance and potential. (CF:R1C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standard 4: Instruction

<i>Does the candidate plan and deliver effective instruction that advances the learning of each individual student?</i>	1	2	3	4
4.1 The candidate aligns instructional goals and activities with school and district priorities and with [REDACTED] academic content standards. (CF:R2B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 The candidate uses information about students' learning and performance to plan and deliver instruction designed to close the achievement gap. CF:R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 The candidate communicates clear learning goals and links learning activities to those goals.(CF:R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 The candidate applies knowledge of how students think and learn to planning and instruction. (CF:R1A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 The candidate differentiates instruction to meet the needs of all students, including gifted students, students with disabilities and at-risk students. (CF:R3C;R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 The candidate creates and selects activities that are designed to help students become independent learners and complex problem-solvers. (CF:R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 The candidate uses resources effectively, including technology, to enhance student learning. (CF:R7A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## THE CONDITIONS FOR TEACHING AND LEARNING

### Standard 5: Learning Environment

<i>Does the candidate create a learning environment that promotes learning and high achievement?</i>	1	2	3	4
5.1 The candidate treats all students fairly and has established a classroom environment that is respectful, supportive and caring. (CF: R3B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 The candidate has created a classroom environment that is physically and emotionally safe. (CF:R3C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 The candidate motivates students to work productively and take responsibility for their own learning. (CF: R1C; R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 The candidate creates learning situations in which students work independently, collaboratively and/or as a whole class. (CF:R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 The candidate maintains an environment that is conducive to learning for all students. (CF: R3B; R3C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TEACHING AS A PROFESSION

### Standard 6: Collaboration and Communication

<i>Does the candidate collaborate and communicate effectively with colleagues, administrators, parents and the community?</i>	1	2	3	4
6.1 The candidate communicates clearly and effectively. (CF: R3A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 The candidate shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health. (CF:R3D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 The candidate collaborates effectively with other teachers, administrators and school and district staff. (CF:R6B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 The candidate collaborates effectively with the local community and community agencies when appropriate to promote student learning. (CF:R3D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standard 7: Professional Responsibility and Growth

<i>Does the candidate assume responsibility for professional performance and development?</i>	1	2	3	4
7.1 The candidate understands, upholds and follows professional ethics, policies and legal codes of professional conduct. (CF: R2A: R2C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 The candidate takes responsibility for engaging in continuous, purposeful professional development. (CF: R6A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 The candidate seeks opportunities that positively impact his/her teaching quality and student achievement. (CF: R6B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## DISPOSITIONS

	1	2	3	4
<b>1. Creating Fairness in the Classroom</b>				
<ul style="list-style-type: none"> <li>The candidate conveys the attitude that all students are important.</li> <li>The candidate consistently shows support for individual students based on their needs.</li> <li>The candidate acts as a positive role model by establishing a climate of courtesy and respect</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Maintaining an Inclusive Environment that is Safe and Conducive to Learning</b>				
<ul style="list-style-type: none"> <li>The candidate recognizes a physically and emotionally safe environment.</li> <li>The candidate maintains a conducive learning environment for all students.</li> <li>The candidate utilizes and varies the physical environment to meet individual needs and enhance student learning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Demonstrating the Belief All Students Can Learn</b>				
<ul style="list-style-type: none"> <li>The candidate demonstrates through instructional preparation the belief all students can learn.</li> <li>The candidate exhibits while teaching the belief all students can learn.</li> <li>The candidate demonstrates through classroom procedures the belief all students can learn.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Fostering Collaborative Relationships to Support Student Learning and Well-being</b>				
<ul style="list-style-type: none"> <li>The candidate requests professional assistance from appropriate sources (staff, counselors, and specialists).</li> <li>The candidate establishes and maintains rapport with cooperating teacher and communicates and collaborates with other school staff.</li> <li>The candidate maintains oral and/or written communication with parents</li> <li>The candidate attends school functions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Exhibiting Professional Skills</b>				
<ul style="list-style-type: none"> <li>The candidate follows the professional ethics and codes of professional conduct for teachers.</li> <li>The candidate complies with school policies and procedures, demonstrates punctuality, maintains appropriate appearance, and performs assigned professional duties.</li> <li>The candidate demonstrates a professional demeanor in all written and oral communications.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_ Yes    \_\_\_\_\_ No

**I recommend that the [REDACTED] University  
[REDACTED] College of Education endorse this  
candidate to the [REDACTED] State Department of  
Education for a teaching license.**

\_\_\_\_\_ Yes    \_\_\_\_\_ No

\_\_\_\_\_  
Signature Cooperating Teacher

\_\_\_\_\_  
Signature University Supervisor

FINAL COMMENTS:

Sign and date the provided space to indicate that a formal evaluation has taken place and shared with the teacher candidate.

\_\_\_\_\_  
Review Date

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Teacher Candidate

**STUDENT TEACHER FINAL ASSESSMENT and ENDORSEMENT**

Standards for the Teaching Profession and BCOE Dispositions

Student Teacher: \_\_\_\_\_ District: \_\_\_\_\_  
 Cooperating Teacher: \_\_\_\_\_ School: \_\_\_\_\_  
 University Supervisor: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Final Date: \_\_\_\_\_ Content: \_\_\_\_\_

**DIRECTIONS:** This Assessment is to be completed collaboratively by the cooperating teacher and university supervisor using evidence collected during the student teaching experience. Using the scoring criteria, indicate the teacher candidate's performance of each element of the standard. Select only one score per element. Then determine if the teacher candidate should be recommended for a teaching license. This signed Assessment will be returned to the Office of Student Field Experiences and will remain in this office as part of the student's file. The Assessment is evidence that the student teacher has been involved in an on-going evaluation process during the student teaching experience.

**Final Assessment****A. The Standards for the Teaching Profession**

This Assessment is divided into the three organizers identified by the state: 1. *The Focus of Teaching and Learning*, 2. *The Conditions for Teaching and Learning*, 3. *Teaching as a Profession*. The seven Standards fall under one of these organizers. Each standard has a set of elements that require scoring as they are exit criteria from the student teaching experience. The scores represent the growth and development of the teacher candidate in the student teaching experience.

**An average score of a 2 in each standard and each disposition AND a "YES" endorsement from the cooperating teacher and university supervisor is necessary to receive credit in student teaching and licensure recommendation.**

**B. The Scoring Process**

- The scoring of the standard's elements is based on evidence collected to support the element. Collected evidence includes cooperating teacher and university supervisor observations, conferencing, the lesson plan binder, and any other evidence collected during the student teaching experience.
- The score indicates the cooperating teacher and university supervisor have sufficient evidence to support that the teacher candidate is performing at the indicated level for the element within the student teaching setting.
- Scoring is based on a scale of 0 to 4 and only one score is selected per element.

**Scoring Criteria:**

- |                |  |
|----------------|--|
| 1: Ineffective | A teacher candidate whose performance consistently fails to demonstrate minimum competency of the element, has shown little or no improvement over time, requires constant assistance, and needs to gain further experience in the classroom for this element on an improvement plan.              |
| 2: Developing  | A teacher candidate whose performance demonstrates some competency of the element and indicates the candidate is making progress and growing with support.   |
| 3. Competent   | A teacher candidate whose performance consistently meets expectations, demonstrates competency of most of or the entire element, has impacted student learning and indicates the candidate is capable and requires little support for growth to occur.   |
| 4. Skilled     | A teacher candidate, whose performance exceeds expectations, competently demonstrates the entire element, has significantly impacted student learning and indicates the candidate is proficient, requires no assistance for growth to occur and strives to contribute to the school and community. |

**C. Endorsement**

After the scoring this Assessment, the cooperating teacher and university supervisor will determine if the teacher candidate should be recommended for a teaching license. The cooperating teacher and university supervisor will verify their endorsement of the teacher candidate by signing in the space provided.

**D. Review of the Assessment**

Upon completion of the scoring and endorsement, the cooperating teacher and/or university supervisor will conference with the teacher candidate to discuss the candidate's progress and performance. The cooperating teacher, university supervisor, and student teacher will sign the form to indicate that a review of the Assessment has taken place. A copy of the Assessment will be provided to the teacher candidate.

## THE FOCUS OF TEACHING AND LEARNING

### Standard 1: Students

<i>Does the candidate understand the students' backgrounds and learning styles and needs, and expect that all students can achieve?</i>	1	2	3	4
1.1 The candidate understands how students learn and the developmental characteristics of this age group. (CF:R4B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The candidate uses his/her knowledge of what students know and are able to do to meet the needs of all students. (CF: R4B; R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The candidate expects that all students will achieve to their full potential. (CF:R3C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The candidate demonstrates respect for students' diverse cultures, language skills and experiences. (CF: R3B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 The candidate assists in the appropriate identification, instruction and intervention for gifted students, students with disabilities and at-risk students.(CF:R3C; R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standard 2: Content

<i>Does the candidate have an understanding of the content he/she teaches?</i>	1	2	3	4
2.1 The candidate uses knowledge of content-specific concepts, assumptions and skills to plan effective instruction. (CF:R5B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 The candidate uses knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. (CF: R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 The candidate understands and uses the Common Core and/or the [REDACTED] academic content standards. (CF:R2B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 The candidate connects the discipline with other content areas to plan and deliver effective instruction.(CF:R5B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 The candidate connects content to relevant life experiences and career opportunities. (CF:R5A; R4A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standard 3: Assessment

<i>Does the candidate understand and effectively use varied assessments?</i>	1	2	3	4
3.1 The candidate understands varied types of assessments, their purposes and the data they generate. (CF: R1B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The candidate selects, develops, and uses a variety of diagnostic, formative and summative assessments. (CF: R1B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 The candidate analyzes data to monitor students' progress and learning, and to plan, differentiate and modify instruction. (CF: R1C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 The candidate collaborates and communicates student progress with students, parents and colleagues. (CF: R3A; R3D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 The candidate involves learners in self-assessment and goal setting to address gaps between performance and potential. (CF:R1C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standard 4: Instruction

<i>Does the candidate plan and deliver effective instruction that advances the learning of each individual student?</i>	1	2	3	4
4.1 The candidate aligns instructional goals and activities with school and district priorities and with [REDACTED] academic content standards. (CF:R2B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 The candidate uses information about students' learning and performance to plan and deliver instruction designed to close the achievement gap. CF:R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 The candidate communicates clear learning goals and links learning activities to those goals.(CF:R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 The candidate applies knowledge of how students think and learn to planning and instruction. (CF:R1A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 The candidate differentiates instruction to meet the needs of all students, including gifted students, students with disabilities and at-risk students. (CF:R3C;R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 The candidate creates and selects activities that are designed to help students become independent learners and complex problem-solvers. (CF:R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 The candidate uses resources effectively, including technology, to enhance student learning. (CF:R7A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## THE CONDITIONS FOR TEACHING AND LEARNING

### Standard 5: Learning Environment

<i>Does the candidate create a learning environment that promotes learning and high achievement?</i>	1	2	3	4
5.1 The candidate treats all students fairly and has established a classroom environment that is respectful, supportive and caring. (CF: R3B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 The candidate has created a classroom environment that is physically and emotionally safe. (CF:R3C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 The candidate motivates students to work productively and take responsibility for their own learning. (CF: R1C; R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 The candidate creates learning situations in which students work independently, collaboratively and/or as a whole class. (CF:R5A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 The candidate maintains an environment that is conducive to learning for all students. (CF: R3B; R3C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TEACHING AS A PROFESSION

### Standard 6: Collaboration and Communication

<i>Does the candidate collaborate and communicate effectively with colleagues, administrators, parents and the community?</i>	1	2	3	4
6.1 The candidate communicates clearly and effectively. (CF: R3A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 The candidate shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health. (CF:R3D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 The candidate collaborates effectively with other teachers, administrators and school and district staff. (CF:R6B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 The candidate collaborates effectively with the local community and community agencies when appropriate to promote student learning. (CF:R3D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Standard 7: Professional Responsibility and Growth

<i>Does the candidate assume responsibility for professional performance and development?</i>	1	2	3	4
7.1 The candidate understands, upholds and follows professional ethics, policies and legal codes of professional conduct. (CF: R2A: R2C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 The candidate takes responsibility for engaging in continuous, purposeful professional development. (CF: R6A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 The candidate seeks opportunities that positively impact his/her teaching quality and student achievement. (CF: R6B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>DISPOSITIONS</b>	1	2	3	4
<b>1. Creating Fairness in the Classroom</b>				
<ul style="list-style-type: none"> <li>The candidate conveys the attitude that all students are important.</li> <li>The candidate consistently shows support for individual students based on their needs.</li> <li>The candidate acts as a positive role model by establishing a climate of courtesy and respect</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Maintaining an Inclusive Environment that is Safe and Conducive to Learning</b>				
<ul style="list-style-type: none"> <li>The candidate recognizes a physically and emotionally safe environment.</li> <li>The candidate maintains a conducive learning environment for all students.</li> <li>The candidate utilizes and varies the physical environment to meet individual needs and enhance student learning.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Demonstrating the Belief All Students Can Learn</b>				
<ul style="list-style-type: none"> <li>The candidate demonstrates through instructional preparation the belief all students can learn.</li> <li>The candidate exhibits while teaching the belief all students can learn.</li> <li>The candidate demonstrates through classroom procedures the belief all students can learn.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Fostering Collaborative Relationships to Support Student Learning and Well-being</b>				
<ul style="list-style-type: none"> <li>The candidate requests professional assistance from appropriate sources (staff, counselors, and specialists).</li> <li>The candidate establishes and maintains rapport with cooperating teacher and communicates and collaborates with other school staff.</li> <li>The candidate maintains oral and/or written communication with parents</li> <li>The candidate attends school functions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Exhibiting Professional Skills</b>				
<ul style="list-style-type: none"> <li>The candidate follows the professional ethics and codes of professional conduct for teachers.</li> <li>The candidate complies with school policies and procedures, demonstrates punctuality, maintains appropriate appearance, and performs assigned professional duties.</li> <li>The candidate demonstrates a professional demeanor in all written and oral communications.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



\_\_\_\_\_ Yes    \_\_\_\_\_ No

**I recommend that the [REDACTED]  
[REDACTED] College of Education endorse this  
candidate to the [REDACTED] State Department of  
Education for a teaching license.**

\_\_\_\_\_ Yes    \_\_\_\_\_ No

\_\_\_\_\_  
Signature Cooperating Teacher

\_\_\_\_\_  
Signature University Supervisor

FINAL COMMENTS:

Sign and date the provided space to indicate that a formal evaluation has taken place and shared with the teacher candidate.

\_\_\_\_\_  
Review Date

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Teacher Candidate

**SECTION IV  
ASSESSMENT # 4**

**Assessment for Multi-Age Student Teacher Candidates  
Student Teaching Assessment (Final Evaluation)**

**(1) Assessment Narrative**

a. **Description of Assessment**

The Student Teaching Evaluation is a formative/summative assessment for all P-12 Multi-Age Licensure students. This evaluation form is completed collaboratively by the resource teacher and university supervisor at the midterm and at the end of the student teaching semester. Data collected during the student teaching semester used for this assessment include the: pre/post conference forms, notes from university supervisor observations, notes from resource teacher observations, lesson plans, teachings, reflections, and any other formative assessment data collected during the student teaching semester. Using the scoring criteria, the teacher candidate is assessed on performance on the seven standards identified by the Department of Education Standards for the Teaching Profession (2008). The standards are: (1) students, (2) content, (3) assessment, (4) instruction, (5) learning environment, (6) collaboration and communication, and (7) professional responsibility and growth.

Candidates are also assessed on the following dispositions: (1) creating fairness in the classroom, (2) maintaining an inclusive environment that is safe and conducive to learning, (3) demonstrating a belief all students can learn, (4) fostering collaborative relationships to support student learning and well-being, and (5) exhibiting professional skills.

This assessment tool is completed on or about the eighth week of student teaching and again during the sixteenth week of student teaching. Teacher candidates who score at a level 2 on all standards and elements may be recommended for licensure. The resource teacher and university supervisor make this determination. Only final data will be submitted for this assessment tool. Scoring criteria: (1) ineffective, (2) developing, (3) competent, and (4) skilled.

(b). **Assessment Alignment with AAHE Standards**

<b>AAHE Standards and Elements dispositions</b>	<b>Candidate knowledge, skills and assessed</b>
<b>AAHE Standard 1: Content Knowledge</b> Element A	2.1 Candidate uses knowledge of content-specific concepts, assumptions and skills to plan effective instruction.
Element C: Practices to promote health and safety	2.2 Candidate uses knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.

Elements B and C, and D	2.3 Candidate understands and uses the national or state content standards.
Element F	2.5 Candidate connects content to relevant life experiences and career opportunities.
<b>AAHE Standard 2: Needs Assessment</b>	
Element A	3.1 Candidate understands varied types of assessments, their purposes and the data they generate.
Element B	3.2 Candidate selects, develops and uses a variety of diagnostic, formative and summative assessments.
Element C	3.3 Candidate analyzes data to monitor students' progress and learning, and to plan, differentiate and modify instruction.
<b>AAHE Standard 3: Planning and AAHE Standard 4: Implementation</b>	
Standard 3 Element A Element E	4.1 Candidate aligns instructional goals and activities with school and district priorities and with academic content standards.
Standard 3 Element B Element F	4.2 Candidate uses information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.
Standard 3 Element C	4.3 Candidate communicates clear learning goals and links learning activities to those goals.
Standard 4 Element A	4.4 Candidate applies knowledge of how students think and learn to planning and instruction.
Standard 4 Element A	4.5 Candidate differentiates instruction to meet the needs of all students, including gifted students, students with disabilities, and at-risk students.
Standard 4 Element A	4.6 Candidate creates and selects activities that are designed to help students become independent learners and complex problem solvers.

Standard 4 Element B	4.7 Candidate uses resources effectively, including technology to enhance student learning.
Standard 4 Element C	5.1 Candidate treats all students fairly and has established a classroom environment that is respectful, supportive and caring.
Standard 4 Element C	5.2 Candidate has created a classroom environment that is physically and emotionally safe.
Standard 4 Element C	5.3 Candidate motivates students to work productively and take responsibility for their own learning.
<b>Standard 5: Assessment</b>	
Elements A, B, C, and D	3.2 Candidate selects, develops, and uses a variety of diagnostic, formative and summative assessments.
Element E	3.3 Candidate analyzes data to monitor students' progress and learning, and to plan, differentiate and modify instruction.
<b>Standard 6: Administration and Coordination and Standard 7: Being a resource</b>	
Standard 6 Element C Standard 7 Element A Standard 7 Element D	3.4 Candidate collaborates and communicates student progress with students, parents and colleagues.
Standard 6 Element C	6.2 Candidate shares responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
Standard 6 Element C Standard 7 Elements A, B, C, and D	6.3 Candidate collaborates effectively with other teachers, administrators and school and district staff.
Standard 6 Element C Standard 7 Elements A, B, C, and D	6.4 Candidate collaborates effectively with the local community and community agencies when appropriate to promote student learning.
<b>Standard 8: Communication</b>	
Element B	6.1 Candidate communicates clearly and effectively.

Element D	<p>7.1 Candidate understands, upholds and follows professional ethics, policies and legal codes of professional conduct.</p> <p>Disposition 5 Candidate complies with school policies, Candidate demonstrates a professional demeanor in all written and oral communications.</p>
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(c) **Analysis of Data Findings**

AAHE Standard 1—All teacher candidates scored in the developing, competent, or skilled categories across the following elements: A, B, C, D, F.

AAHE Standard 2—All teacher candidates scored in the developing, competent, or skilled categories across the following elements: A, B, C.

AAHE Standard 3—All teacher candidates scored in the developing, competent, or skilled categories across the following elements: A, B, C, E, and F.

AAHE Standard 4—All teacher candidates scored in the developing, competent, or skilled categories across the following elements: A, B, and C.

AAHE Standard 5—All teacher candidates scored in the developing, competent, or skilled categories across the following elements: A, B, C, D, and E.

AAHE Standard 6—All but one teacher candidate scored in the developing, competent, or skilled categories across the following elements: C. One teacher candidate scored an ineffective on this criteria.

AAHE Standard 7—All teacher candidates scored in the developing, competent, or skilled categories across the following elements: A, B, C, and D.

AAHE Standard 8—All but one teacher candidate scored in the developing, competent, or skilled categories across the following elements: B and D. One teacher candidate scored an ineffective on this criteria.

(d) **Interpretation of How Data Meets AAHE Standards 1-8**

The 16 week student teaching experience is supervised by full faculty members who regularly observe (6 times per semester) and meet with the student teacher. In addition, highly qualified resource teachers also observe (on a daily basis) the teacher candidate. The university supervisor, resource teacher, and teacher candidate meet at the midterm and at the end of student teaching to discuss his/her strengths and needs prior to both either recommending or not recommending the teacher candidate for licensure. The

assessment is divided into 3 organizers which are closely associated with both the [REDACTED] and AAHE Beginning Teacher Standards and include: (1) the focus of teaching and learning, (2) the conditions for teaching and learning, and (3) teaching as a profession. This assessment is evidence based and demonstrates that teacher candidate have acquired the necessary skills related to their knowledge of the content of health education, and their ability to: conduct and analyze a needs assessment, plan effective comprehensive school health education, implement health education instruction, assess student learning, plan and assist with various aspects of a coordinated school health education program, be a resource person, and advocate for health education. With the exception of 1 teacher candidate on 2 elements, all teacher candidates scored at least the “developing” level across all standards and elements listed above. The teacher candidate who scored ineffective elected to drop student teaching. The remaining teacher candidates were recommended for a teaching license by the university supervisor and resource teacher.

(2) **Assessment Documentation**

(a) **Assessment Tool**

See attachment.

(b) **Scoring Guide for the Assessment**

An average score of “2” is required for each standard in addition to a “yes” endorsement by the university supervisor and resource teacher in order to receive credit in student teaching and licensure recommendation. The scoring of performance criteria is based on evidence collected during the student teaching process.

(c) **Scoring Criteria**

1: Ineffective	A teacher candidate whose performance consistently fails to demonstrate minimum competency of the element, has shown little or no improvement over time, requires constant assistance, and needs to gain further experience in the classroom for this element on an improvement plan.
2: Developing	A teacher candidate whose performance consistently demonstrates some competency of the element and indicates the candidate is making progress and growing with support.
3: Competent	A teacher candidate whose performance consistently meets expectations, demonstrates competency of most of or the entire element, has impacted student learning and indicates the candidate is capable and requires little support for growth to occur.
4: Skilled	A teacher candidate, whose performance exceeds expectations, competently demonstrates the entire element, has significantly impacted student learning and indicates the candidate is proficient, requires no assistance for growth to occur and strives to contribute to the school and community.

(g) **Candidate Data**

See attachment.

## Student Teaching Final Assessment Data

Rubric criteria specifically related to teacher candidate content knowledge is highlighted in **yellow**.

Rubric criteria specifically related to professional and pedagogical knowledge, skills and dispositions is highlighted in **green**.

Rubric criteria specifically related to student learning is highlighted in **purple**.

Final Student Teacher Evaluation of the ██████ Standards for the Teaching Profession  
2011-2012 Data

Rubric Criteria	N	AVG	SD	Distribution of scores								
				Score	1		2		3		4	
OSTP: 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups. (CF:R4B)	█	3.00/4	0	Score	1		2		3		4	
				N/%	0	0	0	0	█	100	0	0
OSTP: 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. (CF: R4B; R5A)	█	2.50/4	0.71	Score	1		2		3		4	
				N/%	0	0	█	50	█	50	0	0
OSTP: 1.3 Teachers expect that all students will achieve to their full potential. (CF:R3C)	█	3.00/4	0	Score	1		2		3		4	
				N/%	0	0	0	0	█	100	0	0
OSTP: 1.4 Teachers model respect for students' diverse cultures, language skills and experiences. (CF: R3B)	█	3.00/4	0	Score	1		2		3		4	
				N/%	0	0	0	0	█	100	0	0
OSTP: 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention. (CF:R3C; R5A)	█	2.00/4	0	Score	1		2		3		4	
				N/%	0	0	█	100	0	0	0	0
OSTP: 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction. (CF:R5B)	█	2.50/4	0.71	Score	1		2		3		4	
				N/%	0	0	█	50	█	50	0	0
OSTP: 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline (CF: R5A)	█	3.00/4	0	Score	1		2		3		4	
				N/%	0	0	0	0	█	100	0	0
OSTP: 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards. (CF:R2B)	█	3.50/4	0.71	Score	1		2		3		4	
				N/%	0	0	0	0	█	50	█	50
OSTP: 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas. (CF:R5B)	█	2.50/4	0.71	Score	1		2		3		4	
				N/%	0	0	█	50	█	50	0	0
OSTP: 2.5 Teachers connect content to relevant life experiences and career opportunities. (CF:R5A; R4A)	█	3.00/4	1.41	Score	1		2		3		4	
				N/%	0	0	█	50	0	0	█	50



OSTP: 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate. (CF: R1B)	■	2.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	■   50	■   50	0   0
OSTP: 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments. (CF: R1B)	■	2.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	■   50	■   50	0   0
OSTP: 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction. (CF: R1C)	■	2.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	■   50	■   50	0   0
OSTP: 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues. (CF: R3A; R3D)	■	3.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	0   0	■   50	■   50
OSTP: 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential. (CF:R1C)	■	2.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	■   50	■   50	0   0
OSTP: 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards. (CF:R2B)	■	3.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	0   0	■   50	■   50
OSTP: 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap. (CF:R5A)	■	3.00/4	0	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	0   0	■   100	0   0
OSTP: 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals. (CF:R5A)	■	3.00/4	1.41	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	■   50	0   0	■   50
OSTP: 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery. (CF:R1A)	■	3.00/4	0	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	0   0	■   100	0   0
OSTP: 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students. (CF:R3C;R5A)	■	3.00/4	0	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	0   0	■   100	0   0
OSTP: 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers. (CF:R5A)	■	2.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	■   50	■   50	0   0
OSTP: 4.7 Teachers use resources effectively, including technology, to enhance student learning. (CF:R7A)	■	2.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	■   50	■   50	0   0
OSTP: 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring. (CF: R3B)	■	3.00/4	0	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	0   0	■   100	0   0

OSTP: 5.2 Teachers create an environment that is physically and emotionally safe. (CF:R3C)	■	3.00/4	0	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	0   0	■   100	0   0
OSTP: 5.3 Teachers motivate students to work productively and assume responsibility for their own learning. (CF: R1C; R5A)	■	2.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	■   50	■   50	0   0
OSTP: 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class. (CF:R5A)	■	3.00/4	0	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	0   0	■   100	0   0
OSTP: 5.5 Teachers maintain an environment that is conducive to learning for all students. (CF: R3B; R3C)	■	2.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	■   50	■   50	0   0
OSTP: 6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health. (CF:R3D)	■	2.00/4	1.41	<b>Score</b>	1	2	3	4
				<b>N/%</b>	■   50	0   0	■   50	0   0
OSTP: 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff. (CF:R6B)	■	2.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	■   50	■   50	0   0
OSTP: 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning. (CF:R3D)	■	2.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	■   50	■   50	0   0
OSTP: 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development. (CF: R6A)	■	3.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	0   0	■   50	■   50
OSTP: 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement. (CF: R6B)	■	2.50/4	0.71	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	■   50	■   50	0   0
Exhibiting Professional Skills CF R2.A, R2.C,R3.A;	■	2.00/4	1.41	<b>Score</b>	1	2	3	4
				<b>N/%</b>	■   50	0   0	■   50	■   0

Final Student Teacher Evaluation of the ■ Standards for the Teaching Profession  
2012-2013 Data

Rubric Criteria	N	AVG	SD	Distribution of scores				
				Score	1	2	3	4
OSTP: 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups. (CF:R4B)	■	3.50/4	0.55	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	0   0	■   50	■   50
OSTP: 1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. (CF: R4B; R5A)	■	3.83/4	0.41	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0   0	0   0	■   16.67	■   83.33

OSTP: 1.3 Teachers expect that all students will achieve to their full potential. (CF:R3C)	■	3.67/4	0.82	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	■	16.67
OSTP: 1.4 Teachers model respect for students' diverse cultures, language skills and experiences. (CF: R3B)	■	3.33/4	0.82	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	■	16.67
OSTP: 1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention. (CF:R3C; R5A)	■	3.50/4	0.55	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	0	0
OSTP: 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction. (CF:R5B)	■	3.83/4	0.41	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	0	0
OSTP: 2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline (CF: R5A)	■	3.83/4	0.41	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	0	0
OSTP: 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards. (CF:R2B)	■	4.00/4	0	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	0	0
OSTP: 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas. (CF:R5B)	■	3.83/4	0.41	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	0	0
OSTP: 2.5 Teachers connect content to relevant life experiences and career opportunities. (CF:R5A; R4A)	■	3.83/4	0.41	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	0	0
OSTP: 3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate. (CF: R1B)	■	3.50/4	0.55	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	0	0
OSTP: 3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments. (CF: R1B)	■	3.50/4	0.84	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	■	16.67
OSTP: 3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction. (CF: R1C)	■	3.33/4	0.52	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	0	0
OSTP: 3.4 Teachers collaborate and communicate student progress with students, parents and colleagues. (CF: R3A; R3D)	■	3.33/4	0.52	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	0	0
OSTP: 3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential. (CF:R1C)	■	3.17/4	0.75	<b>Score</b>	1	2	3	4
				<b>N/%</b>	0	0	■	16.67



and mental health. (CF:R3D)				N/%	0	0	■	16.67	■	50	■	33.33
OSTP: 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff. (CF:R6B)	■	3.50/4	0.84	Score	1		2		3		4	
				N/%	0	0	■	16.67	■	16.67	■	66.67
OSTP: 6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning. (CF:R3D)	■	3.33/4	0.82	Score	1		2		3		4	
				N/%	0	0	■	16.67	■	33.33	■	50
OSTP: 7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct. (CF: R2A: R2C)	■	4.00/4	0	Score	1		2		3		4	
				N/%	0	0	0	0	0	0	■	100
OSTP: 7.2 Teachers take responsibility for engaging in continuous, purposeful professional development. (CF: R6A)	■	3.83/4	0.41	Score	1		2		3		4	
				N/%	0	0	0	0	■	16.67	■	83.33
OSTP: 7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement. (CF: R6B)	■	3.83/4	0.41	Score	1		2		3		4	
				N/%	0	0	0	0	■	16.67	■	83.33
Exhibiting Professional Skills CF R2.A, R2.C,R3.A	■	3.67/4	0.82	Score	1		2		3		4	
				N/%	0	0	■	16.67	0	0	■	83.33

Note: One candidate graduated without licensure so did not student teach.

## SECTION 4 ASSESSMENT # 5

### (1) Narrative

#### (a) Description of Assessment

The analysis of student learning task was designed to give teacher candidates an opportunity to implement a unit of instruction and integrate all assessments associated with that unit of instruction. The task is based on the edTPA performance-based teacher candidate assessment designed by SCALE at Stanford University. The State of [REDACTED] has been piloting and field-testing this assessment to determine whether it will become a metric for teacher candidate licensure. Candidates are required to analyze assessment data and reflect on teacher effectiveness and student learning (task 3 of the edTPA). This task is completed during the student teaching experience and provides an important opportunity for teacher candidates to implement a variety of assessments (pre-assessment, formative assessment, and summative assessments) during student teaching. This task takes them through the entire process of designing instruction and assessment so that they understand the importance of pre-assessment, embedded formative assessment, and summative assessment in the instructional process. Particular attention is paid to the alignment of the assessments with the content and the learning objectives. A backward design approach is taught during the assessment course which greatly assists with this assignment. The [REDACTED] of Education was a state pilot project from 2009-2011. [REDACTED] was a field-test site for 2011-2012. The edTPA became fully operational for 2012-2013 and continues to be used by [REDACTED] as a metric of teacher candidate readiness to become a licensed teacher. This assessment differs from the student teaching final assessment because it focuses on the candidate's ability to impact student learning, to document the data related to student learning, and to analyze that data to determine future direction for instruction. The 3 edTPA tasks are closely aligned with each other to show how planning and instruction impacts student learning.

#### (b) Assessment Alignment with AAHE Standards 2, 3, 4, and 5:

The first part of this critical task (task 1) is directly aligned with AAHE Standard 2, Element C: Candidates infer needs for health education from data obtained. The first task the teacher candidate must complete is a pretest of the class he/she is working with. That information, along with a detailed contextual factors document (related to students in the class, the school, and the community as a whole), and information provided by the resource teacher helps the teacher candidate to determine what students already know and where instruction needs to begin. This task is also aligned with AAHE Standard 3, elements B, C, D, and E. The first 5 rubrics (the planning task) require teacher candidates to: 1) plan for developing competencies, 2) plan to support varied student learning needs, 3) use knowledge of students (academic and personal/cultural/community assets) to inform teaching and learning, 4) identify and support language demands, and 5) plan assessments to monitor and support student learning.

Task 2 is directly aligned with Standard 4, elements A, B, C, and D. The next 5 rubrics (the instructional task) require teacher candidates to: promote a supportive and respectful learning environment, engage students in learning, strengthen student competencies

through active monitoring, use pedagogical content knowledge to develop students' competencies, and analyze teaching effectiveness.

Task 3 is directly aligned with AAHE Standard 5, Elements A through E. The teacher candidates develop the assessment plans, analyze available assessment instruments, develop instruments to assess student learning (see task 1 above), implement plans to assess student learning (see task 2 above), and utilize assessment results to guide further instruction (this task) by: analyzing student learning, provide feedback to guide learning, provide opportunities for students to use feedback to guide further learning, analysis students' language use, and use assessment to inform instruction. The 15 rubrics cover the entire instructional process from planning, through instruction and assessment, and analysis of student learning.

AAHE Standard	edTPA alignment
Standard 2 Element C	Contextual Factors, Rubric 2, Rubric 3
Standard 3 Element B	Rubric 1
Standard 3 Element C	Rubric 1
Standard 3 Element D	Rubric 2
Standard 3 Element E	Rubric 1
Standard 4 Element A	Rubric 6, 7, 8, and 9
Standard 4 Element B	Rubric 7
Standard 4 Element C	Rubric 6
Standard 4 Element D	Rubric 10, 11, 12, 13, and 15
Standard 5 Elements A	Rubric 5
Standard 5 Element B	Rubric 1, 5
Standard 5 Element C	Rubric 5
Standard 5 Element D	Rubric 10
Standard 5 Element D	Rubrics 10, 11, 12, 13, and 15

**(c) Analysis of Data Findings**

Although number of teacher candidates who completed the edTPA was small, trends across candidates and rubrics were evident. In the area of planning, teacher candidates were strongest on their ability to plan for developing competencies in health education. A great deal of time is spent across several courses teaching the process of writing quality lesson plans. Teacher candidates scored lowest on their ability to identify and support language demands. This is a relatively new concept to teacher candidates. They are able to identify health-related vocabulary. However, they are much less confident in their ability to identify and teach to other academic language demands such as other functions, syntax, and/or discourse.

In the area of instruction, teacher candidates showed strength in 3 areas: learning environment, engaging students in learning, and subject-specific pedagogy. Health education teacher candidates spend a significant amount of time in the field during field-based and clinical experiences. In summary, all teacher candidates were able to provide a safe and effective learning environment, where students were actively engaged with the content. Candidates scored an average of 3.25 on rubric 10. Rubric 10, level 3 states that candidates propose changes in teaching practice that addresses students' collective learning needs related to the central focus.

In the area of assessment and analysis of student learning teacher candidates were able to appropriately analyze student learning (rubric 10), and provide appropriate feedback to learners

(rubric 11). Student work samples are analyzed by teacher candidates to look for student strengths and needs, and patterns of student learnings. The average score on these rubrics was a 3 which is considered target for teacher candidates. Teacher candidates had a difficult time related to assessing academic language and in their ability to provide opportunities for students to use feedback to guide further learning. As stated previously the concept of academic language is rather new and needs to be addressed in more detail in courses prior to student teaching. Regarding student use of feedback, it appears that teacher candidates were not thinking beyond the current lesson when completing the associated prompts.

(d) **Interpretation of how data provides evidence for meeting AAHE Standards 2, 3, 4 and 5**

According to SCALE, a score of 3 is target for each rubric. A total final score of 42 is the nationally accepted score, however SCALE has identified that a final score of 37 (1/2 of 1 standard deviation below the average score of 42) may be considered acceptable, however the final decision will be made by each state. Until the State of [REDACTED] makes this determination, the faculty in the [REDACTED] of Education drafted the following policy based on SCALE findings. *Teacher candidates are required to score a minimum of 2 on each individual rubric, and a total score no lower than 42 across the 15 rubrics. In addition, teacher candidates may not score a 1 on any rubric. Teacher candidates who do not meet these criteria are required to remediate with a content area faculty, or if scores are below an average of 3 for an overall task, are required to resubmit that task to Pearson.*

All health education teacher candidates scored at least a 2 on each of the 15 assessment rubrics, and at least a score of 42 to pass the assessment at the nationally identified acceptable level. All rubrics (with the exception of rubrics 4 and 14) are directly related to AAHE Standards 2, 3, and 4.

(2) **Assessment Documentation**

(e) **Assessment Tool**

See attached edTPA student handbook.

(f) **Scoring Guide**

See attached edTPA scoring guide for details on all 15 rubrics, levels 1-5. The following descriptors are related to each level of performance:

- level 1—teacher candidate who does not display behaviors needed as a beginning teacher
- level 2—teacher candidate is making adequate progress toward displaying behaviors needed as a beginning teacher
- level 3—teacher candidate displays behaviors needed as a beginning teacher
- level 4—teacher candidate who displays behaviors more closely aligned with those of a practicing teacher
- level 5—top 5% of teacher candidates, display behaviors of a practicing teacher.



Each of 15 rubrics are scored on a 1-5 scale. ■■■■■ passing score is 42 with no 1's allowed on any rubric.

**g. Assessment Data**

Note: Data for this assessment will NOT align with program completer data due to the following. In 2010 the ■■■■■ of Education no longer required the Teacher Work Sample which was an assessment related to the analysis of student learning. The TWS was discontinued because ■■■■■ was accepted as a pilot institution in the State of ■■■■■ to pilot the edTPA. During the pilot year, 2010-2011, only student teachers in elementary education completed the edTPA. However, there were no health education student teachers that academic year because of the move from one department to another. During 2011-2012 there were ■■■■■ teacher candidates who completed student teaching in health education. However, since one student teacher was placed in physical education for the first 8 weeks, that teacher candidate completed his/her edTPA in physical education. The second student completed his/her edTPA in health education (n=1). During 2012-2013 eight students completed student teaching in health and physical education. Due to placements only 3 student teachers were able to complete their edTPA in health education (n=3).

Data chart—program completers who completed edTPA in health education:

	S # 1 Spring 2012	S # 2 Fall 2012	S # 3 Spring 2013	S # 4 Spring 2013	Average Score
<b>Planning Task</b>					
<b>Rubric 1</b> Planning for developing competencies in health education	4	4	4	3	3.75
<b>Rubric 2</b> Planning to support varied student learning needs	2	3	4	4	3.25
<b>Rubric 3</b> Using knowledge of students to inform teaching and learning	2	3	4	4	3.25
<b>Rubric 4</b> Identifying and supporting language demands	2	2	2	3	2.25
<b>Rubric 5</b> Planning assessments to monitor and support student learning	3	3	4	3	3.25
<b>Instruction Task</b>					
<b>Rubric 6</b> Learning environment	3	3	4	4	3.5
<b>Rubric 7</b> Engaging students in learning	4	3	3	4	3.5
<b>Rubric 8</b> Strengthening student competencies through active monitoring	4	3	3	3	3.25
<b>Rubric 9</b> Subject-specific pedagogy	3	3	4	4	3.5
<b>Rubric 10</b> Analyzing teaching effectiveness	3	3	4	3	3.25
<b>Assessment Task</b>					
<b>Rubric 11</b> Analyzing student learning	2	3	4	3	3

<b>Rubric 12</b> <b>Providing feedback to guide learning</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Rubric 13</b> <b>Student use of feedback</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2.5</b>
<b>Rubric 14</b> <b>Analyzing students' language use and health education learning</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Rubric 15</b> <b>Using assessment to inform instruction</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2.75</b>
	<b>42</b>	<b>42</b>	<b>50</b>	<b>49</b>	
	<b>Pass</b>	<b>Pass</b>	<b>Pass</b>	<b>Pass</b>	

**SECTION 4**  
**ASSESSMENT # 6**

**(1) Narrative**

**1a. Description of Assessment**

All teacher candidates complete a program course, HEPE 4889: Selected Topics. In this course, teacher candidates select a school district they would like to work with to design a plan for Comprehensive School Health Education. The course takes place 1 or 2 semesters prior to student teaching and helps prepare the teacher candidate for their student teaching experience by showing them the process of completing a needs assessment and implementing a comprehensive school health program. The first part of the semester is spent in the school completing a needs assessment, using direct and indirect methods of data collection. The second part of the semester, the teacher candidate analyzes the data, and follows the 8 steps of designing a plan for Comprehensive School Health Education. This project is presented to the resource teacher at the teacher candidate’s “adopted” school where they discuss the possibility of implementation, along with possible barriers.

**1b. Alignment to AAHE Standards 2, 3, 6, and 8**

This assignment was selected because it represents the teacher candidate’s ability to conduct a comprehensive needs assessment and to plan for a coordinated school health program. Specifically, teacher candidates meet AAHE Standard 2, Elements A, B, and C and Standard 8, Element A by successfully completing the first part of this assignment (see attached detailed assignment). Teacher candidates meet AAHE Standard 3 Element A, Standard 6, Elements A and C, and Standard 8, Element A by successfully completing the second part of this assignment (see attached detailed assignment).

<b><u>Standard 2</u></b> <b>Element A</b> <b>Assess a variety of reliable data</b>	Collect available data about the students, school, community and curriculum.
<b><u>Standard 2</u></b> <b>Element B</b> <b>Collect health related data</b>	Collect data through a direct needs assessment of a “sample” of the population (students using a survey), teachers or other school personnel using interviews, then a “focus group” (small group of students based on data collected).

<p><b>Standard 2</b>  <b>Element C</b>  <b>Infer needs from data obtained</b></p> <p><b>Standard 8</b>  <b>Element A</b>  <b>Analyze and respond to factors that impact needs in CSHE</b></p>	<p>Analyze data  Explain how the program will meet the needs of the students (see CSHP for details).  Use the 8 steps listed at the end of this document to describe how a coordinated school health program could be implemented.</p>
<p><b>Standard 3</b>  <b>Element A</b>  <b>Design strategies to involve key individuals and organizations</b></p>	<p>These strategies include classroom instruction, policies and procedures, environmental change, health, counseling and nutrition services, parent and community involvement, and social support.</p>
<p><b>Standard 6</b>  <b>Element A</b>  <b>Develop a plan for CSHE</b></p> <p><b>Element C</b>  <b>Collaborate with others to plan and implement.</b></p>	<p>Develop an action plan based on realistic goals and measurable objectives.</p> <p>Establish a timeline for implementation.</p>

**1c. Analysis of Data Findings**

On the needs assessment portion of the project teacher candidates scored highest on the preparation task (100% scored at target). The teacher candidates had a good sense of instructional alignment. Objectives were clearly written and data instruments were tied back to the objectives. Data instruments were detailed enough to provide a rich collection of information for the needs assessment. Teacher candidates scored lowest on the data analysis task (1 teacher candidate scored unacceptable, 5 teacher candidates scored acceptable, and only 3 candidates scored at target). Teacher candidates had difficulty making inferences based on their data. Sometimes the analysis was not directly related back to the objectives. They had a difficult time identifying gaps in student learning based on analysis of data.

On the CSHE portion of the project teacher candidates scored highest on their ability to determine available resources. They were able to identify both school and community resources and connect them to the CSHP. Teacher candidates scored lowest on their ability to define the priorities based on student needs. They had a difficult time lining up the priorities with the needs assessment.

### **1d. Interpretation of How Data Meets AAHE Standards 2, 3 and 6**

On the preparation part of the needs assessment all teacher candidates scored in the target range. On the data collection portion of the assignment 4 teacher candidates scored at the acceptable level, and 5 scored at the target level. On the portion of the assignment where teacher candidates were required to use student data to describe the current situation, 3 teacher candidates scored acceptable, and 5 teacher candidates scored target. On the data analysis, 1 teacher candidate scored in the unacceptable range. This teacher candidate did not have adequate and detailed formal assessment instruments on which to base their analysis of data. This teacher candidate was taking the assessment course concurrently (instead of having the assessment course as a prerequisite) and did not have the skill set necessary to do well on this portion of the assignment. Remediation occurred before the teacher candidate was permitted to move on to the second portion of the assignment. On the description of program implementation, 3 teacher candidates scored at the acceptable level and 6 scored at the target level. All teacher candidates provided appropriate documentation. The data indicate all teacher candidates met AAHE Standard 2 (Elements A, B, and C) and AAHE Standard 8 (Element A).

The second portion of the assignment required teacher candidates to use the information from the needs assessment to plan and coordinate a school health education program. Teacher candidates were required to define priorities based on student needs (6 scored acceptable, 3 scored target), determine available resources (3 scored acceptable, 6 scored target), develop an action plan (4 scored acceptable, 5 scored target), and design a way to assess the effectiveness of the program (5 scored acceptable, 4 scored target). Note: Teacher candidates are not required to implement their recommendations because they are not the teacher of record in the school in which they complete this project. They do encourage the health teacher to take the information they collected and use it to strengthen their existing school health education program. The data indicate all teacher candidates met AAHE Standard 3 (Element A) and AAHE Standard 6 (Element A and C).

## **2 Assessment Documentation**

### **(e) Description of Assignment and Assessment Tool**

#### **COURSE ASSIGNMENT: NEEDS ASSESSMENT for School Health Education**

##### **Part 1**

A needs assessment is a systematic approach to studying the state of knowledge, ability, interest, or attitude of a defined audience or group involving a particular subject (McCawley, 2009). Health professionals use needs assessment to learn about important issues and problems faced by our P-12 students in order to design effective educational programs. Programs that specifically target documented needs are inherently effective. A needs assessment also provides a method to understanding where the gaps in learning may be.

The first goal of the needs assessment is to determine what our students already know so we can determine what their educational needs are. A second goal is to understand what we can do to further student learning and fill in those gaps. Our ultimate goal is to encourage healthy behaviors and provide guidance on where to locate products and services that will compliment such behaviors.

A needs assessment provides information on:

- How we can impact our students health-related behaviors
- Knowledge about educational programs that will be most effective
- Awareness of, and efficient use of existing materials and programs
- Information about the current situation that can be used to document outcomes
- Knowledge that the programming will serve the target audience
- Helps verify the students' level of knowledge and skill, interests and opinions, learning habits and preferences
- Recognizes any gaps between what exists and what is needed, and how to fill such gaps.

#### **Definitions:**

**Direct needs assessment**—collection of data directly from the students.

**Indirect needs assessment**—collection of secondary data from individuals who know the students (principal, school nurse, cafeteria workers, other teachers, guidance counselor or school psychologist, parents).

Make a list of the specific information you wish to learn. Use the schools existing curriculum as a starting point for this. What is included in the curriculum? What is not? Are there gaps? What do the students feel is important to learn? Restrict your list by including only information you know you need.

Survey questions can be open-ended or can include possible response (yes/no, multiple choice, rating scales 1-5, agree/disagree, never/sometimes/all of the time). Open-ended are easier to write but harder to analyze. Closed-end responses are harder to write but easier to analyze. See Dropbox document for ideas.

Interview questions are usually more open-ended. Have a list of specific questions you will ask. Take good notes and transcribe them after the interview to add detail.

Focus groups rely on interactions between the individuals. Focus groups should be used after other data is collected to clarify or expand on the information obtained. Have a list of questions to start with and add questions as students begin to talk. Take good notes and transcribe them after the interview to add detail.

### **Steps:**

- Select your target audience (already done when you selected your school).
- Collect available data about the students, school, community and curriculum. **(Standard 2A)**
- Write objectives—what do you want to learn from the needs assessment?
- Select a variety of data instruments to collect data to verify and describe the current situation (combination of surveys, interviews, and focus groups) about **(Standard 2B)**:
  - The students
  - The school
  - The community
  - The curriculum
  - The other areas that are included in a comprehensive school health program
- Collect data through a direct needs assessment of a “sample” of the population (students using a survey), teachers or other school personnel using interviews, then a “focus group” (small group of students based on data collected).
- Analyze data **(Standard 8A)**.
- Explain how the program will meet the needs of the students (see CSHP for details) **(Standard 2C)**. Use the 8 steps listed at the end of this document to describe how a coordinated school health program could be implemented.
- Describe the expected impact of the program and how impact will be measured

### **Documentation:**

- Four hours per week for the next 10 weeks of class. Design a one page document for the bullet points listed below.
- Document time spent writing objectives and data collection instruments.

- Document questionnaire implementation (student currently in health education). Include completed questionnaires in what you submit. Please have the health teacher sign off on the collection. Students should write their first name only on the questionnaire. The questionnaire should be completed by all students currently in health education. If health education is not taught this semester, you may use the physical education class to collect data.
- Document time spent interviewing school personnel, get signatures from each. You should interview at least 4 school personnel from the list: health educator, principal, nurse, school guidance counselor, cafeteria supervisor, physical educator—whomever you will get the best information from. Include your interview questions.
- Document time spent in focus group. Please have the health teacher sign off on this also. Use a small group (4-6 students). Take notes and include with what you submit.



**Part One Needs Assessment Rubric (100 points)**

Criteria	Unacceptable	Acceptable	Target
Preparation (18 points)	Objectives are not clearly written. Data instruments to not align with the objectives, or are too vague to collect adequate data for the needs assessment.	Objectives are clearly written. Data instruments are tied to the objectives and will provide sufficient data to conduct a needs assessment.	Objectives are clearly written. Data instruments are tied to the objectives. Data instruments will provide a rich collection of data to conduct the needs assessment.
Data Collection (18 points)	Candidate collects insufficient data to verify the current situation. No connection is made between data and situation.	Candidate collects the essential data to verify the current situation. Connections between data and situation are made.	Candidate collects a variety of data that verifies the current situation and makes direct connections between them.
Needs Assessment (18 points)	Candidate uses anecdotal student data to describe the current situation. Description is general/vague and does not adequately describe student knowledge and educational needs.	Candidate uses direct (primary—student data) and one indirect (secondary) source to describe the current situation. Description gives a general sense of student knowledge and educational needs.	Candidate uses direct (primary—student data) and a variety of indirect (secondary) data sources to describe the current situation. Description is directly related to data and provides rich details related to student knowledge and educational needs.
Data Analysis (18 points)	Candidate’s analysis of data does not provide enough information to discover and describe gaps in student learning.	Candidate makes appropriate inferences based on data analysis to discover and describe gaps in student learning.	Candidate uses data to show patterns, in gaps of student learning and describes impact on program implementation
Program Implementation (18 points)	Candidate provides an overview with general ideas on how a CSHP can be implemented.	Candidate uses the 8 steps referenced by CDC to provide a detailed description of how a CSHP can be implemented.	Candidate uses the 8 steps to provide a detailed description of how a CSHP can be implementing including details related to possible outcomes and barriers.
Documentation (10 points)	Minimal documentation of time spent. Data instruments not included. Narrative brief.	N/A	Well documented. All assessments are included. A step by step narrative describes the process.

## COURSE ASSIGNMENT: PLAN for COMPREHENSIVE SCHOOL HEALTH PROGRAM

### Part 2

The following strategies will be used to design a plan for a comprehensive school health program. This plan will be designed based on the needs assessment you conducted at the school site. Make sure that the plan is aligned with the findings of the needs assessment. Work with your identified person at your school site to address each of the following. Remember, you are not required to actually implement this plan. However, the plan should be detailed, appropriate, and able to be implemented if the school district decides to do so.

Support at the district level (superintendent/school board) and building support (principal/others) at the school level are essential for implementing and maintaining a coordinated and systematic approach to school health. This can be done by:

- Incorporating health in the district's or school's vision and mission statements, including health goals in the school's improvement plan. List the school district mission statement and include health goals in it.
- Who would you envision being the person to oversee school health?
- What resources would be necessary?
- What would you do to ensure administrators/teachers/staff are modeling healthy behaviors?
- How would you regularly communicate the importance of wellness to students, staff, and parents?

An effective school health system utilizes a school health team to guide programming and facilitate collaboration between the school and the community. At the school level this group is called a school health team. They are led by the school health coordinator who oversees the implementation and facilitates communication and action between participants. For this part of the project you are going to play the role of the school health coordinator. You need to:

- Define priorities based on the students' unique health needs
- Determine what resources are available
- Design strategies to involve key players (**Standard 3A**)
- Develop an action plan based on realistic goals and measurable objectives
- Establish a timeline for implementation (**Standard 6A**)
- Describe how key players will be involved (**Standard 6C**)
- Evaluate whether the goals and objectives are met (since you cannot do this, you are to describe how you would evaluate whether the goals and objectives are met).

The CDC has developed an assessment and planning resource, the [School Health Index](#), to help schools analyze the strengths and weaknesses of their school health policies, programs, and services, and plan for improvement. Please use this resource.

**Additional Steps in the Implementation Process** (taken from “Components of Coordinated School Health” <http://www.cdc.gov/HealthyYouth/CSHP>)

**Implement multiple strategies through multiple components.**

Each school health component employs a unique set of strategies. These strategies include classroom instruction, policies and procedures, environmental change, health, counseling and nutrition services, parent and community involvement, and social support. However, no single strategy or single component will achieve all the desired health outcomes for all students. Therefore, it is necessary to implement all of the components so the full range of strategies becomes available to systematically address health behaviors and improve student learning.

**Focus on students.**

The focus of coordinated school health should be on meeting the education and health needs of students as well as providing opportunities for students to be meaningfully involved in the school and the community. School health efforts should give young people the chance to exercise leadership, build skills, form relationships with caring adults, and contribute to their school and community.

Students can promote a healthy and safe school and community through peer education, peer advocacy, cross-age mentoring, service learning, and participation on school health teams advisory committees, councils, and boards that address health, education, and youth issues. Protective factors that are health enhancing in schools include

- A supportive and nurturing environment that fosters respect, connectedness, and meaningful involvement
- Adults modeling positive social interactions and having the same expectations of students
- Group norms that value a healthy lifestyle

**Address priority health-enhancing and health-risk behaviors.**

Schools can implement policies and programs to help students avoid or reduce health risk behaviors that contribute to the leading causes of death and disability among young people as well as among adults. In the United States, [six categories of priority health-risk behaviors](#) are related to the leading causes of death and disability: behaviors that contribute to unintentional injuries and violence; tobacco use; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and STDs, including HIV infection; unhealthy eating; and physical inactivity.

Schools can assess health-risk behaviors among young people in these categories as well as general health status, overweight, and asthma, through formal surveys such as the [Youth Risk Behavior Survey](#). Programs that reduce these risk behaviors and promote protective factors have been identified through research and when appropriate be incorporated into school programming (see [Registries of Effective Programs](#)). CDC has developed [guidelines](#) to help schools promote physical activity and healthy eating and build a systematic and coordinated approach to school health.

**Provide professional development for staff.**

Continuing education is essential for teachers, administrators, and other school employees committed to improving the health, academic success, and well-being of students. All school employees need to stay current in their skills and knowledge. Professional development provides opportunities for school employees to identify areas for improvement, learn about and use proven practices, solve problems, develop skills, and reflect on and practice new strategies. In districts and schools promoting a coordinated school health approach, professional development should focus on the development of leadership, communication, and collaboration skills. CDC recommends six key professional development practices.

**PART 2**

**CSHE ASSESSMENT RUBRIC (100 POINTS)**

Criteria	Unacceptable (10 pts)	Acceptable (20 pts)	Target (25 pts)
Defining priorities based on student needs  (25 points)	Priorities are not in line with findings from the needs assessment	Priorities are aligned with findings from the needs assessment	Priorities are directly aligned with and solidly justified by the findings from the needs assessment
Determining and utilizing available resources  (25 points)	Teacher candidate lists available resources along with a vague description of how they will be utilized	Teacher candidate lists and describes available resources along with a clear description of how they will be utilized	Teacher candidate lists and describes available resources and connects them to the CSHP, along with a clear plan for utilizing available resources
Developing an action plan  (25 points)	The action plan is vague and does not provide a timeline for implementation.	The action plan provides both steps and a timeline for implementation.	The action plan provides detailed steps for implementation including a timeline and information related to professional development for staff.
Implementation	N/A	N/A	N/A

Evaluation  (25 points)	The CSHP assignment provides no form of evaluation to determine effectiveness.	The CSHP assignment provides one evaluation tool to determine effectiveness.	The CSHP assignment provides multiple evaluation tools that will provide rich details to determine effectiveness.
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**(f) Scoring Guide**

**Assessment Criteria**

Minimum point value must equal 70% of total possible points to be acceptable.

Minimum point value must equal 80% of total possible points to be target.

**(g) Data Chart**

**Needs Assessment Portion of Project 2011-2012**

Criteria	Unacceptable	Acceptable	Target
Preparation	0	0	2 (100%)
Data Collection	0	2 (100%)	0
Needs Assessment	0	2 (100%)	0
Data Analysis	1 (50%)	0	1 (50%)
Program Implementation	0	1 (50%)	1 (50%)
Documentation	0	0	2 (100%)

**Needs Assessment Portion of Project 2012-2013**

Criteria	Unacceptable	Acceptable	Target
Preparation	0	0	7 (100%)
Data Collection	0	2 (29%)	5 (71%)
Needs Assessment	0	1 (14%)	6 (86%)
Data Analysis	0	5 (71%)	2 (29%)
Program Implementation	0	2 (29%)	5 (71%)
Documentation	0	0	7 (100%)

**CSHE Portion of Project 2011-2012**

Criteria	Unacceptable	Acceptable	Target
Defining priorities based on student needs	0	2 (100%)	0

Determining available resources	0	1 (50%)	1 (50%)
Developing an action plan	0	1 (50%)	1 (50%)
Implementation	N/A	N/A	N/A
Evaluation	0	2 (100%)	0

**CSHE Portion of Project 2012-2013**

Criteria	Unacceptable	Acceptable	Target
Defining priorities based on student needs	0	4 (57%)	3 (43%)
Determining available resources	0	2 (29%)	5 (71%)
Developing an action plan	0	3 (43%)	4 (57%)
Implementation	N/A	N/A	N/A
Evaluation	0	3 (43%)	4 (57%)

**SECTION 4  
ASSESSMENT 3  
ADVOCACY PROJECT**

**(1) Narrative**

**1a. Description of Assessment**

The advocacy project is a junior level assignment that introduces teacher candidates to the importance of promoting health education in the schools, and in the community. The major purpose of the assignment is to assist candidates in going through the steps to help them design a plan to collaborate with essential partners (school personnel, community health educators, students' families) to plan and implement a coordinated school health program. Teacher candidates are required to explain how a health education program fits the culture of the school and contributes to the school's mission. This assignment is a precursor to a CSHP assignment completed just prior to student teaching. It provides the teacher candidate with an opportunity to explore the role a CSHP plays within the school culture and the community.

**1b. Assessment Assignment with AAHE Standards 6, 7, and 8**

<b>Standard 6 Element C Design plan to collaborate with others to plan and implementing health education programs</b>	Explain how the health education program fits the culture of the school Explain how the health education contributes to the school's mission
<b>Standard 7 Element A Uses health information resources</b>	Identify all health and physical education resources (Standard 7A)
<b>Standard 7 Element B Responds to requests for health information</b>	Respond to factors identified by the school that will impact the current health education program
<b>Standard 7 Element C Select educational resource materials for dissemination</b>	Determine what resources and educational materials may be needed
<b>Standard 7 Element D Describe ways to establish effective relationships with others involved in CSHP</b>	Establish a school health education team
<b>Standard 8 Element C</b>	Develop a writing campaign for state and national action on critical health issues

<b>Candidate advocates for school health education.</b>	
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**(c) Analysis of data findings**

Overall, 6 teacher candidates scored in the target range, 3 teacher candidates scored in the acceptable range, and 1 teacher candidate scored in the unacceptable range. The highest scores across teacher candidates were in the areas of resources and advocacy. The lowest score across teacher candidates was in the area of constructing the brochure or guide. The teacher candidate who scored at the unacceptable level on the brochure/guide had most of the required content but was lacking in the technology skills to design the brochure. The student was directed to the technology lab on campus where a peer tutor was able to give him the necessary instructions to properly design the brochure.

**d) Interpretation of How Data Meets AAHE Standards 6, 7, and 8**

All students scored in the acceptable or target range on their advocacy project (one student with remediation on one section). The project required them to plan for a coordinated school health program (standard 6), be a resource person for the school in which they completed the project (standard 7), and communicate both within the school and the community to advocate for health and school health education (standard 8).

**(2) Assessment Documentation**

**2e. Assessment Tool or Description of Assessment Tool**

**Advocacy and Best Practices in Physical Education and Health Education**

**Advocacy Project**

The importance of health and physical education in our schools is vital. The need for advocacy is critical to the overall wellbeing of children and adolescents in our nation's schools. As a teacher candidate in health education you will play an instrumental role in developing educational curricula, developing and implementing programming for promoting healthy behaviors, healthy communities, and healthy environments. You will also be instrumental in developing collaborative relationships with community health resources and those in local and state government. The purpose of this project is to walk you through the necessary steps in designing and advocating for a Coordinated School Health Program.

The steps you will follow include:



- Adopt a school
- Describe the school
- Describe the community
- Identify all health resources
- Respond to factors identified by the school that will impact the current health education program.
- Determine what resources and educational materials may be needed
- Explain how the health education program fits the culture of the school
- Explain how the health education contributes to the school's mission
- Develop a comprehensive plan for collaboration with administrators, students, parents and community agencies.
- Establish a school health/physical education team
- Develop a writing campaign for state and national action on critical health issues. (ESEA, Health promotion, etc.)

### **The Project (steps to follow):**

1. **Adopt a School:** Provide information about the school. Provide information about the community. This should include demographic information, information about the students, the current health education program, and other contextual factors that can impact implementation of a Comprehensive School Health Education program. In addition, discuss factors specific to the school/community that could impact implementation. **Minimum two pages with charts.**
2. **Identify resources:** Provide a comprehensive list with descriptions of all health-related agencies, resources and organizations in the surrounding area. Determine which ones will be most beneficial to include in your plan. **Minimum three pages with charts.**
3. **Develop resources and educational materials:** Plan for and develop the resources and educational materials necessary to inform administrators, students, parents and community of the importance of health education. **Develop a brochure or resource guide.**
4. **Develop a basic outline for a comprehensive school health education action plan:** Describe the context of the school and community. Identify 2 goals. Align your resources with your goals. Explain how the action plan fits into the school/community. Rewrite the school's mission statement to include your program. **Minimum 2 pages.**
5. **Design a campaign and community event:** Write two letters for your school health team to use to disseminate information for the advocacy of health and physical activity. One letter should be directed to public officials (school board, mayor, state congressman). One letter should inform parents of their role in advocating for

comprehensive school health education. Letters need to be factual and to the point. Each letter must include relevant information in an organized and concise manner. Include data to support your arguments. Each letter should be 1 ½ to 2 pages long. Second, design a community event that could be hosted to bring awareness to the importance of a healthy mind/healthy body. Provide details (who, what, when, where, how).

(e) Assessment Rubric

<b>Criteria</b>	<b>Unacceptable (2)</b>	<b>Acceptable (3)</b>	<b>Target (4)</b>
School/community factors and impact on programming  <b>Possible points 4</b>	Candidate does not adequately describe information related to factors and impact on programming. Contextual information is vague and insufficient.	Candidate clearly describes information related to factors and impact on programming. Contextual information is well written and complete.	Candidate clearly describes with specific detail factors and impact on programming. Contextual information is exceptional and charts detail impact
Identify health resources  <b>Possible points 4</b>	Candidate does not develop a comprehensive list of agencies, resources and organizations, with no determination of most beneficial to plan.	Candidate develops and identifies a comprehensive list of agencies, resources and organizations and includes a list of useful resources.	Candidate develops and identifies a comprehensive list detailing beneficial agencies, resources and organizations critical to plan
Brochure X 3 (weighted)  <b>Possible points 12</b>	Candidate brochure does not identify purpose or does not provide relevant resources or specific educational materials needed to inform groups	Candidate develops a resource guide with an identified purpose targeted to specified groups. Resources and materials are relevant and adequate. A plan for disseminating materials to all groups is included.	Candidate develops a comprehensive resource guide targeted to the specific groups. It includes detailed educational materials based on the school community factors and includes a plan for dissemination to inform all groups
Action Plan  <b>Possible points 4</b>	Candidate develops an outline for action plan and vaguely describes how the plan aligns with mission and culture of the school	Candidate develops an outline clearly describing the comprehensive action plan and how it will align with mission and	Candidate develops a detailed outline for a comprehensive action plan and provides explicit alignment to mission and culture of

		culture of the school. Candidate identifies two goals and describes plan for assess implementation	the school. Candidate identifies two goals, ties many resources to each goal and provides an assessment rubric for implementation
Campaign X4 (weighted)  <b>Possible points 16</b>	Candidate develops a letter writing campaign, but uses only anecdotal data for advocacy support of health and physical education. Candidate information lacks substantial facts and relevance. Candidate description of event is outlined but provides no details.	Candidate develops a letter writing campaign to disseminate information for advocacy of health and physical education. Candidate provides facts, including relevant information and data to support advocacy campaign. Candidate plans a community event for awareness of comprehensive school health program. Detailed description provided.	Candidate develops a facts based, informative and comprehensive advocacy plan for health and physical education. Candidate uses data to provide strong support for the campaign. Candidate provides detailed plans for community event for awareness of comprehensive school health program and includes connection back to student and community factors.

**(f) Assessment Scoring guide**

**Total possible points: 40**

**Unacceptable = Below 30 or a score of unacceptable on any separate element of the project**

**Acceptable = 30/34**

**Target = 35/40**

**(g) Candidate Data**

	School and Community	Resources	Brochure or Guide	CSHE Plan	Advocacy	Final Score
<b>Student 1</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>12</b>	<b>28 unacceptable</b>
<b>Student 2</b>	<b>4</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>12</b>	<b>32 acceptable</b>
<b>Student 3</b>	<b>4</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>16</b>	<b>36 target</b>
<b>Student 4</b>	<b>4</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>16</b>	<b>37 target</b>

<b>Student 5</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>16</b>	<b>36 target</b>
<b>Student 6</b>	<b>3</b>	<b>4</b>	<b>12</b>	<b>4</b>	<b>12</b>	<b>35 target</b>
<b>Student 7</b>	<b>4</b>	<b>4</b>	<b>12</b>	<b>4</b>	<b>16</b>	<b>40 target</b>
<b>Student 8</b>	<b>4</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>16</b>	<b>35 target</b>
<b>Student 9</b>	<b>4</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>12</b>	<b>32 acceptable</b>
<b>Student 10</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>16</b>	<b>31 acceptable</b>

**SECTION 4  
ASSESSMENT # 8**

**(1) Narrative**

**(a) Description of Assessment**

The assessment/analysis of student learning task was designed to give teacher candidates an opportunity to assist a resource teacher with a unit of instruction by providing all of the required assessments needed for a given unit of instruction. During student teaching, teacher candidates are required to design and conduct assessments. However this assignment allows them to focus on the assessment process before they are inundated with all of the additional requirements of student teaching. Teacher candidates are allowed to select a middle school or high school site to implement the project. This assignment takes place during HEPE 4808 (Performance Based Assessment in Health and PE). The assignment coincides with in-class lecture and activities that takes teacher candidates through the entire assessment process within a unit of instruction. The importance of pre-assessment, embedded formative assessment, and summative assessment are stressed, along with validity and reliability of assessments, and appropriate implementation. Particular attention is paid to the alignment of the assessments with the content and the learning objectives. A backward design approach is taught during this course.

**(b) Assessment Alignment with AAHE Standards 2 and 5:**

This critical task is aligned with AAHE Standard 2, Element C: Candidates infer needs for health education from data obtained. The first task the teacher candidate must complete is a pretest of the class he/she is working with. That information is shared with the resource teacher to determine what students already know and where instruction needs to begin.

This critical task is aligned with AAHE Standard 5, Elements A through E. For this task the teacher candidate develops assessment plans by completing a block plan of how/when a variety of assessments will be embedded in the learning segment. The teacher candidate is introduced to a variety of assessment instruments including: checklists, rating scales, analytic and holistic rubrics, entry and exit slips, worksheets, think-pair-share, event tasks, quizzes and exams. The teacher candidate receives practice in making each of the above assessments and analyzing when they are best used. They then select the most appropriate assessment instruments based on their knowledge of the unit of instruction. The teacher candidate is responsible for implementing the assessments and collecting data on student performance. They are required to analyze results and discuss options for future learning.

Standard 5 Element A—Candidates develop assessment plans.	Part 1 of the Assignment and Rubric Indicator 2 Assessment plan and administration
Standard 5 Element B—Candidates analyze available assessment instruments.	Part 1 of the Assignment and Rubric Indicator 1 Selection and design of assessment tools
Standard 5 Element C—Candidates develop instruments to assess student learning.	Part 1 of the Assignment and Rubric Indicator 1 Selection and design of assessment tools
Standard 5 Element D—Candidates implement plans to assess student learning.	Part 2 of the Assignment and Rubric Indicator 2 Assessment plan and administration
Standard 5 Element E—Candidates utilize assessment results to guide future instruction.	Part 3 of the Assignment and Rubric Indicator 3 and 4 Data analysis and guide for future instruction

**(c) Analysis of Data Findings**

Of the 10 students who completed the critical task, 3 students scored in the target range, and 7 students scored in the acceptable range. One teacher candidate scored in the unacceptable range on the analytic/holistic rubric task, one scored unacceptable on the data analysis task, 3 teacher candidates scored in the unacceptable range on data representation and 1 teacher candidate scored in the unacceptable range on the performance summary and feedback. All other scores were at the acceptable or target level. The following remediation was required: student 3 analytic/holistic rubric, student 1 data analysis, students 1, 2, and 3 data representation, student 1 and 9 on performance summary and feedback. Overall strengths: teacher candidates demonstrated strength in designing and administering a pre-assessment, designing and administering entrance/exit slips based on daily lesson objectives, designing and implementing a quiz or worksheet, designing and administering the summative assessment, and making recommendations for future learning. Overall weaknesses: data representation and performance summary and feedback. Three teacher candidates were unable to represent their data graphically so that it made sense to the reader. Two teacher candidates struggled with making sense of individual student data to provide a performance summary and feedback to the students relative to their strengths and needs. Teacher candidates who required remediation were able to pass the element of the rubric the second time with additional instruction from faculty.

**(d) Interpretation of how data provides evidence for meeting AAHE Standard 5**

All teacher candidates scored at the acceptable level on parts 1, 2, 3, 4, 6, and 9 of the task which is directly related to AAHE Standard 5. Teacher candidates who scored at the unacceptable level on parts 5, 7, 8, and 10 of the task were required to remediate and subsequently passed the assessment at least at the “acceptable” level. This demonstrates that teacher candidates were able to plan for assessment, implement appropriate assessment strategies, collect and analyze data, and discuss further instruction.

**(2) Assessment Documentation**

**(e) Assessment Tool**

**HPES 4808  
Critical Task  
Analysis of Student Learning (150 Points)**

The purpose of this lab is to demonstrate your ability to design and implement a variety of assessments (pre, formative, and summative) to assess student learning. A second purpose of this lab is for you to analyze assessment data to guide future instruction. You have been assigned a school site. You will be responsible for working with a specific health education class at the site. You will pre-assess students prior to a new unit of instruction. You will assess students during the unit of instruction based on lesson objectives, and you will design and implement a summative assessment. You will analyze data to determine students’ progress toward mastery of the stated objectives, and will provide guidance for further instruction. You will not actually teach the class. However, you will be responsible for conducting **all** of the assessments for your resource teacher for the unit of instruction he/she is teaching when you are there. Once you meet with your resource teacher please submit a day-by-day plan for the unit of instruction. Your day-by-day should include the instruction topic each day and identify when key assessments will take place. You will be expected to work closely with your resource teacher to ensure this project is implemented correctly.

For this lab assignment you will design the following assessments based on the unit of instruction

being taught by your resource teacher. **Use all of your notes and examples from class to be sure each of your assessment instruments include all necessary components and are directly tied to unit and lesson objectives.**

#### Selection and Design of Assessment Tools (90 points)

- a unit pre-assessment to determine what students already know and are able to do (5)
- unit block plan
- daily entrance or exit slips (5)
- a written quiz or a worksheet (20)
- a rating scale or rubric for a performance-based task (20)
- a qualitative analytic rubric or holistic rubric (20)
- a summative assessment tied directly to the unit objectives (can be performance-based or cognitive) (20)
- **Standard 5 A: Candidate develops assessment plans.**
- **Standard 5 B: Candidate analyzes assessment instruments.**
- **Standard 5 C: Candidate develops instruments to assess student learning.**

#### Assessment Administration:

- conduct your assessments
- **Standard 5 D: Candidate implements plans to assess student learning.**

#### Data Analysis:

- analyze your assessment data (10)
- represent your summative assessment graphically and describe what student learning took place (20)
- an overall performance summary for the teacher
- recommendations to guide future instruction (10)
- **Standard 5 E: Candidate utilizes assessment results to guide further instruction.**
- an individual performance summary for each student (across their assessments) including both positive and constructive/corrective feedback (20)
- work with the resource teacher to determine a final grade (make sure assessments are weighted properly)

Step One: Discuss the unit objectives with the teacher you plan to work with.

Step Two: Design and submit the day-by-day and assessments including the scoring sheet you will use to record student's scores to me prior to the beginning of the unit of instruction.

Step Three: Determine when you will observe the class to assess.

Step Four:

Record and report the data.

- pre-test data for each student
- all other test data for each student from the other assessment tools
- summative assessment data for each student
- graphic representation of summative assessment data
- summary of all the data in relation to unit objectives
- analysis of summary data
- provide a summary to the teacher
- provide an individual grade sheet for each student with their final grade for the unit
- suggest recommendations for improvement of instruction based on your analysis of student data (**submit to me only**)
- document all visits using the form provided in class

#### (f) Scoring Guide

## Assessment Rubric

Task & Points	Unacceptable	Acceptable	Target
	Score of 3 (Tasks 1, 2)	Score of 4 (Tasks 1, 2)	Score of 5 (Tasks 1,2)
	Score of 6 (Tasks 7, 9)	Score of 8 (Tasks 7, 9)	Score of 10 (Tasks 7, 9)
	Score of 10 (Tasks, 3, 4, 5, 6, 8)	Score of 15 (Tasks, 3, 4, 5, 6, 8)	Score of 20 (Tasks, 3, 4, 5, 6, 8)
1.Pre-assessment (3-5)	You will receive an unacceptable on any task if it is not: appropriate, tied to unit and lesson objectives, vague, or does not convey the intended meaning.	You will receive an acceptable on any task if it is: appropriate, complete, tied to unit and lesson objectives, detailed, and conveys the intended meaning.	You will receive a target on any task if it is: appropriate and justified, complete, detailed, and tied directly to unit and lesson objectives, conveys the intended meaning and demonstrates mastery of the task.
2.Entrance/exit slips (3-5)			
3.Quiz/worksheet (10-20)			
4.Rating Scale/Rubric (10-20)			
5.Analytic/Holistic Rubric (10-20)			
6.Summative Assessment (10-20)			
7.Data analysis (6-10)			
8.Data representation (10-20)			
9.Recommendations (6-10)			
10.Performance summary and Feedback (10-20)			

To pass this critical task a student must have a final score of 105 or better and may not have an “unacceptable” in any category. Scores of unacceptable must be remediated.

Acceptable 105-135

Target 136-150

### g. Assessment Data

Scores for each task by student

Task	S # 1	S # 2	S # 3	S # 4	S # 5	S # 6	S # 7	S # 8	S # 9	S # 10	Ave. Score
Pre-assessment (5)	5	5	5	5	5	5	5	5	5	5	5/5
Entrance/exit slips (5)	5	5	5	5	5	5	5	5	5	5	5/5
Quiz/worksheet (20)	20	20	20	20	20	15	15	20	20	20	19/20
Rating Scale/Rubric (20)	15	20	20	20	20	15	15	15	15	20	17.5/20
Analytic/Holistic Rubric (20)	15	15	10	15	20	15	15	15	20	20	16/20
Summative Assessment (20)	15	15	20	20	20	15	20	20	20	20	18.5/20
Data analysis (10)	6	10	10	8	10	8	10	10	8	10	9/10
Data representation (20)	10	10	10	15	15	15	20	20	20	15	15/20
Recommendations (10)	8	10	10	10	8	8	10	10	8	8	9/10
Performance summary and feedback (20)	10	15	15	15	20	20	15	20	10	20	16/20
Final score	109	125	125	133	143	121	130	140	131	143	150
Final percentage	73%	83%	83%	89%	95%	81%	87%	93%	87%	95%	



# Lesson Plan Description

## Central Focus

- Unit and lesson focus (example: healthy eating—goal setting)

## Lesson \_\_\_ of \_\_\_

- Which lesson is this within the unit of instruction (example: lesson 3 of 12, or lesson 2 of 8)

## Connection to needs assessment data:

- Describe what you know about students based on your classroom observations and data collection. Tie this information to your learning objectives.

## Learning Objectives

- Based on the lesson focus or goal. What is it you want the student to know, do, or value by the end of the lesson? How will they demonstrate this? Lesson objectives must be written behaviorally and include criteria.
- Required format:
  - **Situation/Context/Conditions**—learning activities or teaching strategies
  - **Task/content**—the students will followed by an action verb in the cognitive, motor, or affective domain
  - **Criteria**—how well will students need to complete the task (80% of the time, at the proficiency level, 3 of 4 times)
- Lesson objectives must be aligned to higher levels (application or above) of Bloom’s Taxonomy.
- Each learning objective must be tied to one of the National Health Standards. State the standard number and a couple key words.
- Assessment strategy can be either formal (evidence is collected), or informal (no evidence is collected). An example of a formal assessment is a checklist, a rubric, an exit slip. An example of an informal assessment is group or individual questioning. **Every** lesson does not need a formal assessment strategy.

## Academic Language Function

- Language function is the purpose the language is intended to achieve. It answers the question, how will my students use the academic language, and specifically how will they communicate their understanding of the content back to me. The language function is written as an AL objective using a verb from Bloom’s Taxonomy
- Vocabulary—what content specific terms do students need to know to support learning of the lesson objectives?
- Identify an additional language demand (either syntax or discourse) critical to the learning segment?
- Your AL object must be directly aligned with your central focus. It will come from the cognitive domain and will use an action verb from Bloom’s Taxonomy.

## Materials & Equipment:

- Include a list of all materials and equipment you anticipate needing to conduct **this** lesson.

**Accommodations:**

- Attention to students’ backgrounds, interests, and needs if you feel accommodations are necessary. **You must** address this section if you have students with an IEP or 504 plan. If you do not, please address how you will remediate for students who may need additional practice, and how you will challenge students who may be accelerated. Be sure to address the needs of struggling readers.

**Lesson Introduction Motivational Techniques:**

- HOOK students with the goal of holding their attention throughout the lesson. Relate the content to past lessons or student experiences or interests.
- This is the springboard into your lesson by focusing the students’ attention on what they will learn. You should state your learning objectives in student friendly terms.
- Include an accountability statement. What will you be looking for throughout the lesson to insure students have reached the learning objectives. Statements like, “By then end of this lesson I want to see.....”. How will you pique students’ interest?

**Instructional Strategies and Learning Tasks to Support Learning:**

- The left column, instructional strategies, lists what the **teacher** will do. It should include all of the **content** that will be presented to students and describe how that content will be presented (lecture, demonstration, questioning).
- The right column, learning tasks to support learning, lists what the **students** will be doing. This includes all of the learning activities identified by type of task.
- **Transition statements and safety statements (if needed)** must be included in the learning tasks column between each task as needed.

<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"><li>• List the steps or progression that the lesson will follow. Identify <u>what you will be doing</u>, the methods you will use to support student learning of content and academic language, and the strategies to extend student thinking. Feedback strategies should include prompting, cueing, and correction techniques.</li><li>• List the purpose of each task next to it.</li><li>• Describe how you will explicitly teach, model or demonstrate the task.</li><li>• List key teacher questions or prompts.</li><li>• Be sure to include critical thinking questions that will extend student learning.</li><li>• Specifically note where you are addressing the academic language objective.</li><li>• Scaffolds – how will you tie this to past lessons and/or prior knowledge?</li><li>• Structures – how will you model the academic language?</li><li>• Supports - How will you provide multiple opportunities for practicing the task/skill.</li><li>• Be sure to consider the BEST instructional strategies for the content that will also maintain classroom order.</li></ul>	<p><b>Learning Tasks:</b></p> <ul style="list-style-type: none"><li>• Identify the progression of learning activities, <u>what the students will be doing</u>.</li><li>• Include each learning activity (including the type of task—informing, extending, applying).</li><li>• Include all adaptations/modifications/challenges for low/high skilled learners.</li><li>• Include all routines and transitions (procedural directions for students to follow).</li><li>• Describe student formations (individual, partners, small groups, whole class).</li><li>• Include a time stamp for how long you expect the learning segment to last.</li><li>• There must be tasks that specifically support the understanding and use of academic language.</li><li>• Throughout the lesson, you must include planned support for differentiated instruction.</li><li>• How will you use knowledge of students to differentiate instruction for different levels of ability and/or different levels of content knowledge?</li><li>• For example, how will you use different strategies for special needs learners, those with cultural or language differences, high skilled learners who require additional challenges.</li></ul>
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	<ul style="list-style-type: none"> <li>• If you have 2 grade levels where you are teaching similar content, provide differentiation in this column.</li> <li>• Be sure to consider the BEST learning tasks that optimize OTR's and time on task.</li> </ul>
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### Assessment of Student Learning

- Build in opportunities for students to EVALUATE progress and to assess themselves and each other.
- **Before the lesson—pre-assessment or needs assessment**  
Gather information about student knowledge and skills (can be formal or informal).
- **During the lesson (formative assessment, formal or informal)**  
How will you know if your students understand the lesson while you are teaching? How will you provide feedback during the lesson that helps the student understand what he or she did well and helps the student improve his/her work or understanding? How will you judge differing depths of student understanding?
- **At the end of the lesson/unit (summative assessment)**  
How will you know if your students understood the lesson? How will assessments provide evidence of student learning relative to the objectives for the lesson? How will you differentiate assessments for students having difficulty demonstrating their learning? How are the assessments aligned to clearly defined benchmarks in the physical education standards document?

Note: Not all lessons require a formal assessment.

### Lesson Closure

- At the conclusion of the lesson, closure is the time to help the students organize the information that has been presented to aid their retention. Students should be involved in thinking and discussion of the lesson focus. The teacher can engage them in a short review by posing questions. The students should be given a chance to personally reflect on the lesson, to share their ideas with others and with the class as a whole.

### Analysis of Student Work/Lesson Reflection

- Select 2 students. To what extent did each student learn what you intended them to learn? Did they meet the lesson objectives? Cite specific evidence (2 examples). In what areas did each student have difficulty?
- Was the lesson planned as taught? To what extent did the whole class learn what you intended them to learn? How effective was your instruction? What did you learn by teaching this lesson? What would you change? The next time you teach this material to a similar group of students, what changes, if any might you make (planning, instruction, assessment, management and/or safety)?

# Health and Physical Education Lesson Plan

Name \_\_\_\_\_ Lesson Topic \_\_\_\_\_

Central Focus of the Learning Segment \_\_\_\_\_ Lesson \_\_\_ of \_\_\_

<b>Teacher:</b>					
<b>Date to be Taught:</b>		<b>Grade:</b>		<b>No. of Students:</b>	
<b>Connection to Previous Lesson(s):</b>					
<b>Learning Objective(s), Content Standard and Related Assessment:</b>	<i>Learning Objectives Stated Behaviorally:</i>	<i>Relevant Content Standard:</i>	<i>Formal or Informal Assessment Strategy</i>	<i>Formal or Informal:</i>	<i>Type of Feedback to Students:</i>
<b>Academic Language Objective (function):</b>					
<b>Additional Academic Language Demand: Vocabulary and Syntax or Discourse:</b>					
<b>Materials &amp; Equipment:</b>					
<b>Accommodations for IEP students or struggling learners:</b>					

## Health and Physical Education Lesson Plan

<b>Instant Activity:</b>		
<b>Lesson Introduction:</b>		
<b>Instructional Strategies and Key Learning Tasks:</b>	<p><b><u>Instructional Strategies Including Teaching Cues</u></b>            What will you do to engage the students and develop their understanding of the lesson objectives? How will you link the content to prior learning? What content will you teach and how will you teach it? How will you provide feedback? What questions will you ask to check for understanding? Everything <b>you</b> teach/do goes in this column. Do you have strategies in place to respond to common errors or misunderstandings?</p>	<p><b><u>Key Learning Tasks Including Modifications</u></b>            What will the students be doing to actively engage them to learn the content? How will you engage them to help them understand concepts and academic language? How will you determine if the students are meeting the intended learning objectives? How will you keep them actively engaged and on task? How will you keep ALT and OTR's high? How will you differentiate tasks for students who need greater challenge or more practice? Consider: whole class, groups of students with similar needs, individual students, students with IEP/504 plans.</p>
<b>Lesson Closure:</b>		

# Health and Physical Education Lesson Plan

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## Health and Physical Education Lesson Plan

<b>Analysis of Student Work/Lesson Reflection:</b>		
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**ATTACH ALL INSTRUCTIONAL MATERIALS (handouts, assessments, task cards, activity sheets, etc.) USED IN THIS LESSON.**

**HEALTH EDUCATION SCORING RUBRICS AND SCORING SUMMARY FORM**

Highlight the score given for each rubric.

<b>TASK</b>	<b>Rubric</b>		<b>Score Level Decision</b>				
Planning	HED1	Planning for Understanding of the Impact of Behaviors on Health	1	2	3	4	5
	HED2	Planning to Support Varied Student Learning Needs	1	2	3	4	5
	HED3	Using Knowledge of Students to Inform Teaching and Learning	1	2	3	4	5
	HED4	Identifying and Supporting Language Demands	1	2	3	4	5
	HED5	Planning Assessments to Monitor and Support Student Learning	1	2	3	4	5
Instruction	HED6	Learning Environment	1	2	3	4	5
	HED7	Engaging Students in Learning	1	2	3	4	5
	HED8	Deepening Student Learning	1	2	3	4	5
	HED9	Subject-Specific Pedagogy	1	2	3	4	5
	HED10	Analyzing Teaching Effectiveness	1	2	3	4	5
Assessment	HED11	Analysis of Student Learning	1	2	3	4	5
	HED12	Providing Feedback to Guide Learning	1	2	3	4	5
	HED13	Student Use of Feedback	1	2	3	4	5
	HED14	Analyzing Students' Language Use and Learning	1	2	3	4	5
	HED15	Using Assessment to Inform Instruction	1	2	3	4	5

For each of the above rubrics the content experts believed that a level 3 should be associated with functional health knowledge and health-related skills. Level 4 should be health-related skills and/or personal values and group norms. Level 5 should be all 3. The way these were stated before did not make sense because there really was no difference between level 4 and 5 on these rubrics.



**Planning Rubrics – Rubric 1: Planning for Understanding of the Impact of Behaviors on Health**

How do the candidate’s plans build student use of functional health knowledge, demonstration of health-related skills, and development of <b>personal</b> beliefs and <b>group</b> norms to help students adopt and maintain healthy behaviors?				
Level 1 <sup>5</sup>	Level 2	Level 3	Level 4	Level 5
Candidate's plans focus solely on memorizing knowledge with no connections to help students adopt and maintain healthy behaviors.	Plans for instruction support student learning with vague connections between the use of functional health knowledge, demonstration of health-related skills, and/or development of beliefs and norms to help students adopt and maintain healthy behaviors.	Plans for instruction build on each other to support student learning with clear connections between the use of functional health knowledge and demonstration of health-related skills, and/or development of beliefs and norms to help students adopt and maintain healthy behaviors.	Plans for instruction build on each other to support student learning with clear and consistent connections between the use of functional health knowledge, demonstration of health-related skills, AND development of personal beliefs OR explore group norms to help students adopt and maintain healthy behaviors.	Plans for instruction build on each other to support student learning with clear and consistent connections between the use of functional health knowledge, demonstration of health-related skills, and personal beliefs AND group norms to help students adopt and maintain healthy behaviors.
There are significant content inaccuracies that will lead to student misunderstandings.  OR Standards, objectives, and learning tasks and materials are not aligned with each other.				
Evidence:				

<sup>5</sup>Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

**Planning Rubrics - Rubric 2: Planning to Support Varied Student Learning Needs**

How does the candidate use knowledge of his/her students to target support for student learning of functional health knowledge, health-related skills, and <b>personal</b> beliefs and <b>group</b> norms to help them adopt and maintain healthy behaviors?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>There is little or no evidence of planned supports.</p> <p>OR</p> <p>Candidate does NOT attend to requirements in IEPs and 504 plans.</p>	<p>Planned supports are loosely tied to learning objectives or the central focus of the learning segment.</p> <p>AND</p> <p>Candidate attends to requirements in IEPs and 504 plans.</p>	<p>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.</p> <p>AND</p> <p>Candidate attends to requirements in IEPs and 504 plans.</p>	<p>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs.</p> <p>AND</p> <p>Candidate attends to requirements in IEPs and 504 plans.</p>	<p>Level 4 plus:</p> <p>Supports include specific strategies to identify and respond to misperceptions and misunderstandings.</p>
<p>Evidence:</p>				

Portfolio ID \_\_\_\_\_

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This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

**Planning Rubrics - Rubric 3: Using Knowledge of Students to Inform Teaching and Learning**

How does the candidate use knowledge of his/her students to justify instructional plans?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate's justification of learning tasks is either <b>missing OR represents a deficit view</b> of students and their backgrounds.</p>	<p>Candidate justifies learning tasks <b>with limited attention</b> to students' prior academic learning <b>OR</b> personal/cultural/community assets.</p>	<p>Candidate <b>justifies</b> why learning tasks (or their adaptations) are appropriate using</p> <ul style="list-style-type: none"> <li>• <b>examples of students' prior academic learning</b></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <b>examples of personal/cultural/community assets</b></li> </ul> <p>Candidate makes <b>superficial connections</b> to research and/or theory.</p>	<p>Candidate justifies why learning tasks (or their adaptations) are appropriate using</p> <ul style="list-style-type: none"> <li>• <b>ex amples of students' prior academic learning</b></li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• <b>ex amples of personal/cultural/community assets</b></li> </ul> <p>Candidate makes <b>connections</b> to research and/or theory.</p>	<p><b>Level 4 plus:</b> Candidate's <b>justification is supported by principles from research and/or theory.</b></p>
<p>Evidence:</p>				

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

## Planning Rubrics - Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key learning task?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Language demands<sup>6</sup> identified by the candidate are <b>not consistent with the selected language function<sup>7</sup> OR task.</b></p> <p><b>OR</b></p> <p>Language supports are <b>missing or are not aligned</b> with the language demand(s) for the learning task.</p>	<p>Candidate <b>identifies vocabulary</b> as the major language demand associated with the language function. Attention to additional language demands is superficial.</p> <p>Language supports <b>primarily address definitions of vocabulary.</b></p>	<p>Candidate <b>identifies vocabulary AND additional language demand(s) (syntax or discourse)</b> associated with the language function.</p> <p>Plans include <b>general support for use of vocabulary as well as additional language demand(s).</b></p> <p><b>This is very confusing. The word additional is an issue.</b></p>	<p>Candidate identifies vocabulary <b>AND</b> additional language demand(s) associated with the language function.</p> <p>Plans <b>include targeted support for use of vocabulary as well as additional language demand(s).</b></p>	<p><b>Level 4 plus: Instructional supports are designed to meet the needs of students with different levels of language learning.</b></p>
<p>Evidence:</p> <p><b>Note: The way the language is presented on the rubric is not the same way it is presented in the TBR. The key concepts are listed alphabetically which causes confusion with scorers. The key concepts need to be listed like they are supposed to occur:</b></p> <ul style="list-style-type: none"> <li><b>Language function</b></li> <li><b>Language demand</b></li> <li><b>Vocabulary</b></li> <li><b>Syntax</b></li> <li><b>Discourse</b></li> </ul>				

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

<sup>6</sup> Language demands include: language function, vocabulary, syntax and grammar, and discourse (organizational structures, text structure, etc.).

<sup>7</sup> Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., analyze, determine)

## Planning Rubrics - Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are formal and informal assessments selected or designed to monitor student use of functional health knowledge, demonstration of health-related skills, and the development of <b>personal</b> beliefs and <b>group</b> norms to help students adopt and maintain healthy behaviors?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The assessments <b>only provide evidence</b> of students' memorization of information <b>or desired behaviors</b> or steps to a process.</p> <p>Assessments <b>are NOT aligned</b> with the central focus and standards/objectives for the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans <b>are NOT made</b>.</p>	<p>The assessments <b>provide limited evidence to monitor student</b> use of functional health knowledge, demonstration of health-related skills, <b>AND/OR</b> the development of beliefs and norms to help students adopt and maintain healthy behaviors during the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans <b>are made</b>.</p>	<p>The assessments <b>provide evidence</b> to monitor student use of functional health knowledge <b>and</b> demonstration of health-related skills, <b>AND/OR</b> the development of beliefs and norms to help students adopt and maintain healthy behaviors during the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p>The assessments provide <b>multiple forms of evidence</b> to monitor student use of functional health knowledge, demonstration of health-related skills, <b>AND</b> the development of <b>personal beliefs OR explore group norms</b> to help students adopt and maintain healthy behaviors during the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>	<p><b>Level 4 plus:</b></p> <p>The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</p> <p><b>AND</b></p> <p>The assessment(s) provide evidence that students had the opportunity to <b>personalize health enhancing beliefs and explore group norms</b> to help them adopt and maintain healthy behaviors.</p>
<p>Evidence:</p>				

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

**Instruction Rubrics - Rubric 6: Learning Environment**

How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The clip(s) reveal evidence of <b>disrespectful interactions</b> between teacher and students or between students.</p> <p><b>OR</b></p> <p>Candidate <b>allows disruptive behavior</b> to interfere with student learning.</p>	<p>The candidate demonstrates <b>respect</b> for students.</p> <p>Candidate provides a learning environment that serves <b>primarily to control student behavior</b>, and minimally supports the learning goals.</p>	<p>The candidate demonstrates <b>rapport</b> with and respect for students.</p> <p>Candidate provides a positive, low-risk social environment that reveals <b>mutual respect among students</b>.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>Candidate provides a <b>challenging learning environment</b> that promotes mutual respect among students.</p>	<p>The candidate demonstrates rapport with and respect for students.</p> <p>Candidate provides a challenging learning environment that <b>provides opportunities to express varied perspectives</b> and promotes mutual respect among students.</p>
<p>Evidence:</p>				

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

## Instruction Rubrics - Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in the use of functional health knowledge, the demonstration of health-related skills, and the development of <b>personal</b> beliefs and <b>group</b> norms to help them adopt and maintain healthy behaviors?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>In the clip(s), students are <b>primarily focused on memorizing information with little attention</b> to the use of functional health knowledge, the demonstration of health-related skills, and/or the development of beliefs and norms to help them adopt and maintain healthy behaviors.</p>	<p>In the clip(s), students are <b>participating in learning tasks or behaviors with limited connections</b> to the use of functional health knowledge, the demonstration of health-related skills, AND/OR the development of beliefs and norms to help them adopt and maintain healthy behaviors.</p>	<p>In the clip(s), <b>students are engaged in learning tasks that address</b> the use of functional health knowledge, <b>and</b> the demonstration of health-related skills, <b>and/or the development of beliefs and norms to help them adopt and maintain healthy behaviors.</b></p>	<p>In the clip(s), students are engaged <b>in learning tasks that develop</b> student use of functional health knowledge, the demonstration of health-related skills, <b>AND</b> the development of <b>health-enhancing personal beliefs OR explore group norms</b> to help them adopt and maintain healthy behaviors.</p>	<p>In the clip(s), students are engaged in learning tasks that <b>deepen and extend</b> their use of functional health knowledge, the demonstration of health-related skills, <b>AND to personalize health-enhancing beliefs and explore norms</b> to help them adopt and maintain healthy behaviors.</p>
<p>There is <b>little or no evidence that the candidate links</b> students' prior academic learning or personal, cultural, or community assets with new learning.</p> <p><b>OR</b></p> <p><b>Links cause student confusion.</b></p>	<p>Candidate <b>makes vague or superficial links between prior academic learning and new learning.</b></p>	<p>Candidate <b>links</b> prior academic learning to new learning.</p>	<p>Candidate <b>links both</b> prior academic learning <b>and personal, cultural, or community assets</b> to new learning.</p>	<p>Candidate <b>prompts students to link</b> prior academic learning and personal, cultural, or community assets to new learning.</p>
<p>Evidence:</p>          				

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_



### Instruction Rubrics - Rubric 8: Deepening Student Learning

How does the candidate elicit student responses to help them develop understandings of, and connections between, using functional health knowledge, demonstrating health-related skills, and developing <b>personal</b> beliefs and <b>group</b> norms to adopt and maintain healthy behaviors?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The candidate does most of the talking, and students provide few responses.</p> <p>OR</p> <p>Candidate responses include significant content inaccuracies that will lead to student misunderstandings.</p>	<p>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</p>	<p>Candidate elicits student responses to develop understandings of, and connections between, using functional health knowledge, demonstrating health-related skills, and/or developing beliefs and norms to adopt and maintain healthy behaviors.</p>	<p>Candidate elicits and builds on students' responses to develop understandings of, and connections between, using functional health knowledge, demonstrating health-related skills, AND developing health-enhancing beliefs OR explore group norms to adopt and maintain healthy behaviors.</p>	<p>Candidate facilitates interactions among students so they can evaluate their own abilities to develop understandings of, and connections between, using functional health knowledge, demonstrating health-related skills, AND developing health-enhancing beliefs AND explore group norms to adopt and maintain healthy behaviors.</p>
Evidence:				

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

### Instruction Rubrics - Rubric 9: Subject-Specific Pedagogy

How does the candidate use appropriate health education instructional strategies to support student use of functional health knowledge, demonstration of health-related skills, and development of **personal** beliefs and **group** norms to help them adopt and maintain healthy behaviors?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The candidate stays <b>focused on facts with little or no use of health education instructional strategies</b> to help students use functional health knowledge, demonstrate health-related skills, <b>AND/OR</b> develop beliefs and norms to help them adopt and maintain healthy behaviors.</p> <p><b>OR</b></p> <p>Materials used in the clip(s) include <b>significant content inaccuracies</b> that will lead to student misunderstandings.</p>	<p>Candidate <b>makes vague or superficial use of health education instructional strategies</b> to help students use functional health knowledge, demonstrate health-related skills, <b>AND/OR</b> develop beliefs and norms to help them adopt and maintain healthy behaviors.</p>	<p>Candidate <b>uses health education instructional strategies</b> to help students use functional health knowledge <b>and</b> demonstrate health-related skills, <b>and/or develop beliefs and norms to help them adopt and maintain healthy behaviors.</b></p>	<p>Candidate uses a <b>variety</b> of health education instructional strategies to help students use functional health knowledge, demonstrate health-related skills, <b>AND develop health-enhancing beliefs OR explore group norms</b> to help them adopt and maintain healthy behaviors.</p>	<p>Candidate uses a variety of health education instructional strategies to help students use functional health knowledge, demonstrate health-related skills, <b>AND personalize health-enhancing beliefs AND explore group norms</b> to help them adopt and maintain healthy behaviors.</p>

Evidence:

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

## Instruction Rubrics - Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate suggests changes unrelated to evidence of student learning.</p>	<p>Candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management.</p>	<p>Candidate proposes changes that address students' collective learning needs related to the central focus.</p> <p>Candidate makes superficial connections to research and/or theory.</p>	<p>Candidate proposes changes that address individual and collective learning needs related to the central focus.</p> <p>Candidate makes connections to research and/or theory.</p>	<p><b>Level 4 plus:</b> Candidate justifies changes using principles of research and/or theory.</p>
<p>Evidence:</p>				

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

## Assessment Rubrics - Rubric 11: Analysis of Student Learning

How does the candidate analyze evidence of student learning?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The analysis is <b>superficial or not supported by either student work samples or the summary</b> of student learning.</p> <p><b>OR</b></p> <p>The evaluation criteria, learning objectives, and/or analysis <b>are not aligned</b> with each other.</p>	<p>The analysis focuses on what students did <b>right OR wrong</b> using evidence from the summary <b>or</b> work samples.</p>	<p>The analysis focuses on what students did <b>right AND wrong</b> and is <b>supported</b> with evidence from the summary <b>and</b> work samples.</p> <p>Analysis includes some <b>differences in whole class learning.</b></p>	<p>Analysis uses <b>specific examples</b> from work samples to demonstrate patterns of student learning consistent with the summary .</p> <p><b>Patterns</b> are described for whole class.</p>	<p>Analysis uses specific evidence from work samples to demonstrate the <b>connections between quantitative and qualitative patterns of student learning for individuals or groups.</b></p>
<p>Evidence:</p>				

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

## Assessment Rubrics - Rubric 12: Providing Feedback to Guide Learning

What type of feedback does the candidate provide to focus students?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Feedback is <b>unrelated</b> to the learning objectives <b>OR</b> is <b>inconsistent with the analysis</b> of the student's learning.</p> <p><b>OR</b></p> <p>Feedback <b>contains significant content inaccuracies</b>.</p>	<p>Feedback <b>addresses only errors</b> <b>OR</b> <b>strengths</b> generally related to the learning objectives.</p> <p><b>OR</b></p> <p>Feedback <b>is inconsistently provided to focus students</b>.</p>	<p>Feedback is <b>accurate and primarily focuses on either</b> errors <b>OR</b> strengths related to specific learning objectives, with some attention to the other.</p> <p>Feedback is provided <b>consistently</b> for the focus students.</p>	<p>Feedback is accurate and addresses <b>both strengths AND needs</b> related to specific learning objectives.</p> <p>Feedback is provided consistently for the focus students.</p>	<p><b>Level 4 plus:</b> Candidate <b>describes how s/he will guide focus</b> students to use <b>feedback to evaluate their own strengths and needs</b>.</p>
<p>Evidence:</p>				

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

**Assessment Rubrics - Rubric 13: Student Use of Feedback**

How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Opportunities for applying feedback are not described.</p> <p>OR</p> <p>Candidate provides limited or no feedback to inform student learning.</p>	<p>Candidate provides vague explanation for how focus students will use feedback to complete current or future assignments.</p>	<p>Candidate describes how focus students will use feedback on their strengths and weaknesses to revise their current work, as needed.</p>	<p>Candidate describes how s/he will support focus students to use feedback on their strengths and weaknesses to deepen understandings and skills related to their current work.</p>	<p>Level 4 plus:</p> <p>Candidate guides focus students to generalize feedback beyond the current work sample.</p>
<p>Evidence:</p>				

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

**Assessment Rubrics - Rubric 14: Analyzing Students' Language Use and Learning**

How does the candidate analyze students' use of language to develop content understanding?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate identifies language use that is superficially related or unrelated to the language demands (function,<sup>10</sup> vocabulary, and additional demands).</p> <p>OR</p> <p>Candidate does not address students' repeated misuse of vocabulary.</p>	<p>Candidate provides evidence that students use vocabulary associated with the language function.</p>	<p>Candidate explains and provides evidence of students' use of the language function as well as vocabulary OR additional language demand(s).</p>	<p>Candidate explains and provides evidence of students' use of the language function, vocabulary, and additional language demand(s) in ways that develop content understandings.</p>	<p>Level 4 plus: Candidate explains and provides evidence of language use and content learning for students with varied needs.</p>
<p>Evidence:</p>				

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_

<sup>10</sup> The selected language function is the verb identified in the Planning Commentary Prompt 4a (analyze, explain, summarize, etc.).

**Assessment Rubrics - Rubric 15: Using Assessment to Inform Instruction**

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps <b>do not follow from the analysis.</b></p> <p>OR</p> <p>Next steps are <b>not relevant to the standards and learning objectives</b> assessed.</p> <p>OR</p> <p>Next steps are <b>not described in sufficient detail</b> to understand them.</p>	<p>Next steps <b>focus on repeating instruction, pacing, or classroom management issues.</b></p>	<p>Next steps <b>propose general support that improves student learning</b> related to the use of functional health knowledge <b>and</b>, the demonstration of health-related skills, <b>AND/OR</b> development of <b>beliefs and norms to help them adopt and maintain healthy behaviors.</b></p> <p>Next steps are <b>loosely connected</b> to research <b>and/or</b> theory.</p>	<p>Next steps <b>provide targeted support to individuals or groups</b> to improve their learning relative to the use of functional health knowledge, the demonstration of health-related skills, <b>AND</b> development of health-enhancing beliefs or exploration of <b>group norms</b> to help them adopt and maintain healthy behaviors.</p> <p>Next steps are <b>connected to</b> research <b>and/or</b> theory.</p>	<p>Next steps provide targeted support to individuals <b>and</b> groups to improve their learning relative to the use of functional health knowledge, the demonstration of health-related skills, <b>AND</b> <b>personalizing health-enhancing beliefs AND exploration of group norms</b> to help them adopt and maintain healthy behaviors.</p> <p>Next steps are <b>justified with principles from research and/or</b></p>
Evidence:				

This rubric is scored at level \_\_\_\_ because \_\_\_\_\_

This rubric is not scored at level \_\_\_\_ because \_\_\_\_\_