**Assessment 1: Content Knowledge Exam**

Our program recently combined (Fall 2019) health and physical education into a single endorsement area (Wellness Education). This was necessary due to changes that occurred with licensure at the state level. This change will also provide us with more data moving forward, since ALL TCs will now be certified in both health and physical education. Due to the change, TCs began taking the combined exam Spring 2018 semester. **Teacher candidates are required to take and pass** PRAXIS II Health and Physical Education Content Knowledge (5856) prior to student teaching. The West Virginia Department of Education established a minimum passing score of 160 on this exam.

**AAHE Standards addressed:**

**Standard 1: Content Knowledge**: Candidates demonstrate the knowledge and skills of a health literate educator.

Health (5-Adult) Education Program

PRAXIS II-Health Subject Assessment

(Test Code 5857)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Term | Completer | Score | Pass/Fail | Section 1  Health Education as a Discipline/Health Instruction | Section 2  Health Education Content |
| Spring 2018 |  | | | | |
|  | 1 | 164 | P | 16/22 | 18/28 |
| Fall 2018 |  | | | | |
|  | 2 | 167 | P | 18/22 | 18/28 |
|  | 3 | 184 | P | 19/22 | 24/28 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Semester | Mean Score (Range) | Pass Rate | Section 1  Health Education as a Discipline/Health Instruction  Mean Score (Range) | Section 2  Health Education Content  Mean Score (Range) |
| Spring 2018 |  | | | |
|  | 164 (164) | 100% | 16 (16) | 18 (18) |
| Fall 2018 |  | | | |
|  | 175.5 (167-184) | 100% | 18.5 (18-19) | 21 (18-24) |

**3. Analysis of Data Findings**

As indicated in the following data chart, the health education 5-Adult program has a 100% pass rate on the PRAXIS II Health and Physical Education: Content Knowledge subject assessment. Previously, Health Education (5-Adult) **was not** a standalone licensure degree at Concord University. Students had to combine health education with another primary licensure (e.g. physical education). As a result, teacher candidates MAY have been admitted to student teaching in their primary licensure area, **but could not** student teach in health education unless they pass their content specific PRAXIS II exam. Subsequently, teacher candidates-program completers in health education have a 100% PRAXIS II pass rate. Health education 5-Adult candidates who successfully complete student teaching in field and meet all other specified graduation criteria are recommended for 5-Adult health education licensure in West Virginia.

Currently, health education 5-Adult candidates are encouraged to take PRAXIS II (5857) one or two semesters prior to the semester in which they plan to student teach. This enables candidates who are not successful on the PRAXIS II- Health and Physical Education: Content Knowledge assessment to remediate, re-take, and pass the exam prior to the beginning of student teaching.

Data presented for analysis is of Praxis II content assessment scores for completers from spring 2018 to spring 2019. Analysis of the data indicates that teacher candidates had the following mean scores over the last three semesters on the exam: spring 2018 – 164; fall 2018 – 175.5; and spring 2019 – ??. The overall mean score was ???, well above the required minimum score of 150. All TCs during this time period passed the exam on the first attempt.

Program faculty review the PRAXIS II scores each semester and across academic years. Low scores below the state required minimum pass rate are tracked to identify potential causes or problems. Analysis of the sub-scores from multiple semesters of data indicates that candidates score highest in Health Education as a Discipline/Health Instruction. Faculty in the program will continue to ensure that all TCs have the content knowledge needed for mastery by triangulating the data from PRAXIS II with other assessments that measure content knowledge.

**4. Interpretation of How the Data Provides Evidence that the NCSS Standards Have Been Met**

Concord University uses the PRAXIS II Health and Physical Education: Content Knowledge test as a requirement for admission to student teaching in the health education 5-Adult program. The West Virginia Department of Education requires that TCs attain a minimum overall score of 160 on the test. Therefore, Concord University requires that candidates in the program to score 160 or above to enter student teaching.

From the three semesters of completer data reported. 100% of Concord University health education 5-Adult candidates passed the PRAXIS II content assessment with a mean score of 167 on the first attempt, surpassing the minimum required score of 160. All candidates must pass the PRAXIS II test before being admitted to student teaching. Therefore, the pass rate for all candidates admitted to student teaching is 100%. Data Table 1 displays overall test scores for this period.

The health education 5-Adult program’s pass rate suggests that all candidates have mastered the AAHE Standards aligned with the two test categories by the time they enter the student teaching semester. Program faculty will continue to ensure that all candidates are properly prepared before taking the PRAXIS II test.

**Assessment 2**

**Required Health Education 5-Adult Coursework Course Grades/GPA**

**1. Description of Assessment**

This assessment of content knowledge is based on the required content coursework in the 5 through Adult Health Education program. The program consists of 20 credit hours and is presented in the Health Education 5-Adult progression sheet. The courses in the attached chart have been identified because of the close correspondences between the content covered in these courses with AAHE standard 1:

1. Standard 1- Content Knowledge

Content matches between the courses and the standards are established by comparing course descriptions from the *Concord University Fall 2017 Academic Catalog* with executive summaries of the AAHE 2008 Standards. Catalog descriptions are a valid statement of course content because instructors are required to base course content upon these descriptions. Additionally, because these content courses are part of the Health Education program, each course must align course objectives and course assignments to 2008 AAHE Standards and Praxis II Health Education: Content Knowledge content. Because each course is aligned with its respective standard, final course grades are a valid assessment of candidates’ knowledge of the content covered. All candidates are required to complete the coursework with minimum Grade Point Average (GPA) of 2.5. Candidates whose overall GPA falls below the required 2.5 are not permitted to student teach. In most cases, it is recommended that the student retake the course(s). Grades are reported for either TCs currently enrolled in health education OR program completers.

AAHE standards addressed in this assessment:

**Standard 1: Content Knowledge**

*Key Element A: Candidates describe the theoretical foundations of health behavior and principles of learning.*

*Key Element B: Candidates describe the National Health Education Standards*

*Key Element C: Candidates describe practices that promote health or safety*

*Key Element D: Candidates describe behaviors that might compromise health or safety*

*Key Element E: Candidates describe disease etiology and prevention practices.*

*Key Element F: Candidates demonstrate the health literacy skills of an informed consumer of health products and services.*

**2. Alignment of Required Courses to Appropriate Standards**

The tables attached are based on the required documentation for programs using course grades as defined by CAEP.

(<http://caepnet.org/accreditation/caep-accreditation/program-review-options/grade-policy>)

|  |  |  |
| --- | --- | --- |
| Course Name and Number | AAHE Standard(s) Addressed by Course | Brief description of course and how course meets desired standard(s). |
| HED 120  Personal Health | 1D | The study of personal health as it relates to children through adults. |
| HED 200  Foundations of Health Education | 1A | A study of the historical, philosophical, sociological, psychological, and scientific foundations of health education. Consideration is given to individual and societal factors which contribute to and/or influence the elements of physical, social, emotional, spiritual and intellectual health. |
| HED 303  Principles of Mental and Emotional Health | 1C | A study of mental and emotional health, and the effects of attitudes, emotions and relationships on health and wellbeing. Consideration is given to stress with an emphasis on appropriate management techniques and strategies. |
| HED 304  Principles of Nutrition and Weight Management | 1F | A management approach to the cause and the nature of health and well-being, and health deterioration, emphasizing health maintenance and disease prevention through nutrition and weight control. |
| HED 305  Human Disease and Prevention | 1E | A study of the causation and prevention of the major chronic and infectious diseases which affect the quality of an individual’s life. Major signs and symptoms of disease as well as treatment will be discussed. |
| HED 306  Principles of Human Sexuality | 1D | This course is designed to provide students with the content knowledge needed to teach, facilitate, and/or educate target audiences about issues pertaining to sex education. Emphasis will be placed on biological, psychological, and sociocultural issues pertaining to growth, development and family planning. |
| HED 400  Methods and Materials in Health Education | 1B | Theory and application of health instruction planning and instruction, including materials, curriculum development and a variety of teaching methods appropriate for the 5-Adult setting. A 15-hour school-based field experience is required. |
| HED 415  Community Health and Health Promotion | 1F | A study of community health and the processes involved in the planning, implementing and assessing community health related programming. Special attention is given to cultural health issues. A class service-learning project is required. |

**Overall Course GPA**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2017** | | **2018** | | **2019** | |
|  | Average course grades and (range)\* | % of candidates meeting minimum expectation (C or better) | Average course grades and (range)\* | % of candidates meeting minimum expectation (C or better) | Average course grades and (range)\* | % of candidates meeting minimum expectation (C or better) |
| HED 120 | 3.5  (2.75-3.9) | **100%** | \*\*\* |  | 3.0  (2.75-3.9) | **100%** |
| HED 200 | 4.0  (2.75-3.9) | **100%** | 3.5  (2.75-3.9) | **100%** | \*\* |  |
| HED 303 | 4.0  (2.75-3.9) | **100%** | 4.0  (2.75-3.9) | **100%** | 3.25  (2.75-3.9) | **100%** |
| HED 304 | 3.8  (2.75-3.9) | **100%** | 4.0  (2.75-3.9) | **100%** | 3.5  (2.75-3.9) | **100%** |
| HED 305 | 4.0  (2.75-3.9) | **100%** | 3.3  (2.75-3.9) |  | \*\* |  |
| HED 306 | 3.5  (2.75-3.9) | **100%** | 3.3  (2.75-3.9) | **100%** | \*\* |  |
| HED 400 | \*\*\* |  | 4.0  (2.75-3.9) | **100%** | \*\* |  |
| HED 415 | 4.0  (2.75-3.9) | **100%** | 3.67  (2.75-3.9) | **100%** | 3.0  (2.75-3.9) | **100%** |

\*A = 4, B=3, C=2, D=1, F=0

\*\*These courses are fall only and were not completed at the time of the report

\*\*\* No TCs took completed the course during this time

**Grade Distribution**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Course* | *A* | *B* | *C* | *D* | *F* |
| **HED 120** | | | | | |
| 2019 (*n=2*) | 1 |  | 1 |  |  |
| 2017 *(n=2)* | 1 | 1 |  |  |  |
| 2016 *(n=4)* | 3 | 1 |  |  |  |
| **HED 200** | | | | | |
| 2018 (*n=4*) | 2 | 2 |  |  |  |
| 2017 *(n=4)* | 4 |  |  |  |  |
| 2016 *(n=1)* | 1 |  |  |  |  |
| **HED 303** | | | | | |
| 2019 (*n=4*) | 1 | 3 |  |  |  |
| 2018 *(n=4)* | 4 |  |  |  |  |
| 2017 *(n=3)* | 3 |  |  |  |  |
| 2016 *(n=1)* | 1 |  |  |  |  |
| **HED 304** | | | | | |
| 2019 (*n=2*) | 1 | 1 |  |  |  |
| 2018 *(n=2)* | 2 |  |  |  |  |
| 2017 *(n=7)* | 5 | 1 | 1 |  |  |
| **HED 305** | | | | | |
| 2018 (*n=6*) | 3 | 2 | 1 |  |  |
| 2017 *(n=3)* | 3 |  |  |  |  |
| 2016 *(n=1)* | 1 |  |  |  |  |
| **HED 306** | | | | | |
| 2018 *(n=2)* | 2 |  | 1 |  |  |
| 2017 *(n=2)* | 1 | 1 |  |  |  |
| 2016 *(n=2)* | 1 | 1 |  |  |  |
| **HED 400** | | | | | |
| 2018 *(n=5)* | 5 |  |  |  |  |
| 2016 *(n=4)* | 1 | 3 |  |  |  |
| **HED 415** | | | | | |
| 2019 (*n=1*) |  | 1 |  |  |  |
| 2018 *(n=3)* | 2 | 1 |  |  |  |
| 2017 *(n=5)* | 5 |  |  |  |  |
| 2016 *(n=4)* | 4 |  |  |  |  |

**3. Analysis of Data Findings**

At the end of each semester, a copy of course grades are sent to the Health Education department. These grades are recorded into the SPA assessment. Candidate numbers throughout each course and semester vary due to the fact that students do not go through the program as a cohort. A review of course grades indicate that all candidates passed each course within the program. Candidates are required to maintain at least a 2.5 GPA within the required coursework for health education.

The overall mean for grades for each individual course are all above the 2.5 indicating that most students receive grades of “B” or above.

This data suggests that teacher candidates possess strong knowledge of their content and meet both program, institutional, and State requirements for completion of this endorsement area.

**4. Interpretation of How the Data Provides Evidence for Meeting Standards**

Final course grades are a suitable indicator of candidates’ knowledge of the content addressed in 2008 AAHE 1A, 1B, 1C, 1D, 1E, and 1F due to the standards’ close correlation with the course catalog descriptions along with the course objectives and requirements. Concord University course grades carry the following connotations: A = Distinguished, B = Proficient, C = Basic, D and F = Unsatisfactory. Using these descriptions, the majority of candidates, at least 97%, completed courses at the distinguished and/or proficient levels. These results indicate that candidates are mastering the content associated with the 2008 AAHE standards identified above.

**Assessment 3**

**Unit/Lesson Plan**

All (5-Adult) Health candidates must complete a unit plan project in HED 400 – Methods and Materials of Health Education. Students typically complete this course in the fall semester before student teaching. This assessment requires TCs to develop the unit within the framework of the course (phase I) and apply specific parts (i.e. daily lesson plans) during his/her clinical experience in a K-12 public school (phase II).

Teacher candidates are placed within a local school for a total of 15 hours. This placement is broken down into three specific parts. Part one (5 hours) is the acclimation period. During this period the TC ONLY observes the cooperating teacher and completes reflection questions that will be discussed during class time. During part two (5 hours) the TC will assist the cooperating teacher in the classroom and, again, complete reflection questions that will be discussed during class. Also during part two, the TC will administer a multiple-choice, content knowledge exam (pretest) to the students to assess their overall strengths and weaknesses on three selected health topics. The TC will use data from his/her Action Research Project (takes place concurrently with this assignment) to assist in topic selection. Finally, part three (5 hours) is the application portion. During part three, the TC will be responsible for teaching an entire unit that covers 5 consecutive instructional days.

The rubric for this assessment is completed by the faculty member. **Teacher candidates must score at the “proficient” or above level in to move into Phase II**. Candidates who score below the “proficient” level will have an opportunity to resubmit his/her work after meeting with the faculty member to identify area(s) of deficiencies.

**AAHE Standards addressed:**

**Standard II: Needs Assessment**: Candidates assess needs to determine priorities for school health education. (*Elements: A, B, C*)

**Standard III: Planning**: Candidates plan effective comprehensive school health education curricula and programs. (*Elements: A, B, C, D, E*)

**Data Analysis**

Spring 2018

N=5

*This course was changed from a “spring” offering to a “fall” offering. At the time of this report, data was not yet collected for the fall 2019 semester.*

|  |  |  |  |
| --- | --- | --- | --- |
| Phase I Rubric | | | |
| **Standard** | **Distinguished** | **Proficient** | **Basic** |
| *Accessing Data Sources*  *AAHE II: A* | 1 (20%) | 4 (80%) | 0 |
| *Collecting Health-related Data*  *AAHE II: B* | 2 (40%) | 3 (60%) | 0 |
| *Infer Needs*  *Part A*  *AAHE II: C* | 3 (60%) | 2 (40%) | 0 |
| *Infer Needs*  *Part B*  *AAHE II: C* | 1 (20%) | 4 (80%) | 0 |
| Unit Plan Rubric | | | |
| **Standard** | **Distinguished** | **Proficient** | **Basic** |
| *Family letter*  *AAHE III: A* | 5 (100%) | 0 | 0 |
| *Daily Schedule*  *AAHE III: B* | 2 (40%) | 3 (30%) | 0 |
| *Unit Objectives*  *AAHE III: E* | 0 | 5 (100%) | 0 |
| *Assessments*  *AAHE III: C* | 1 (20%) | 4 (80%) | 0 |
| *Instructional Strategies*  *AAHE III: D* | 4 (80%) | 1 (20%) |  |
| Lesson Plan Rubric | | | |
| **Standard** | **Distinguished** | **Proficient** | **Basic** |
| *Desired Results*  *AAHE III: C* | 4 (80%) | 1 (20%) |  |
| *Assessment Evidence*  *AAHE III: C* | 4 (80%) | 1 (20%) |  |
| *Instructional Strategies*  *AAHE III: D* | 5 (100%) | 0 |  |

**Summary**

This was the first semester this instrument has been used and since that semester we have not offered the course, so data has only been presented for the spring 2018 cycle. We feel as a department we are meeting our goal of the majority of students exiting the program at the “proficient” or above level. Students who score below the acceptable level on any section of the evaluation must meet with his/her cooperating teacher AND course instructor and redo that portion of the assessment before receiving his/her final grade for the semester. We feel this will allow students to identify methods for improvement in the area(s) that need improvement. An interesting finding while examining the data was that TCs improved their scores AFTER receiving feedback on the Unit Plan portion of the assessment (This feedback is given BEFORE the TC begins on the specific lesson plans). As a department, we will continue to examine areas that need attention and identify ways to infuse these areas into our coursework prior to student teaching.

**HED 400 – Unit/Lesson Plan**

**Phase I (Needs Assessment)**

**A.**

1. Using ALL available resources discussed in class, identify the top 3 areas of need specific to your school. (***AAHE 2A***)
2. Identify where (cite sources) you gathered your data from. Please list ALL sources of data related to each topic (***AAHE 2B***)
3. Use your gathered data to support your areas of need (***AAHE 2C***)
4. Administer a pretest to identify areas of strength and weaknesses specific to your three topics (See specific directions below) (***AAHE 2C***)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Need | Source | Supporting Data |
| EX | Tobacco Use | YRBSS, 2017 | In 2017, the percentage of high school students that smoked at least one cigarette in the past 30 days:  WV: 14.4%  Nationally: 8.8% |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

**B.** Pretest

You will create a 63 question, multiple-choice exam (21 questions per topic selected from Phase I). For each standard you will have 9 questions. Of the 9 questions for each standard, 3 will be specific to each topic. After administering the pretest, complete the chart below. The example provided is for a class of 20 students. To calculate each standard you will take the total number of students (Ex: 20) and multiply that by 3 (total number of questions within this standard related to the specific topic) to get the points possible (Ex: 60). Then you will take the total number of correct responses for each standard within the topic (Ex: 47).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Accessing information | Analyzing influences | Interpersonal communication | Decision making | Goal setting | Self-management | Advocacy |
| # of questions | 3 for each topic | 3 for each topic | 3 for each topic | (3 for each topic) | 3 for each topic | 3 for each topic | 3 for each topic |
| EX Tobacco Use | 47/60 | 22/60 | 50/60 | 12/60 | 55/60 | 36/60 | 50/60 |
| Topic: |  |  |  |  |  |  |  |
| Topic: |  |  |  |  |  |  |  |
| Topic: |  |  |  |  |  |  |  |

**HED 400 Unit/Lesson Plan**

**Phase I Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | **Distinguished (4)** | **Proficient (2)** | **Basic (0)** | **Score** |
| **Accessing Data Sources**  ***AAHE II: A*** | TC identifies and utilizes three or more different reliable secondary sources related to health | TC identifies at least two different reliable secondary sources related to the health | TC does not provide acceptable resources for the scope of this project |  |
| **Collecting Health-related Data**  ***AAHE II: B*** | TCs data list is comprehensive. He/she lists three or more different secondary sources of data for each topic. | TC lists data related to his/her specific topics. There are at least two different secondary sources of data provided for each topic. | TC does not provide any data |  |
| **Infer Needs**  **Part A**  ***AAHE II: C*** | Using supporting data from three or more secondary sources, the TC is able to determine 3 specific needs for students in this school. | Using supporting data from at least 2 secondary sources, the TC is able to determine 3 specific needs for students in this school. | TC draws no conclusion in determining needs for students in this school. |  |
| **Infer Needs**  **Part B**  ***AAHE II: C*** | The TC creates a pretest that thoroughly examines the class’s current level of knowledge AND thoroughly identifies specific areas of need as it relates to the Health Content Standards. | The TC creates a pretest that examines the class’s current level of knowledge AND identifies specific areas of need as it relates to the Health Content Standards. | TC does not create and/or administer the pretest specific to the topics. |  |
|  |  |  |  | Total Score: |

**Phase II:**

A Unit Plan must contain behavioral/measurable objectives from the three domains. These broad statements should identify desired outcomes for the learner at the conclusion of the indicated timeline. Daily lesson plans should be designed to assist in the attainment of these outcomes while employing strong assessment techniques to verify learning occurrences. These lessons should identify the appropriate WV content standards being addressed within the teaching strategies initiated by teacher led, or learner activated outcomes.

1. Meet with your CT to design effective strategies BEFORE planning your unit
2. Select one theme or topic for your unit based on the Needs Assessment from Phase I.
3. Identify the grade level you have been assigned to work with.
4. Determine the amount of time you will spend within this unit. (For the purpose of this assignment, you will only have 5 class periods)
5. Select a title or name for your unit.
6. Complete the Unit Plan Alignment Matrix.
7. Using the Unit Plan Alignment Matrix complete a lesson plan for each of the five days (5 total lesson plans). Each lesson plan should be a detailed with identification of content standards, performance objective(s), assessment methods (**traditional and authentic**), learning activities, and reflection. (**See attached lesson form**). The lesson plans should demonstrate progressive learning (i.e. progression over the course of the five class periods) as well as measurable methods (i.e. assessment) of attainment of the listed objectives.
8. A copy of any artifacts being used during the lesson needs to be included in the lesson plan.
9. Type up a family letter describing methods for family involvement throughout the course of the unit.

**Unit Plan Alignment Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Topic: | | | | |
| AAHE Standards | Unit Objectives\* | Assessment(s) | Instructional Strategies | Resources |
| Accessing Information |  |  |  |  |
| Analyzing Influences |  |  |  |  |
| Interpersonal Communication |  |  |  |  |
| Decision Making |  |  |  |  |
| Goal Setting |  |  |  |  |
| Self-Management |  |  |  |  |
| Advocacy |  |  |  |  |

\*Make sure objectives are directly aligned with the AAHE standards and closely aligned to previously identified areas of need from Phase I.

**Unit Plan Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | **Distinguished (4)** | **Proficient (2)** | **Basic (0)** | **Score** |
| **Unit Topic** | Unit topic is appropriate for the middle or high school level and suitable for all five days. | Unit topic is appropriate for middle or high school level but suitable for only 4 days of study | Unit topic is not appropriate for middle or high school level |  |
| **Family letter**  ***AAHE III: A*** | Overall unit plan includes a family letter that provides appropriate detailed instructions for at least 3 ways families can participate in the units implementation | Overall unit plan includes a family letter that provides general but appropriate instructions for at least 3 ways families can participate in the units implementation | Overall unit plan includes a family letter that includes inappropriate instructions OR less than 3 ways families can participate in the units implementation |  |
| **Daily Schedule**  ***AAHE III: B*** | Overall unit plan includes a daily schedule of events that is detailed (i.e. time spent within each part of lesson) and appropriate for middle or high school level | Overall unit plan includes a daily schedule of events that is general but appropriate for middle or high school level | Overall unit plan includes a daily schedule of events that is NOT appropriate for middle or high school level |  |
| **Unit Objectives**  ***AAHE III: E*** | Overall unit plan four or more clear and appropriate objectives that students are expected to master by the completion of the unit. The objectives are directly related to data collected during Phase I of this project. | Overall unit plan includes a at least 3 general but appropriate objectives that students are expected to master by the completion of the unit. The objectives are directly related to data collected during Phase I of this project. | Overall unit plan includes less than 3 appropriate objectives that students are expected to master by the completion of the unit OR any of the objectives are inappropriate OR the objectives do not use data from Phase I. |  |
| **Assessments**  ***AAHE III: C*** | Assessment instruments are thorough and are directly aligned to the identified Unit objectives. | Assessment instruments are thorough, but are not directly aligned to the identified Unit objectives. | Assessment instruments lack substance OR are not listed OR have no alignment with Unit objectives. |  |
| **Instructional Strategies**  ***AAHE III: D*** | The TC selects developmentally appropriate teaching strategies that are directly aligned with ALL objectives and do an excellent job of preparing the students for the assessment. | The TC selects developmentally appropriate teaching strategies that are directly aligned with almost all of the objectives and do an adequate job of preparing the students for the assessment. | Instructional strategies are vague or limited. The identified strategies do not align with the desired results and do not contribute to the identified assessments. |  |
| **Resources** | Overall unit plan includes a detailed list of the necessary materials and resources needed to implement the plan. List includes each of the following: printed resources (limited), URL’s (minimum of 5), audio/visual, community resources, and literature resources (minimum of 5). \*\*Be sure to address each area. | Overall unit plan includes a general list of the necessary materials and resources needed to implement the plan. List includes four of the following: printed resources, URL’s, audio/visual, community resources, and literature resources | Overall unit plan does not include a list of the necessary materials and resources needed to implement the plan |  |
|  |  |  |  | Total Score: |

**Lesson Plan Template**

|  |  |  |
| --- | --- | --- |
| **Name:** | | **Grade Level:** |
| **Unit Topic:** | | **Lesson Title:** |
| **Step 1—Desired Results (What students will learn…)** | | |
| ***Standards, benchmarks, other objectives as needed. What should students know, understand, and be able to do as a result of the lesson?***  **As a result of the lesson…**  **Differentiation**: | | |
| **Step 2—Assessment Evidence (Summative/Formative check for learning)** | | |
| ***Performance task—What will students do to show what they have learned?***    ***Performance criteria—How good is good enough to meet standards?*** | | |
| **Step 3—Learning Plan (detailed enough for another teacher to follow)** | | |
| ***Learning activities: Steps for students. Use action verbs (step by step from start to finish)*** | ***Notes for Teacher*** | |
| ***Resources, Timing, and Materials***  **Resources:**  **Timing:**  **Materials:** | | |
| **Additional Notes** | | |
|  | | |

*Once the plan is completed and written, check yourself by asking:*

* Have I identified the desired learning outcomes and standards?
* Have I included ongoing assessments to adequately measure learning?
* Have I identified to the student the expected assessments?
* Am I measuring adequately what I have taught?
* Do the intended lessons meet the intended outcomes I desire to teach to the students?
* Can knowledge and understanding be acquired through participation in my planned activities and presentations?

**Lesson Plan Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | **Distinguished (4)** | **Proficient (2)** | **Basic (0)** | **Score** |
| **Desired Results**  ***AAHE III: C*** | Lesson plan contains four or more clear and appropriate objectives that students are expected to master by the completion of the lesson. ALL objectives are directly aligned with lesson assessments. | Lesson plan includes at least 3 general but appropriate objectives that students are expected to master by the completion of the lesson. ALL objectives are directly aligned with lesson assessments. | Lesson plan includes less than 3 appropriate objectives that students are expected to master by the completion of the lesson OR any of the objectives are inappropriate OR there is NO alignment with lesson assessments. |  |
| **Assessment Evidence**  ***AAHE III: C*** | Assessment instruments are thorough and are directly aligned to the identified lesson objectives. | Assessment instruments are thorough, but are not directly aligned to the identified lesson objectives. | Assessment instruments lack substance OR are not identified OR have no alignment with lesson objectives. |  |
| **Instructional Strategies**  ***AAHE III: D*** | The TC selects developmentally appropriate teaching strategies that are directly aligned with ALL objectives and do an excellent job of preparing the students for the assessment. | The TC selects developmentally appropriate teaching strategies that are directly aligned with almost all of the objectives and do an adequate job of preparing the students for the assessment. | Instructional strategies are vague or limited. The identified strategies do not align with the desired results and do not contribute to the identified assessments. |  |

**Assessment 4: Student Teaching Evaluation**

**Brief Description and use in the program**

Candidates in the Health Education 5-Adult program must complete EDUC 456 Supervised Directed Teaching which requires 16 weeks of full-time field placement in local physical education PreK-adult public school classrooms. The 16-week period is typically divided into two eight-week placements, each in a different classroom appropriate for the candidate’s content and certification area and typically covering both elementary and secondary placements.

A standardized final evaluation is used to evaluate all student teachers, including health education 5-Adult candidates at Concord University. The Student Teaching Final Evaluation is aligned with the WV Professional Teaching Standards and InTASC standards. The Student Teaching Final Evaluation is also aligned with the EPP’s mission and helps the EPP document that our graduates are 21st Century Professionals who are competent, intentional, reflective, culturally responsive, leading, and empathetic. Health education 5-Adult student teachers know their students and are committed to their learning; know their content and plan appropriately; deliver and manage instruction effectively; monitor student learning; and are reflective practitioners and members of learning communities.

The evaluation instrument uses four performance levels to assess the level to which the candidate has met each standard at the function level. Student Teaching Final Evaluations are completed by University supervisors in consultation with cooperating teachers at the end of each student teaching placement. Candidates earning an “Unsatisfactory” on the Final Evaluation must repeat the student experience. The goal of the EPP is that the majority of teacher candidates would exit the program at least at the “Proficient” level for a beginning teacher. **Minimal level of acceptable performance for the EPP is that all candidates exit the program at least at the “Proficient” (3 or better) level for a beginning teacher**.

**AAHE Standards addressed in this assessment includes**:

**Standard II: Needs Assessment**: Candidates assess needs to determine priorities for school health education. (*Key Element: A*)

**Standard III: Planning**: Candidates plan effective comprehensive school health education curricula and programs. (*Key Elements: A, B, C, E*)

**Standard IV: Implementation**: Candidates implement health education instruction (*Key Elements: A, B, C, D*)

**Standard V: Assessment**: Candidates assess student learning. (*Key Elements: D, E*)

**Standard VIII: Communication and Advocacy**: Candidates communicate and advocate for health and school health education. (*Key Elements: A, B, C, D*)

**Analysis of Data Findings**

Spring 2019

N=2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AAHE Element | Rubric Performance Level(s) | Distinguished | Proficient | Basic | Unsatisfactory |
| II: A | 5C | 1 (50%) | 1 (50%) |  |  |
| III: A | 7D | 2 (100%) | 0 |  |  |
| III: B | 5B | 1 (50%) | 1 (50%) |  |  |
| III: C | 6A | 0 | 2 (100%) |  |  |
| III: E | 7A | 0 | 2 (100%) |  |  |
| IV: A | | | | | |
|  | 1A | 1 (50%) | 1 (50%) |  |  |
|  | 1B | 0 | 2 (100%) |  |  |
|  | 4A | 0 | 2 (100%) |  |  |
|  | 4B | 2 (100%) | 0 |  |  |
|  | 4C | 1 (50%) | 1 (50%) |  |  |
|  | 5D | 1 (50%) | 1 (50%) |  |  |
|  | 8A | 0 | 2 (100%) |  |  |
| IV: B | | | | | |
|  | 3E | 2 (100%) | 0 |  |  |
|  | 8B | 2 (100%) | 0 |  |  |
| IV: C | | | | | |
|  | 3A | 2 (100%) | 0 |  |  |
|  | 3B | 1 (50%) | 1 (50%) |  |  |
|  | 3D | 1 (50%) | 1 (50%) |  |  |
| IV: D | | | | | |
|  | 8C | 2 (100%) | 0 |  |  |
|  | 9B | 2 (100%) | 0 |  |  |
| V: B | 6E | 1 (50%) | 1 (50%) |  |  |
| V: D | 6D | 2 (100%) | 0 |  |  |
| V: E | | | | | |
|  | 6C | 1 (50%) | 1 (50%) |  |  |
|  | 7B | 1 (50%) | 1 (50%) |  |  |
|  | 7C | 0 | 2 (100%) |  |  |
| VI: C | | | | | |
|  | 10A | 2 (100%) |  |  |  |
|  | 10B | 1 (50%) | 1 (50%) |  |  |
| VIII: A | | | | | |
|  | 2A | 0 | 2 (100%) |  |  |
|  | 6B | 1 (50%) | 1 (50%) |  |  |
| VIII: B | | | | | |
|  | 2B | 2 (100%) | 0 |  |  |
|  | 3C | 2 (100%) | 0 |  |  |
|  | 8D | 2 (100%) | 0 |  |  |
| VIII: C | 9D | 1 (50%) | 1 (50%) |  |  |
| VIII: D | 9C | 1 (50%) | 1 (50%) |  |  |

**Data Interpretation**

This is the first semester this instrument has been used, so data has only been presented for the spring 2019 cycle. We feel as a department we are meeting our goal of the majority of students exiting the program at the “proficient” or above level. Students who score below the proficient level on any section of the evaluation must meet with his/her university supervisor (usually a tenure track, physical education professor) and complete a guided reflection with improvement plan before receiving his/her final grade for the semester. We feel this will allow students to identify methods for improvement in the area(s) that need improvement. As a department, we will continue to examine areas that need attention and identify ways to infuse these areas into our coursework prior to student teaching.

**ND Common Metrics-Student Teacher Observation Tool (STOT)**

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Teacher Candidate Semester Weeks Subject/Grade Taught

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School & Town Cooperating Teacher University Supervisor

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document.

**Directions:** For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. \**An overall average rating will be calculated by the university for each standard.* Thank you for your time and commitment to the profession.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC Standard 1** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Supports student learning through developmentally appropriate instruction**  **AAHE IV: A** | implements multiple challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas | In addition to rating“3” performance, partial success at rating of “4” | Implements multiple developmentally appropriate instruction that accounts for learners’ strengths, interests and needs | In addition to rating “2” performance, partial success at rating of “3” | implements grade-level appropriate instruction, but does not account for individual learners’ differences | With assistance, partial success at rating of “2” | implements instruction that exceeds or does not match a developmentally appropriate level for the students |  |
| **B) Accounts for differences in students’ prior knowledge**  **AAHE IV: A** | accesses student readiness for learning and expands on individual students’ prior knowledge | accounts for individual differences in students’ prior knowledge and readiness for learning | addresses students’ prior knowledge as a class, but individual differences are not considered | does not account for differences in students’ prior knowledge |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #1: Learner Development**. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | | | | | | | |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC Standard 2** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Uses knowledge of students’ socioeconomic, cultural and ethnic differences to meet learning needs**  **AAHE VIII: A** | anticipates individual learning needs by proactively differentiating instruction using knowledge of learners’ socioeconomic, cultural and ethnic backgrounds | In addition to rating“3” performance, partial success at rating of “4” | demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance | In addition to rating “2” performance, partial success at rating of “3” | demonstrates a basic knowledge about learners’ backgrounds and how to meet their learning needs | With assistance, partial success at rating of “2” | demonstrates minimal knowledge about learners’ backgrounds and how to meet their learning needs |  |
| **B) Exhibits fairness and belief that all students can learn (or become physically educated)**  **AAHE VIII: B** | exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners | exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners | communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners | communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #2: Learning Differences**. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. | | | | | | | |  |

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| **InTASC Standard 3** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Creates a safe and respectful environment for learners**  **AAHE IV: C** | Collaborates, through modeling and communication, with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community | In addition to rating“3” performance, partial success at rating of “4” | consistently models (and communicates) safety and respect to encourage a positive classroom learning community that is respectful of all learners’ differences, including race, culture, gender, sexual orientation, and language | In addition to rating “2” performance, partial success at rating of “3” | models (and communicates) safety and respect to encourage a positive classroom learning community | With assistance, partial success at rating of “2” | ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community |  |
| needs assistance in developing a learning environment that is engaging for most students |  |
| develops a learning environment that is consistently engaging for most students | attempts to develop a learning environment that is engaging for most students |
| **B) Structures a classroom environment that promotes student engagement**  **AAHE IV: C** | develops a highly engaging learning environment, taking into account student differences and learning needs |
| **C) Clearly communicates and/or demonstrates expectations for appropriate student behavior**  **AAHE VIII: B** | Communicates and/or demonstrates standards of conduct that are clear and effective | Communicates and/or demonstrates clear standards of conduct | Communicates and/or demonstrates standards of conduct that may not be clear | has minimal standards of conduct in place |  |
| **D) Responds appropriately to student behavior**  **AAHE IV: C** | teacher candidate monitors student behavior and responds appropriately on a consistent basis | the teacher candidate monitors and responds to student behavior effectively | the teacher candidate inconsistently monitors and responds to student behavior | the teacher candidate needs assistance with monitoring student behavior or in responding consistently |  |
| **E) Guides learners in using technologies in appropriate, safe, and effective ways**  **AAHE IV: B** | plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively | uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively | attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively | needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #3: Learning Environments**. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. | | | | | | | |  |

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| **InTASC Standard 4** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Effectively teaches subject matter**  **AAHE IV: A** | displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners’ understanding | In addition to rating“3” performance, partial success at rating of “4” | instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content | In addition to rating “2” performance, partial success at rating of “3” | displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content | With assistance, partial success at rating of “2” | displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content |  |
| **B) Guides mastery of content through meaningful learning experiences**  **AAHE IV: A** | creates an interactive environment using appropriate strategies(i.e. demonstrations, explanations, instructional cues) where learners take the initiative to master content and engage in meaningful learning experiences to master the content | applies appropriate strategies (i.e. demonstrations, explanations, instructional cues) designed to engage learners in meaningful experiences and guide them toward mastery of content | attempts to apply appropriate strategies (i.e. demonstrations, explanations, instructional cues) in instructional practice to engage learners in mastery of content | applies inappropriate strategies (i.e. demonstrations, explanations, instructional cues) in instructional practice to engage learners in mastery of content |  |
| **C) Integrates culturally relevant content to build on learners’ background knowledge**  **AAHE IV: A** | flexibly designs learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences | designs learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences | demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences | demonstrates minimal knowledge of learners’ cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners’ cultural backgrounds |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #4: Content Knowledge**. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | | | | | | | |  |

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| **InTASC Standard 5** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Connects core content to relevant, real-life experiences and learning tasks** | designs and facilitates challenging learning experiences related to the students’ real-life experiences and relevant core content | In addition to rating“3” performance, partial success at rating of “4” | designs instruction related to the students’ real-life experiences and relevant core content | In addition to rating “2” performance, partial success at rating of “3” | designs instruction related to the core content but learning tasks have only superficial relationships to the students’ interests or life experiences | With assistance, partial success at rating of “2” | designs instruction related to the core content but learning tasks have no relevance to the students’ interests or life experiences |  |
| **B) Designs activities where students engage with subject matter from a variety of perspectives**  **AAHE III: B** | embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes | designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections | designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed | designs activities related to subject matter but does so from a singular perspective and discipline |  |
| **C) Accesses content resources to build global awareness**  **AAHE II: A** | seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues | uses content resources, including digital and interactive technologies, to build student awareness of local and global issues | accesses some content resources, including technologies, to build student awareness of local and global issues | needs regular guidance to determine where and how to access content resources to build student awareness of local and global issues |  |
| **D) Uses relevant content to engage learners in innovative thinking & collaborative problem solving**  **AAHE IV: A** | creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content | engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content | engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content | instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #5: Applications of Content**. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues. | | | | | | | |  |

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| **InTASC Standard 6** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Uses multiple methods of assessment**  **AAHE III: C** | designs and modifies multiple formative and summative assessments that align with learning goals and objectives AND assessments are differentiated to meet student needs | In addition to rating“3” performance, partial success at rating of “4” | uses multiple assessments that align with the learning goals and objectives | In addition to rating “2” performance, partial success at rating of “3” | uses multiple assessments, but not all are aligned with the learning goals and objectives | With assistance, partial success at rating of “2” | uses limited assessment methods and items that are not aligned with learning goals and objectives |  |
| **B) Provides students with meaningful feedback to guide next steps in learning**  **AAHE VIII: A** | provides descriptive success and next-step feedback for skill acquisition, student learning, and motivation to individual learners and involves them in self-assessment to improve their own work | provides effective feedback for skill acquisition, student learning, and motivation to learners that aids in the improvement of the quality of their work | feedback for skill acquisition, student learning, and motivation provided to learners is actionable but does not necessarily improve the quality of the work | feedback for skill acquisition, student learning, and motivation provided to students is not actionable |  |
| **C) Uses appropriate data sources to identify student learning needs**  **AAHE V: E** | documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction | documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs | uses assessment data to guide planning and identify student learning needs | uses assessments solely to determine a grade |  |
| **D) Engages students in self-assessment strategies**  **AAHE V: D** | engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals | engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment | engages learners in understanding and identifying quality work | learners are not engaged in understanding and identifying quality work |  |
| **E) Analyzes a variety of assessment tools**  **AAHE V: B** | reviews AND implements at least 3 different assessment tools that are used in the instructional process |  | reviews at least 3 different assessment tools that can be used in the health classroom |  | reviews at least 2 different assessment tools that can be used in the health classroom |  | does not review any available assessment tools |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #6: Assessment**. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers’ and learner’s decision making. | | | | | | | |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC Standard 7** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Connects lesson goals with school curriculum and state standards**  **AAHE III: E** | plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them | In addition to rating“3” performance, partial success at rating of “4” | plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs | In addition to rating “2” performance, partial success at rating of “3” | plans for learning experiences that are aligned with learning goals | With assistance, partial success at rating of “2” | lesson plans are not aligned with learning goals |  |
| **B) Uses assessment data to inform planning for instruction**  **AAHE V: E** | assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students’ progress relative to learning targets | uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning | pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning | pre-assessment and/or formative assessment data are not utilized to inform planning |  |
| **C) Adjusts instructional plans to meet students’ needs**  **AAHE V: E** | uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students’ needs | uses information gained from assessment findings to customize instructional plans to meet students’ needs | uses assessment findings to modify instructional plans to meet students’ needs | plans are not adjusted to meet student learning differences or needs |  |
| **D) Collaboratively designs instruction**  **AAHE III: A** | proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists | plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning | plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information | plans instruction individually |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #7: Planning for Instruction**. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | | | | | | | |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC Standard 8** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | | **Rating** |
| *The teacher candidate…* | | | | | | | | | |
| **A) Varies instructional strategies to engage learners**  **AAHE IV: A** | recognizes the changing dynamics of the environment and integrates a variety of instructional approaches for all members of the classroom; considers learners’ needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers | In addition to rating“3” performance, partial success at rating of “4” | recognizes the changing dynamics of the environment and varies role between instructor, facilitator, guide, and audience; considers learners’ needs, interests, and goals in determining instructional strategies to engage learners | In addition to rating “2” performance, partial success at rating of “3” | recognizes the changing dynamics of the environment and uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals | With assistance, partial success at rating of “2” | | utilizes only one instructional approach |  |
| **B) Uses technology appropriately to enhance instruction**  **AAHE IV: B** | engages learners in evaluation and selection of media and technology resources; uses technology appropriately (both student and teacher use) to engage learners and enhance instruction | uses technology effectively (both student and teacher use) to enhance instruction | uses limited instructional strategies that involve technology | identifies instructional strategies without involving technology |  |
| **C) Differentiates instruction for a variety of learning needs**  **AAHE IV: D** | recognizes the changing dynamics of the environment and differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students | recognizes the changing dynamics of the environment and varies instruction for individuals or small groups to create learning experiences that are well matched to student needs | recognizes the changing dynamics of the environment and varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs | teaches individual or small group learning experiences without differentiating instruction |  |
| **D) Instructional practices reflect effective communication skills**  **AAHE VIII: B** | articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning | listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction | articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others | makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | | **\*Rating** |
| **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | | | | | | | | |  |

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| **InTASC Standard 9** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Uses feedback to improve teaching effectiveness** | seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest | In addition to rating“3” performance, partial success at rating of “4” | accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness | In addition to rating “2” performance, partial success at rating of “3” | accepts feedback to improve teaching effectiveness | With assistance, partial success at rating of “2” | resists feedback to improve teaching effectiveness |  |
| **B) Uses self-reflection to improve teaching effectiveness**  **AAHE IV: D** | reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice | reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved | reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction | reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement |  |
| **C) Upholds legal responsibilities as a professional educator**  **AAHE VIII: D** | demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities | acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners’ rights and teachers’ responsibilities | acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies | does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies |  |
| **D) Demonstrates commitment to the profession**  **AAHE VIII: C** | takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community, advocates for school health education | participates in activities related to professional inquiry, volunteers to participate in school events and school district and community projects, advocates for school health education. | participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects | purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. | | | | | | | |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC Standard 10** | **Distinguished (4)** | **(3.5)** | **Proficient (3)** | **(2.5)** | **Emerging (2)** | **(1.5)** | **Underdeveloped (1)** | **Rating** |
| *The teacher candidate…* | | | | | | | | |
| **A) Collaborates with colleagues to improve student performance**  **AAHE VI: C** | initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance | In addition to rating“3” performance, partial success at rating of “4” | develops supportive and collaborative relationships with colleagues that improve student performance | In addition to rating “2” performance, partial success at rating of “3” | develops cordial relationships with colleagues; attempts to improve student performance | With assistance, partial success at rating of “2” | develops relationships with colleagues that are characterized by negativity or combativeness |  |
| **B) Collaborates with parent/guardian/advocate to improve student performance**  **AAHE VI: C** | guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher’s communications are highly sensitive to families’ cultural norms | collaborates to make information about instructional programs available, and communications are appropriate to families’ cultural norms | maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher’s communications are inappropriate to families’ cultural norms | makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | | **\*Rating** |
| **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. | | | | | | | |  |

**Assessment 5: West Virginia Teacher Performance Assessment**

**Brief Description and use in the program**

**West Virginia Teacher Performance Assessment (Implemented Fall 2016)**

Health education 5-Adult candidates must successfully complete the West Virginia Teacher Performance Assessment (WVTPA) as a culminating project completed during EDUC 456-Directed Student Teaching.

The West Virginia Teacher Performance Assessment (WV TPA) is the result of collaboration between university-based educators and school-based educators within the state to meet the requirements of WV State Board Policy 5100, the West Virginia Professional Teaching Standards, the Council for Accreditation of Educator Preparation (CAEP) standards, and Specialized Professional Associations (SPA) standards. Several education preparation programs (EPP) within the state determined that while nationally-normed instruments of teacher performance were available, these instruments did not assess the candidate impact on student learning to the extent that was required by CAEP. **The collaborative development of a TPA enabled EPPs to share/compare data within the state. For these reasons, the WV TPA was created.**

The WV TPA requires that teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each candidates’ strengths, needs, and prior experiences. The WV TPA also requires that teacher candidates videotape and analyze their performance in the classroom. Through this performance assessment, teacher candidates provide credible evidence of their impact on student learning.

**Structure and Format of the Assessment**

The WV TPA includes seven performance tasks that have been identified by research and best practice as fundamental to improving student learning.

TASK 1:  Contextual Factors

TASK 2:  Standards and Goals

TASK 3:  Assessment Plan

TASK 4:  Design for Instruction

TASK 5:  Implementation and Reflection on Daily Instruction

TASK 6:  Impact on Student Learning

TASK 7:  Reflection and Self-Evaluation

The candidate will plan and apply a unit of instruction during student teaching. Candidates **must** achieve a rating of **“2” or “Emerging” or higher on every indicator to pass the WV TPA**. Candidates who score less than a “2” or “Emerging” must remediate deficiencies in consultation with the university supervisor and the institution’s director of teacher education.

**AAHE Standards Addressed in this assessment includes**:

**Standard III: Planning**

*Candidates plan effective comprehensive school health education curricula and programs. (Key Elements: A, C, D, E, F))*

**Standard IV: Implementation**

*Candidates implement health education instruction. (Key Elements: B, C, D)*

**Standard V: Assessment**

*Candidates assess student learning. (Key Elements: A, C, D, E)*

**Standard VIII: Communication and Advocacy**

*Candidates communicate and advocate for health and school health. (Key Elements: A, B)*

Analysis of Data Findings

This is the only semester of data since the last submission of the report.

Spring 2019

N=2

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| --- | --- | --- | --- | --- | --- |
| **Element Met** | **Rubric Performance Level** | **Distinguished**  **4** | **Accomplished**  **3** | **Emerging**  **2\*** | **Unsatisfactory**  **1** |
| *3A* | | | | | |
|  | 4B |  |  |  |  |
| *3C* | | | | | |
|  | 2A |  |  |  |  |
|  | 2B |  |  |  |  |
| *3D* | | | | | |
|  | 4C |  |  |  |  |
| *3E* | | | | | |
|  | 4A |  |  |  |  |
| *3F* | | | | | |
|  | 4D |  |  |  |  |
| *4B* | | | | | |
|  | 4E |  |  |  |  |
|  | 4F |  |  |  |  |
|  | 5E |  |  |  |  |
| *4C* | | | | | |
|  | 5A |  |  |  |  |
|  | 5B |  |  |  |  |
| *4D* | | | | | |
|  | 5C |  |  |  |  |
|  | 7A |  |  |  |  |
|  | 7D |  |  |  |  |
| *5A* | | | | | |
|  | 3A |  |  |  |  |
| *5C* | | | | | |
|  | 3B |  |  |  |  |
| *5D* | | | | | |
|  | 3C |  |  |  |  |
| *5E* | | | | | |
|  | 6B |  |  |  |  |
|  | 6C |  |  |  |  |
|  | 7C |  |  |  |  |
| 8A | | | | | |
|  | 1A |  |  |  |  |
| 8B | | | | | |
|  | 5D |  |  |  |  |
|  | 7B |  |  |  |  |

**West Virginia Teacher Performance Assessment**

The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all candidates during the culminating internship/student teaching experience. The TPA requires that teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of student impact.

The TPA includes seven performance tasks that have been identified from research and best practice as fundamental to improving student learning. Professional standards and rubrics define and frame performance on each teaching process. You are required to plan and teach a unit (consisting of a minimum of 3-5 lessons). Before you begin to teach the unit, you will identify and describe contextual factors, formulate learning goals based on state and national content standards and prior research based decisions on student performance, develop an assessment plan to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, and design an instructional plan. During instruction, you will videotape and analyze teaching episodes. After teaching the unit, you will analyze student learning, report on student progress toward the learning goals, and reflect upon and evaluate your teaching as related to student learning.

The TPA will be evaluated by university-based faculty. The four-point rating scale on each rubric reflects the same descriptors you will see as a beginning teacher in West Virginia. The scoring on the TPA uses the same scale used for evaluating in-service teachers in West Virginia. You must score “Emerging” or “2 points” on each descriptor in each rubric in order to satisfactorily complete the TPA. Candidates who score an “Unsatisfactory” or “1 point” on any item will be required to remediate and/or re-do the TPA. Additionally, in cases where the candidate left out a Task component of the TPA, the judgment of the faculty will determine how the candidate is to remediate the issue. Your performance on the TPA will be used to provide evidence for program completion. In addition, the completed document can be used to showcase your qualifications as an applicant for a teaching position.

You will include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that you taught. Each of these are a required part of the TPA. If one or more sections are omitted, you will be required to remediate and re-do the TPA. Any references to another person’s ideas or material in your narrative must include a citation for each source at the end of each task. You may use any standard form for references; however, the American Psychological Association (APA) style is recommended.

Please do not include any student names or means of identification for students participating in your lessons in any part of your TPA. While you should hide students’ names on all examples of student work submitted as part of the TPA, you will need to make sure that you have a method such as numbering for each student’s data/work.

The outline for your Teacher Performance Assessment is as follows: TASK 1: Contextual Factors

TASK 2: Standards and Goals

TASK 3: Assessment Plan

TASK 4: Design for Instruction

TASK 5: Implementation and Reflection on Daily Instruction

TASK 6: Impact on Student Learning

TASK 7: Reflection and Self-Evaluation

The TPA is aligned with the Council on Accreditation for Educator Preparation (CAEP) Standard 1.1, the West Virginia Professional Teaching Standards (WVPTS), and the 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Standar

**TASK 1: CONTEXTUAL FACTORS**

This task requires that you provide a clear description and analysis of the factors that influence teaching and learning. The TPA should include a description of all the contextual factors that could impact your instructional decision making. In a narrative, you will discuss and analyze how each of these factors (the community, family, school, classroom and individual characteristics) will impact what you plan and teach during the unit. The Contextual Factors Template will be included in this section of your TPA and it should help you collect, describe and analyze information.

|  |  |  |
| --- | --- | --- |
| **TASK1** | **WHAT TO DO** | **REQUIRED ARTIFACTS** |
| **FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY AND ANALYZE/DISCUSS RELEVANT FACTORS FOR YOUR CHOSEN CLASS AND HOW EACH IMPACTS TEACHING AND LEARNING:**  **1. Community, School, and Family Factors** – Identify factors such as geographic location, community and school population, socio-economic profile, unique characteristics of the population such as high school graduation rates, college degrees, annual income, racial/ethnic/cultural  composition, etc. School factors to consider are school’s mission and strategic plan, the number of students enrolled, number of students on free or reduced lunch, school-wide support systems, parental involvement, political climate, community and family support for education, and other unique school characteristics.  **2. Classroom Factors** – Identify classroom factors such as physical features, teacher-student ratio, availability of technology equipment, the extent of parental involvement, classroom rules and routines, grouping patterns, and classroom arrangement.  **3. Student Factors** – Identify student characteristics (cognitive, social, emotional) you must consider as you design instruction and assess learning including age, grade level, gender, race/ethnicity, culture, students’ interests, developmental levels, learning styles and students with special needs, English language learners, and/or at-risk. | 1. In the Contextual Factors Template, list factors from each category that you think are impacting instructional decisions in your classroom.  a. community, school, and family factors,  b. classroom factors,  c. student factors.  2. In the narrative, analyze and discuss how each of the three areas of contextual factors you chose impact the planning, delivery and assessment of your unit. |  Contextual Factors Template   Contextual Factors Narrative   References (e.g., for the data points) |

**TASK 1: Contextual Factors Template**

This template is designed to ***help you organize and understand*** the many factors that affect teaching and learning. The subcategories listed in each factor are just suggestions. Select subcategories (listed or not) that help you determine the instructional strategies and approaches that will support your students’ learning. In this chart, **list** the distinctive factors as they relate to your teaching.

|  |  |
| --- | --- |
| **Types of Factors** | **Contextual Factors** |
| **Community**  *(e.g., urban, suburban, or rural; census data for the community, race/ethnicity, family structure; socio-economic information; community’s school support)*  **School**  (*e.g., enrollment; percent of students receiving free or reduced lunch; AYP data; ethnicities; percent of students with IEPs; percent of ELL students; teacher-student ratio; schedule)*  **Family**  (e.g., percent of families with college degrees, annual income; parental involvement in classroom; support for education; family configuration; socio-economic profile) |  |
| **Classroom Factors**  *(e.g., classroom arrangement; classroom rules and routines; extent of parental involvement; scheduling; availability of technology; content specific materials)* |  |
| **Student Factors (In terms of the whole class and individual students)**  *(e.g., identify the cognitive, social, emotional characteristics such as grade level, age, gender; language needs; special needs; race/ethnicity; achievement/developmental levels; approaches to learning; prior learning and experiences; academic proficiencies/behavioral differences; areas of interest; learning styles; students’ skill levels)* |  |

**TASK 1 RUBRIC: Contextual Factors**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 Points)** | **Emerging**  **(2 Points)** | **Unsatisfactory**  **(1 point)** |
| **Implications of Community, School, & Family Factors**  WVPTS 2A, InTASC 2, CAEP 1.1  AAHE VIII:A | The candidate   demonstrates an understanding of the community, school, and family factors and   their potential impact on teaching and learning for the  whole class and individual students.   considers these factors  **combined with other**  **contextual factors** to create a classroom where all learners’ **differences are respected and valued.** | The candidate   identifies community, school, and family factors that influence teaching and learning and   their potential impact on teaching and learning for  the **whole class** and  **individual students**. | The candidate   identifies community, school, and family factors and   their potential impact on **student learning**. | The candidate   identifies community, school, and family factors that may impact teaching and learning, but is  unable to use contextual  information in meaningful ways to create a classroom environment where all students can learn. |
| **Implications of the Classroom Factors**  WVPTS 2F, InTASC 3, CAEP 1.1 | The candidate   demonstrates an understanding of the classroom factors and   their potential impact on teaching and learning  for the whole class and individual students.   considers these factors  **combined with other**  **contextual factors** to create a classroom where all learners’ **differences are respected and valued.** | The candidate   identifies the classroom factors and   their potential impact on teaching and learning for  the **whole class** and  **individual students**. | The candidate   identifies the classroom factors and   their potential impact on **student learning** | The candidate   identifies classroom factors that may impact teaching and learning, but is unable to use  contextual information in meaningful ways to  create a classroom environment where all students can learn. |

**TASK 2: STANDARDS AND GOALS**

This task allows you to begin to structure a unit plan by identifying the big idea, standards, and learning goals. You will analyze measurable goals to ensure the inclusion of multiple domains and that higher order thinking skills are used appropriately. Use the Unit Framework Template to begin creating your unit and write a narrative using the prompts below.

|  |  |  |
| --- | --- | --- |
| **TASK 2** | **WHAT TO DO** | **REQUIRED ARTIFACTS** |
| **YOU WILL COMPLETE THE TEMPLATE TO CREATE A FRAMEWORK FOR YOUR UNIT. YOU WILL PROVIDE AND JUSTIFY GOALS THAT ARE LOGICALLY ORGANIZED AND THAT MOVE STUDENTS TOWARD ACHIEVING THE BIG IDEA. USE THE FOLLOWING PROMPTS TO GUIDE WHAT THE FRAMEWORK MUST INCLUDE:**  1. **Big Idea -** Identify a broad concept or principle central to the unit. It anchors or connects all of the smaller ideas in a lesson. Big Ideas are transferrable to other contexts.  2. **Standards** – Cite the state and/or national standard(s)/objective(s) used as a basis for the unit goal with all reference numbers and complete wording.  3. **Learning Goals (Measurable skills from the unit that move the student toward achieving the big idea.)**  A. Identify at least three goals that move students toward achieving the big idea. The goals should identify what students are expected to know and be able to do in order to demonstrate mastery. Number each goal so you can reference them later in the Assessment Plan and Unit Outline.  B. Identify the level of higher order thinking skills for each goal (e.g.,  Bloom’s Taxonomy, Anderson, Marzano)  4. **Anticipated Student Challenges** – Analyze the misconceptions, lack of prior knowledge, skill sets, and differing abilities that might hinder achievement of each goal. | 1. In the Unit Framework Template, a. identify the big idea.  b. COPY and PASTE into the template, the complete state and/or national standard(s), including number and complete wording. Provide references for standards(e.g., NCTM, WV Content Standards).  c. list and number the goals you have created that correspond to each of the standards.  d. identify the appropriate level for  each goal (e.g., Bloom’s – analysis).  2. In the narrative,  a. explain how the goals you created for the lesson deepen student understanding.  b. discuss and analyze in more detail anticipated student challenges related to the content of each goal. | ● Unit Framework Template  ● Narrative  ● References |

**TASK 2: UNIT FRAMEWORK TEMPLATE** (Expand table as necessary)

**1. BIG IDEA:**

1. **STANDARDS**

**3A. LEARNING GOALS 3B. LEVEL OF GOALS** (e.g., Bloom’s – analysis)

1. 2.

**TASK 2 Rubric: Standards and Goals**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Alignment of Standards and Learning Goals**  WVPTS 1C, InTASC 7, CAEP 1.1  AAHE III: C  a | The candidate   writes appropriate learning goals based on state and **national standards** and the needs of  **each** student.   * Both state and national goals are aligned to assessments | The candidate   writes learning goals based on state  standards and the  **needs of the**  **students**.   * State goals are aligned to assessments | The candidate   **writes learning goals based on state**  **standards**. | The candidate   is unable to write learning goals based  on state standards and the needs of the  students |
| **Learning**  **Goals**  WVPTS 1C, InTASC 7, CAEP 1.1  AAHE III:C | The candidate   writes learning goals that are measurable, **relevant**, rigorous\*,  and developmentally appropriate.   **Goals promote higher order thinking skills that result in a deeper understanding of content**  **and provides varied options to**  **support individual learning goals.** | The candidate   writes learning goals that are measurable,  **rigorous\***,  developmentally appropriate, and address higher and lower order thinking skills. | The candidate   **writes learning goals that are measurable,**  **developmentally appropriate and**  **address, both, higher and lower order thinking skills.** | The candidate   writes learning goals that may or may not  be measurable and only address lower  order thinking skills. |
| **Anticipated Student Challenges**  WVPTS 2A, InTASC 1, CAEP 1.1 | The candidate   identifies student challenges that focus on aspects of content and skill needs, and   articulates how those challenges will impact whole class learning,  and   addresses challenges of individual students and  **articulates the types of support/accommodations needed for all students to**  **achieve mastery**. | The candidate   identifies student challenges that focus on aspects of content and skill needs, and   articulates how those challenges will impact  whole class learning, and   **addresses challenges of individual students.** | The candidate   identifies student challenges that  **focus on aspects of**  **content and skill needs,** and   **articulates** how those challenges will impact  whole class learning. | The candidate   identifies student challenges but is unable to articulate how those challenges will impact student learning. |

\*Definition provided in the TPA Glossary

**TASK 3: ASSESSMENT PLAN**

Using the Assessment Plan Template, you must design an assessment plan aligned with multiple goals to evaluate student learning before, during and after instruction. Your design should include  ***multiple assessment methods*** that may include constructed response, selected response (i.e., multiple-choice tests, true or false), essay, performance assessment (i.e., reading aloud, performance event, communicating conversationally in a second language, carrying out a specific motor activity in physical education), and personal communications (i.e., questions posed and answered during instruction). In addition, this task requires you to write a narrative that provides evidence of your overall assessment plan.

|  |  |  |
| --- | --- | --- |
| **TASK 3** | **WHAT TO DO** | **REQUIRED ARTIFACTS** |
| **YOU WILL DESIGN A DEVELOPMENTALLY APPROPRIATE ASSESSMENT PLAN TO MONITOR STUDENT PROGRESS BASED ON THE GOALS FROM TASK 2. USE THE FOLLOWING PROMPTS TO COMPLETE THE TASK:**  1. **Review Learning Goals** – See Task 2.  **2. Assessment Plan**  a. **Alignment with Learning Goals –** Identify the learning goal alignment to the pre-, formative, and summative assessments.  b. **Assessment Criteria –** Identify the scoring procedures and the instructions for the student to complete the assignment. These criteria would include identification of a level of mastery (the level or score achieved by the student that indicates mastery of the goal for the pre-, formative, and post-assessments).  c. **Balance of Assessments -** Your instructional sequence should include a variety of assessment methods and strategies (modes of assessment) suited for the interest / developmental level ofthe students and the learning goals. These assessments include:  1. Before Instruction (pre-assessments)  2. During Instruction (formative or interim assessment),  3. After Instruction (post or summative assessments).  3. **Rationale –** Justify your selection of your pre-, formative, and summative (post) assessments to show that the student has met the learning goal in the Assessment Plan Template. | You will fill in the Assessment Plan Template and write a narrative explaining your overall assessment plan.  1. Copy and paste the learning goals from your ***Task 2,*** ***3A*** into the Assessment Plan Template, column #1.  2. In the Assessment Plan Template use the correct labeled column to:  a. indicate the assessments used to evaluate student performance relative to each learning goal. Include a variety of methods and strategies to ensure you have a balance of assessments.  b. indicate the level of mastery for each learning goal on each assessment.  3. In the narrative, explain your overall assessment plan, including your rationale for choosing each assessment. Use the template to frame the narrative. |  Assessment Plan  Template   Narrative   Documents containing formative and summative assessment materials and/or descriptions of those materials (provide hard copies, if applicable)   Student and teacher directions for each assessment   Criteria for scoring student performance (i.e., scoring rubrics, observation checklists, rating scales, answer keys) |

**TASK 3: ASSESSMENT PLAN TEMPLATE** (Expand template as needed)

|  |  |  |  |
| --- | --- | --- | --- |
| **LEARNING GOAL**  (from Task 2, 3A) | **ASSESSMENTS**  (Methods matched to outcome types and content area. For each goal include one or more assessment where appropriate. The same assessment can provide evidence of learning for multiple goals, provided that the parts of the assessment are aligned with the appropriate goal.) | | **LEVEL OF MASTERY**  (e.g., 75%, 9 out of 10) |
| 1. | Pre-Assessment |  |  |
| Formative |  |  |
| Post-Assessment |  |  |
| 2. | Pre-Assessment |  |  |
| Formative |  |  |
| Post-Assessment |  |  |
| 3. | Pre-Assessment |  |  |
| Formative |  |  |
| Post-Assessment |  |  |

**TASK 3 RUBRIC: Assessment Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Alignment with Learning Goals**  WVPTS 1E, InTASC 6, CAEP 1.1  AAHE V: A | The candidate   has an assessment plan that is developmentally appropriate, congruent with the cognitive level of learning goals, and contains pre-, formative and post-  assessments and   can articulate the reason for the selection of  **each** assessment. | The candidate   has an assessment plan that is developmentally appropriate, **congruent** with  the cognitive level of learning goals, and contains pre-, formative and post- assessments and   **can holistically articulate the reason for the selection of the assessment(s).** | The candidate   **has an assessment plan that is developmentally appropriate, mostly congruent with the**  **cognitive level of learning**  **goals, and contains pre-, formative, and post- assessments** | The candidate   has an assessment plan that lacks  congruence  with learning goals |
| **Assessment Criteria/ Technical Soundness**  WVPTS 1E, InTASC 6, CAEP 1.1  AAHE V: C | The candidate   described all assessments and their scoring procedures are explained and accurate.   has clearly written directions and assessment items for students to understand and the level of  mastery is identified for each assessment.   **justifies how their assessment accurately measures what it is**  **supposed to measure (content**  **validity).** | The candidate   described all assessments and their scoring procedures are explained and accurate.   has clearly written directions and assessment items for students to understand and  the level of mastery is identified for **each**  **assessment.** | The candidate   described all assessments and their scoring procedures are explained  and accurate.   **has clearly written directions and**  **assessment items for students to understand**  **and the level of mastery is identified for all**  **summative assessments.** | The candidate   described an assessment plan with an  inaccurate  explanation of directions, assessment items, or scoring**.** |
| **Balance of**  **Assessments**  WVPTS 3E, InTASC 6, CAEP 1.1  AAHE V: D | The candidate   **designs** and plans multiple modes of assessment to assess  and evaluate student learning for  each learning goal.   Uses assessments that enable the teacher, student, and other to identify patterns or gaps in each student’s learning. | The candidate   plans multiple modes of assessment to assess and evaluate  **student learning**  **for each learning goal.**   **Uses assessments that enable identification of patterns or gaps in each**  **student ’s learning .** | The candidate   plans **multiple modes of assessment to assess and evaluate student**  **learning.** | The candidate   plans for assessment but does not  utilize multiple  modes of  assessment |

**TASK 4: DESIGN FOR INSTRUCTION**

This task assesses your ability to use contextual and student information gathered in Task 1 to design high quality instruction and assessment that will meet the needs of the students in the target class. In addition, this task will require you to identify two focus students with diverse learning needs for whom you will design differentiated instruction. You will create a minimum of 3-5 daily lesson plans as part of your unit, fill out the. Focus Students Template and write a narrative that provides evidence of your plan for instructional design.

|  |  |  |
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| **TASK 4** | **WHAT TO DO** | **REQUIRED ARTIFACTS** |
| **IN THIS TASK, YOU WILL DESIGN LESSON PLANS AFTER DETERMINING CURRENT LEVEL OF STUDENT PERFORMANCE (PRE- ASSESSMENT & OTHER FACTORS) RELATIVE TO THE LEARNING GOALS. USE THE FOLLOWING PROMPTS TO COMPLETE THE TASK:**  **1. Factors in Planning** -- Plan and include the lessons in your unit based on standards and goals, students’ characteristics, interests, and learning context. Pre-assessment data must be used to guide the development of your unit.  **2. Consultation** – Describe the process of consulting with other clinical educators (i.e., all educator preparation provider (EPP) and P-12- school-based individuals, including classroom teachers, who assess, support, and develop a candidate’s knowledge, skills, or professional dispositions at some stage in the clinical experiences).  **3. Instructional Strategies** -- Plan for and design for a variety of instructional strategies to be used for student learning that are evidence based and developmentally appropriate.  **4. Instructional Strategy/Rationale** – Identify and provide a rationale for instructional strategies chosen for each learning goal in unit.  **5. Learning Resources** – Identify and provide a rationale for the selected learning resources in the unit. (Include technology where appropriate.)  **6. Differentiated Instruction** - Choose and describe two Focus Students who reflect diverse learning needs and any other students for whom you will need to differentiate instruction including those with IEPs. | 1. Create a minimum of 3-5 daily lesson plans as part of your unit. (NOTE: Follow your institution’s specific requirements regarding the unit plan and the number of daily lesson plans required).  2. Use the Focus Students Template to identify 2 focus students and outline what you will do to differentiate instruction to meet the learning needs of each student that you identified.  3. In the narrative:  a. Describe how pre-assessment data influenced the design of your unit.  b. Describe how the various factors that you identified in previous tasks guided your planning of the unit and daily lessons.  c. Describe how you consulted /collaborated with your teacher and/or other school personnel to determine what to teach.  d. Identify and describe at least one instructional strategy for each learning goal that you will use when delivering your unit.  e. Provide a rationale for choosing the instructional strategies for impact on learning based on contextual factors and other evidence.  f. Identify the learning resources, including technology, used in this unit and provide a rationale for choosing each.  g. Describe how you will differentiate instruction to meet the learning needs of the 2 focus students and other students who would benefit from differentiation. Pay attention to differentiation needs that might be indicated for specific goals. | ●Focus Students Template  ● Include daily lesson plans from the unit (include all examples of resources in this unit except the assessments detailed in Task 3.)  ● Narrative  ● References |

**TASK 4: Focus Students Template**

Identify two focus students with diverse learning needs. Provide your reasoning for choosing the 2 students.

Rationale for Focus Student 1:

Rationale for Focus Student 2:

Describe what you will do to differentiate instruction for each focus student.

Focus Student 1:

Focus Student 2:

**Task 4 RUBRIC: Design for Instruction**

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Factors in Planning**  WVPTS 1A, InTASC 4, CAEP 1.1  AAHE III: E | The candidate   using the needs assessment, identifies contextual factors, uses the data and **other student**  **performance data** to plan lessons based on students’ prior knowledge and **individual student needs, learning styles, and** differences that maximize **learning for each individual.**   **provides evidence of integration of these** **factors in lesson plans**  **throughout the unit.** | The candidate   using the needs assessment, identifies contextual factors and uses the data to plan lessons based on students’ prior  knowledge and **individual**  **differences.**   **provides evidence of integration of these**  **factors in lesson plans throughout the unit.** | The candidate   using the needs assessment, identifies contextual factors and **uses pre-assessment data to**  **plan lessons based** **on students’ prior**  **knowledge.** | The candidate   identifies contextual factors and students’ prior learning, but is unable to use this  knowledge to  design lessons that facilitate learning for each individual. |
| **Consultation**  WVPTS 4B, InTASC 10, CAEP 1.1  AAHE III: A | The candidate   documents consultation with multiple clinical educators for lesson planning and  **describes**  **the consultation**  **/collaboration process**. | The candidate   documents consultation with **multiple clinical educators for lesson** **planning**. | The candidate   documents consultation with **one clinical educator for**  **lesson planning.** | The candidate   does not document consultation with a clinical educator for  planning. |
| **Instructional**  **Strategies**  WVPTS 1D, InTASC 5, CAEP 1.1  AAHE III: D | The candidate   designs diverse, evidence- based instructional strategies for each learning goal that is student-centered and **progressively moves** **each student toward independent learning.** | The candidates   designs **diverse, evidence-based**  instructional strategies for each learning goal that is **student-centered** and may  result in student learning. | The candidate   **designs evidence- based instructional strategies for each**  **learning goal that may result in student learning.** | The candidate   designs instructional strategies that do  not scaffold learning or are not evidence-based. |

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Rationale for Instructional Strategies**  WVPTS 1C, InTASC 8, CAEP 1.1  AAHE III: F | The candidate   provides a meaningful rationale for instructional strategies that facilitates learning for the whole class and  **each individual** based on all contextual factors. | The candidate   provides a meaningful rationale for instructional strategies that facilitates learning for the **whole** **class** based on **all** contextual factors. | The candidate   **provides a meaningful rationale for instructional strategies that facilitates student learning based on some contextual** **factors.** | The candidate   provides a rationale that is not based on contextual factors. |
| **Learning Resources (including technology)**  WVPTS 2D, InTASC 3, CAEP 1.1  AAHE IV: B | The candidate   integrates a variety of instructional resources and materials, including technology, into instruction **that are appropriate for** **the whole class and differentiated for individual learners.**   uses technology to **enhance teacher/student learning** and to track/manage student performance data. | The candidate   **integrates a variety** of instructional resources and  materials, including technology,  **into**  **instruction** to facilitate students’ **and** teacher learning and manage / track student data. | The candidate   **uses resources and materials, including technology, to facilitate learning for** **self or students (not both), as well as to track and manage**  **student data.** | The candidate   includes little integration of technology to expand learners’  experiences or facilitate learning.   does not use technology to track and/or manage student  performance data. |

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Differentiated**  **Instruction**  WVPTS 3F, InTASC 2, CAEP 1.1  AAHE IV: B | The candidate   considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender,  environment) of  **all** students and   plans strategies that are **fair, flexible, challenging, and** **engage all** students in meaningful learning. | The candidate   considers the individual needs / differences (e.g., interests, learning styles, cultural heritage, gender, environment) of  **the two focus students, any student with an IEP, and other groups of learners.**   plans strategies that differentiate learning for multiple groups of students. | The candidate   considers the individual needs/differences (e.g., interests,  learning styles, cultural heritage, gender, environment)  **of the two focus students and any student with an IEP**.   plans strategies that differentiates for some but not all students. | The candidate   articulates the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender,  environment) of  students, but is unable to use this knowledge to plan strategies that lead to individual learning. |

**TASK 5: IMPLEMENTATION AND REFLECTION ON DAILY INSTRUCTION**

This task requires that candidates refer to previous tasks (2, 3, and 4), videotape lessons, and submit a narrative of the video. Implementation of the unit includes creating a positive learning environment that engages and motivates students. Exhibiting effective communic ation skills and modeling verbal and nonverbal behaviors are also an important part of delivering your unit. You will reflect on each lesson after you teach it; reflections may be submitted with Task 4 or 5. You will also include a narrative to accompany the video in this task that will provide an opportunity for you to review and analyze your teaching.

It is important that candidates obtain required permission for videotaping. Before recording make sure that you have the appropriate permissions from the parents/guardians of your students and from the adults who appear in the video. Adjust the camera angle to exclude students for whom you lack permission. Make sure the video(s) you submit includes all the required elements listed in the Task 5 “WHAT TO DO” column.

Provide two or more video clips totaling a maximum of 15 minutes. The video clips should illustrate how you deliver content and actively engage students. **You may want to videotape several lessons to ensure you have the evidence you need to justify your responses.** Verify the video quality and video sound quality. If only a portion of the clip is inaudible you should provide a transcript with a timestamp or insert captions in the video. Use first names only for the individuals included in the clip. If you inadvertently captured images of individuals who have not provided permission for the taping, you may use software to blur the individual’s face. Other portions of the clip should remain undistorted.

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| **TASK 5** | **WHAT TO DO** | **REQUIRED**  **ARTIFACTS** |
| **TEACH AND VIDEOTAPE YOUR UNIT. COMPLETE A** **DAILY REFLECTION OF EACH LESSON THAT YOU TEACH, SELECT TWO OR MORE VIDEO CLIPS TOTALING A MAXIMUM OF 15 MINUTES THAT DOCUMENT YOUR ABILITY TO DELIVER CONTENT AND ACTIVELY ENGAGE STUDENTS.**  **1. Daily Reflection—**Include a daily reflection to each lesson plan after teaching (NOTE: Daily reflections may be included in Task 4 or 5)  **2. Teaching Video**  **3. Narrative Explaining Video Clip(s)—**Provide a narrative explaining why you chose the video clip(s) and provide a description of what the reviewer is watching and how this video provides evidence of your ability to deliver content and actively engage students. You may refer to the video, prior daily reflections and other sections of the TPA to construct the narrative. The reviewer should also have some idea of how you organize and manage a classroom including a statement regarding materials used in the classroom, classroom and behavior management strategies, and use of questioning strategies. | 1. Following the delivery of each lesson in your unit, write a daily reflection how the lesson went. The reflection should succinctly summarize your perceptions of teaching the lesson. You should identify strengths and weaknesses as well as what you need to change in the following lesson(s). NOTE: Be sure that the daily reflections are included in Task 4 or 5.  2. Provide two or more video clips totaling a maximum of 15 minutes.  3. In the narrative, analyze how the video clip(s) documents your ability to effectively a. organize the classroom,  b. deliver content,  c. actively engage students (ability to use questioning strategies),  d. manage classroom behavior,  e. make adjustments to instruction (flexibility). |  Teaching video   Daily reflections on each lesson taught as part of your unit (will be included in Task 4 or 5)   Verification of permission to video   Narrative describing and analyzing the video clips. |

**TASK 5 RUBRIC - Implementation and Reflection on Daily Instruction**

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Classroom Set-up and Organization**  WVPTS 2B, InTASC 3,CAEP 1.1  AAHE IV: C | In the video, the candidate   has the classroom and materials prepared in advance of lesson execution.   organizes the classroom to support lesson goals, instructional activities and the **needs of each student.** | In the video, the candidate   has the  **classroom and materials prepared in advance of lesson**  **execution.**   **organizes the classroom to support lesson goals, instructional activities and the needs of the class in general.** | In the video, the candidate   has the  **classroom materials readily**  **available.**   **may not efficiently organize the**  **classroom for optimal learning.** | In the video, the candidate   does not have the classroom organized or materials readily available. |
| **Classroom and Behavior Management**  WVPTS 2E, InTASC 3, CAEP 1.1  AAHE IV: C | In the video and narrative, the candidate   establishes rules, routines, proximity and transitions that are used during instruction to minimize disruptions, and    **is proactive and anticipates potential behavior issues, preventing disruptions before they occur to maximize learning for all**  **students.** | In the video and narrative, the candidate   establishes rules, routines, proximity and transitions that are used during instruction to minimize disruptions.   utilizes behavior management strategies for problems and deals  **with disruptions as they occur so that teaching and**  **learning are not interrupted.** | In the video and narrative, the candidate   establishes rules, routines, proximity and transitions that **are** **used during instruction to minimize disruptions.**   **utilizes behavior management strategies for problems after they** **occur**. | In the video and narrative, the candidate   establishes rules, routines, proximity and transitions but they are inconsistently applied and reinforced during instruction.   often relies on punishment strategies that interfere with student learning. |
| **Flexibility**  WVPTS 3F, InTASC 2, CAEP 1.1  AAHE IV: D | In the video and narrative, the candidate   adapts instruction, according to student responses and questions, **frequently** checks for understanding and **capitalizes on teachable moments throughout the lesson.** | In the video and narrative, the candidate   adapts instruction according to student responses and questions, **checks for**  **understanding and may utilize teachable moments.** | In the video and narrative, the candidate   **adapts instruction according to student responses and** **questions, but may not attempt to check for understanding until the end of the lesson.** | In the video and narrative, the candidate   delivers instruction based on the lesson plan but there is no attempt to check for understanding regardless of students’ responses. |

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Questioning**  **Strategies**  WVPTS 3C, InTASC 5, CAEP 1.1  AAHE VIII: B | In the video, the candidate   uses a combination of questioning strategies that **promote higher order thinking and challenge assumptions of real world problems,** | In the video, the candidate   uses a **combination** of questioning strategies that elicit lower-level and  **higher-order responses.** | In the video, the candidate   **uses questioning strategies that are lower-level and may** **elicit narrow responses.** | In the video, the candidate   rarely uses questioning strategies during instruction. |
| **Student**  **Engagement**  WVPTS 2C, InTASC 5, CAEP 1.1  AAHE IV: B | In the video and narrative, the candidate   provides relevant and challenging activities and assignments that **encourage collaboration between all learners to understand, question, and analyze ideas in order to facilitate mastery of the content leading to independent learning.** | In the video and narrative, the candidate   provides relevant and **challenging** activities and assignments that **encourage engagement of all learners to link prior knowledge to new knowledge leading to mastery of the content.** | In the video and narrative, the candidate   provides  **relevant**  activities and  assignments that are **developmentally appropriate and engage students towards mastery of the content.** | In the video and narrative, the candidate   provides activities and assignments but students are not intellectually engaged. |

**TASK 6: IMPACT ON STUDENT LEARNING**

The ultimate success of instruction is determined by whether or not instruction led to student success in meeting the identified goals and the extent to which meeting these will prepare students to use their new learning in the future. In this task, you will graphically represent assessment data from your unit and analyze students’ progress and achievement of the goals. You will fill out the Impact on Student Learning Template and will use this template to guide your narrative describing your data analysis on impact to student learning.

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| **TASK 6** | **WHAT TO DO** | **REQUIRED ARTIFACTS** |
| **REPORT THE RESULTS OF YOUR PRE- AND POST- ASSESSMENTS USING GRAPHS AND A NARRATIVE TO IDENTIFY THE PERFORMANCE OF THE WHOLE CLASS AND TWO FOCUS STUDENTS.**  1. **WHOLE CLASS –** Graph and analyze performance for each student and whole  class on pre- and post- assessments on each learning goal. Use the Impact on Student Learning  Template to show every student and his/her performance on pre- and post-assessments on each learning goal.  2. **TWO FOCUS STUDENTS –** Analyze the performance of the two students you selected in Task 4 (refer to the Impact on Student  Learning Template). Analyze the degree of success or failure for each student. | **WHOLE CLASS AND TWO FOCUS STUDENTS**  **Rubric addresses whole class, individual, and focus students.**  1. Create a bar graph for each learning goal that shows:  a. Individual student performance on pre- and post-assessments, and b. Whole class performance on pre- and post-assessments.  2. Complete the Impact on Student Learning Template. In the comments column, note any unusual circumstances that might have affected student performance (e.g., fire drill during post-assessment, death in family causing multiple absences, excessive absence due to an illness). Indicate which students are the focus students.  3. In the narrative:  a. Analyze the performance of the whole class on the *pre*-assessment on each learning goal.  b. Analyze the performance of the whole class on the *post*-assessment on each learning goal.  c. Report how many students met or did not meet the learning goals and analyze the progress (changes in performance) of the whole class from the pre- assessment to the post-assessment?  d. Describe and analyze the circumstances / conditions that you could control, that contributed to the successful or unsuccessful achievement of the whole class.  e. Discuss the next steps that will provide targeted support to individuals and groups of learners who did not meet mastery.  f. Describe differentiation specific to each focus student on the pre- and post- assessments.  g. Analyze and reflect on focus students’ performance from pre- to post- assessment.  h. Describe and analyze the circumstances / conditions that contributed to the successful or unsuccessful achievement of the focus students. | ● Graphs for pre- and post- assessment (individual and whole class)  ● Impact on Student Learning Template  ● Narrative |

**TASK 6: Impact on Student Learning Template** (example below)

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| **Students** | **Pre- Assessment** | **Post-Assessment** | **Gain**  **+ or -** | **GOALS MET?**  **(Learning goals from Task 2,3A)** | | | | | | **Comments**  **(See #2)** |
| **#1** | | **#2** | | **#3** | |
| **Y** | **N** | **Y** | **N** | **Y** | **N** |
| **1. B1** | 7/21 | 20/21 | +13 | X |  | X |  | X |  |  |
| 2. G1 | 7/21 | 10/21 | +3 |  | X |  | X |  | X | Shows little effort |
| 3. G2 | 13/21 | 21/21 | +8 |  |  |  |  |  |  |  |

**TASK 6 RUBRIC: Impact on Student Learning**

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Clarity and Representation of Evidence**  WVPTS 1E, InTASC 6, CAEP 1.1 | The candidate   provides clear graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class.   **provides complete data.**   includes charts and graphs that are clear, concise, and presented in a way that does not interfere with the  reader’s ability to  understand. | The candidate   provides  **clear** graphic representation of evidence for  each learning goal to determine the level of mastery  of each student and the whole class**.**   **provides complete data or, if incomplete, addresses why**  **it is incomplete.**   includes charts and graphs that are **clear, concise, and presented in a way that does not interfere with the** **reader’s ability to**  **understand.** | The candidate   provides graphic representation of  evidence **for each**  **learning goal to determine the level of** **mastery of each student and the whole class.**   **includes charts and graphs that are easily understood.** | The candidate   provides graphs that are not representative  of the whole class and are not easily  understood.   provides incomplete data. |
| **Interpretation of Data**  WVPTS 3E, InTASC 6, CAEP 1.1  AAHE V: E | The candidate   analyzes formative and summative data to evaluate learning for **each**  **student.**   **Interprets and documents comprehensive next steps.**   **Derives meaningful and appropriate conclusions regarding student gains**  **from the data.** | The candidate   analyzes formative and summative data to evaluate learning related **to the whole class and/or groups of learners.**   **Identifies next steps based on the data.**   **Interprets meaningful and appropriate conclusions.** | The candidate   **analyzes evidence of student learning.**   **provides technically accurate interpretations, but conclusions are missing or not fully supported by data.** | The candidate   analyzes evidence of student learning for students from whom data was collected.  is unable to evaluate learning progress for all students or  interpretation is inaccurate, and  conclusion are missing. |

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| **Evidence of**  **Impact**  WVPTS 3E, InTASC 6, CAEP 1.1  AAHE V: E | The candidate   provides evidence, including data, of impact on **patterns of learning** for the whole class and each individual learner (including the two focus students)  **for each learning goal**.   **factors contributing to these patterns are well-described and conclusions are** **supported with clear evidence.** | The candidate   provides evidence, **including data**, of impact on learning for the whole class and **each individual learner** (including the two focus students).   uses  **appropriate examples** to highlight patterns of learning for the class as a whole relative to each learning goal. | The candidate   provides evidence of impact on learning for the **two focus students** **and the whole class**.  **highlights patterns of learning for the class as a whole relative to** **each learning goal.** | The candidate  attempts to provide evidence of impact on student learning, but does not provide appropriate evidence of student growth and learning. |

**TASK 7: REFLECTION AND SELF-EVALUATION**

This task requires that you provide a clear description and analysis of your student teaching experience. Throughout the teac hing experience, effective teachers analyze their teaching practices to improve future instruction. Effective teachers must demonstrate a deep understanding of content, effective methodologies, quality assessment strategies, critical thinking skills, and professional dispositions. Ref lection and honest self- evaluation are critical for effective teachers. You will include a reflection narrative in this task.

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| **TASK 7** | **WHAT TO DO** | **REQUIRED ARTIFACTS** |
| **FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY, ANALYZE, AND REFLECT UPON YOUR TEACHING EXPERIENCE. USE THESE CATEGORIES TO ORGANIZE YOUR REFLECTIONS:**  1. **Insights on Teaching and Learning**--Identify and analyze the most and least successful experiences while teaching this unit.  2. **Professional Collaborative Practice**--Reflect on the collaboration that occurred in the student teaching experience.  3. **Implications for Future Teaching--**  Identify the personal and professional knowledge (what you know), skills (what you do), and dispositions (what you value and feel) that you believe are critical for effective teaching.  4. **Professional Growth**--Reflect on your performance and identify future professional goals that could improve your teaching and guide your professional growth in the next several years. | **1. Use the prompts to reflect on the implementation of your unit.**  a. Identify and explain the most successful part of teaching this particular unit in your student teaching experience. This should be an in depth reflection on specific experiences. Examples include successful experiences with planning, assessment, a teaching method, and/or engagement of students.  b. Identify and explain the least successful part of teaching this particular unit in your student teaching experience. This should be an in depth reflection on a specific experience. Examples include unsuccessful experiences with engaging students, assessment, teaching, or classroom management.  **2. Using the prompts, reflect on the collaborative practice in which you engaged during the student teaching experience.**  a. Personalize your reflection by describing the collaboration between you and other clinical educators that occurred throughout student teaching thus far in your experience.  b. Explain how you used the ideas and feedback from others, and how others used your insights to improve teaching and learning. Give examples (e.g., collaborative sessions where discussion focused on feedback regarding planning, teaching, and/or assessment data).  **3. Using the prompts, write an in-depth reflection on your personal and professional knowledge, skills and dispositions as a beginning teacher.**  a. Reflect on what your experiences reveal with respect to your need to improve professional knowledge, skills and/or dispositions. Examples include consideration of the depth of your content knowledge to effectively disseminate information to a diverse set of students, consideration of your skills to engage learners, management of classroom behaviors, and/or consideration of your dispositions that align or do not align to personal bias.  **4. Using the prompts, reflect on your professional growth.**  a. Identify and justify the professional development goals that emerged from your insights on teaching and learning. This narrative may include the justification of the goals as needed to improve student achievement deficits or teacher deficits in knowledge, skills or dispositions identified in teaching the unit.  b. Identify and describe professional development opportunities attended during your student teaching experience or potential opportunities, that may improve teaching and learning or facilitate professional growth. | ●Narrative |

**TASK 7 RUBRIC: Reflection and Self-Evaluation**

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Insights on Teaching and Learning**  WVPTS 4D, InTASC 10, CAEP 1.1  AAHE IV: D | The candidate   identifies strengths and weaknesses from his/her  practice and reflects holistically on the entire  student teaching experience.   makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified and   **directly relates these insights to the educational literature and opportunities for professional**  **development**. | The candidate   **identifies** strengths and weaknesses from his/her  practice, and  **reflects**  **holistically on the entire student teaching**  **experience.**   **makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified.** | The candidate   is  **able** to identify strengths and  weaknesses from his/her practice **while teaching**  **the lessons and unit**. | The candidate   is unable to identify strengths and  weaknesses from his/her practice. |
| **Professional Collaborative Practice**  WVPTS 4B, InTASC 10, CAEP 1.1  AAHE VIII: B | The candidate   documents collaboration with multiple clinical educators on teaching and learning.   consistently contributes to group learning, utilizes the knowledge and skills gained  and **provides evidence of**  **other clinical educators implementing their**  **suggestions or ideas**. | The candidate   documents collaboration with **multiple** clinical  educators on teaching and learning.   **consistently contributes to group learning, and utilizes the knowledge and skills gained.** | The candidate   documents collaboration with **one** clinical  educator on teaching and learning. | The candidate   does not document collaboration with a clinical educator on teaching and learning. |

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|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Implications for Future Teaching**  WVPTS 4C, InTASC 9, CAEP 1.1  AAHE V: E | The candidate   analyzes feedback related to his/her professional knowledge, skills, and/or  dispositions  **to improve the**  **practice of teaching for self and others.** | The candidate   analyzes feedback related to his/her professional knowledge, skills, and/or dispositions to **implement** **specific changes to improve classroom practice**. | The candidate   **analyzes** feedback related to his/her  Professional knowledge, skills, and/or dispositions to **indicate a general change and need for improvement of classroom practice** | The candidate   identifies feedback, but is unable to make connections with his/her knowledge, skills, and dispositions to improve classroom practice. |
| **Professional**  **Growth**  WVPTS 4A, InTASC 9, CAEP 1.1  AAHE IV: D | The candidate   **engages in critical self- examination of professional practice to design and justify a multi- year, continuous professional growth plan**. | The candidate   identifies and justifies  **Multiple** professional  development goals based on lessons learned from this student teaching experience **that will improve teaching and learning.** | The candidate   **identifies and justifies** a professional development **goal based on lessons learned from this student teaching experience.** | The candidate   has generic professional development plans based on convenience and availability that may or may not impact  professional growth. |

**Assessment 7**

**Community Health Advocacy Plan**

This assessment is conducted in HED 415: Foundations of Health. This course is a 2 credit hour course usually taken during the candidate’s junior year. The Community Health Advocacy Plan gives candidates an opportunity to select an area of need in community or school health and develop an advocacy plan to address that need. Teacher Candidates have opportunities to advocate through multiple communication methods including written work, small group discussion, and professional presentation. Teacher Candidates learn how to anticipate barriers and opposition and how to engage stakeholders and partners.

**AAHE standards addressed in this assessment:**

**Standard 8: Communication and Advocacy:** *Candidates communicate and advocate for health and school health education.*

Key Element A: *Candidates analyze and respond to factors that impact current and future needs in comprehensive school health education.*

Key Element B: *Candidates apply a variety of communication methods and techniques.*

Key Element C: *Candidates advocate for school health education.*

Key Element D: *Candidates demonstrate professionalism.*

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| --- | --- | --- | --- | --- | --- |
|  | **Distinguished**  **3** | **Proficient**  **2** | **Basic**  **1** | **Unsatisfactory**  **0** | **Score** |
| **Analyzing Impacts**  AAHE VIII: A | TC successfully analyzes an area of need that can be addressed in the school or community. TC develops a thorough and realistic response that will likely lead to real change in school or community health. | TC successfully analyzes an area of need that can be addressed in the school or community. TC develops an acceptable response that has potential to address health issues in school or community health. | TC analyzes an area of need, though not necessarily one that can be realistically addressed. TC develops a response that has might address health issues in school or community health. | TC fails to analyze an area of need in the community or school. TC develops an incomplete response or an unrealistic response to address the specific community or health need. |  |
| **Professionalism**  AAHE VIII: D | TC successfully demonstrates professionalism in manner and presentation. TC is well prepared with mastery of content and advocacy plan. | TC successfully demonstrates professionalism in manner or presentation. TC is prepared with knowledge of content and advocacy plan. | TC demonstrates limited professionalism in manner or presentation. TC shows basic knowledge of content and advocacy plan. | TC fails to demonstrate professionalism in manner or presentation. TC is not prepared with knowledge of content and advocacy plan. |  |
| **Communication**  AAHE VIII: B | TC successfully communicates in both written and verbal form. TC writes a persuasive advocacy paper using APA citation without spelling or grammar mistakes. TC successfully presents advocacy project in a very clear and convincing way. | TC successfully communicates in both written and verbal form. TC writes a clear advocacy paper using APA citation with minimal spelling or grammar mistakes. TC successfully presents advocacy project that is clearly understood. | TC demonstrates basic competency in both written and verbal communication. TC advocacy paper lacks clarity and correct formatting. TC presents advocacy project that is mostly clear with some errors. | TC fails to demonstrate competency in both written and verbal communication. TC advocacy paper lacks clarity and correct formatting. TC presents advocacy project with numerous mistakes. |  |
| **Advocacy**  AAHE VIII: C | TC develops a facts based, informative and comprehensive advocacy plan for identified health need. TC uses reputable resources and data to support their project. Candidate also identifies evidence based strategies for improvement. | TC develops a facts based and informative advocacy plan for identified health need. TC uses reputable resources to support their project. Candidate also identifies potential strategies for improvement. | TC develops an advocacy plan for an identified health need. TC uses mostly anecdotal resources to support their project. Candidate also identifies potential strategies for improvement. | TC fails to develop an advocacy plan for an identified health need. TC does not provide resources to support their project. Candidate does not identify potential strategies for improvement. |  |

**Analysis of Data**

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| --- | --- | --- | --- | --- |
| Total | | | | |
| N= 5 | | | | |
|  | Distinguished (3) | Proficient (2) | Basic (1) | Unsatisfactory (0) |
| Analyzing Impacts  *AAHE VIII: A* | (3) 60% | (2) 40%) |  |  |
| Professionalism  *AAHE VIII: D* | (3) 60% | (2) 40%) |  |  |
| Communication  *AAHE VIII: B* | 1. 20% | (4) 80%) |  |  |
| Advocacy  *AAHE VIII: C* | (3) 60% | (2) 40%) |  |  |

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| Spring 2019 | | | | |
| N= 2 | | | | |
|  | Distinguished (3) | Proficient (2) | Basic (1) | Unsatisfactory (0) |
| Analyzing Impacts  *AAHE VIII: A* | (2) 100% |  |  |  |
| Professionalism  *AAHE VIII: D* | 1. 50% | 1. 50% |  |  |
| Communication  *AAHE VIII: B* |  | 1. 100% |  |  |
| Advocacy  *AAHE VIII: C* | 1. 50% | 1. 50% |  |  |

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| Spring 2018 | | | | |
| N= 3 | | | | |
|  | Distinguished (3) | Proficient (2) | Basic (1) | Unsatisfactory (0) |
| Analyzing Impacts  *AAHE VIII: A* | 1. 33.3% | 1. 66.6% |  |  |
| Professionalism  *AAHE VIII: D* | (2) 66.6% | (1) 33.3% |  |  |
| Communication  *AAHE VIII: B* | (1) 33.3% | (2) 66.6% |  |  |
| Advocacy  *AAHE VIII: C* | (2) 66.6% | (1) 33.3% |  |  |

**Data Interpretation**

ALL candidates scored at the proficient level or above for this assessment; with the majority of the candidates scoring at the distinguished level. This data provides sufficient evidence for meeting the identified standards. As a faculty we will continue to monitor the results to make any programmatic decision.

**H ED 415 Advocacy Assignment**

One of the most important tasks in health education and promotion is to advocate for policies, practices, and environments that support health and wellbeing. In this assignment, you will identify an area of need in a school or community setting. You will document why this is a problem and identify strategies to address this problem. You will then develop a presentation where you outline the issue and convince a group of stakeholders how this issue can be addressed. This project will have 3 components:

**Part 1**

Write a one page (double-spaced) paper on a current or future school or community health need

Be sure to include the following:

* Identification of one specific topic (obesity, tobacco, physical activity, sexual risk, etc) that you feel needs addressed. This should be a topic that would be appropriate for advocacy.
* Justification of why this is a problem. Identify a minimum of three resources that demonstrates why the topic you selected demonstrates a real need. It is important to use reputable resources for this assignment. This includes peer-reviewed resources, governmental websites, and publically available data (such as the YRBS).
* Identify 3 potential options for responding to the need you identified. Select specific strategies for how this issue could be addressed. Use reputable resources to identify evidence based strategies. How have other schools and communities successfully addressed this issue?

**Part 2**

1. In class, discuss with your group the topic you identified, your analysis, and options for responding.
2. Within your group discuss your topic. Be sure to address:
   1. Goals (what is your desired outcome?)
   2. Resources and Assets. (What resources are available to address this issue? What assets does the school or community have that can be used?)
   3. Support and opposition (Who do you anticipate will support your efforts? What barriers or opposition do you predict?)
   4. Targets and agents of change (Who do you want to change and who are the authority figures who can have that impact?)

**Phase 3**

Give a 10-15 minute presentation on your topic.

Your presentation will be targeting your targets and/or agents of change listed above. You may use a PowerPoint, other visual aids, or not. Dress Professionally (Google ‘business casual’ for guidelines) and act professionally, this means you will have a strong knowledge of your content and strategies. You will be well-prepared and speak knowledgably about your topic. .

You must use the following outline:

* Introduction (Who are you and why are you here?)
* Description of your audience (who is this presentation designed for? i.e. teachers? School board? Town council? Community members? Parents?)
* Description of your health topic (Cite sources and data that support the topic you have identified. Include definitions and remember to consider the knowledge level of the population you are speaking to)
* Your goal(s) (Be very clear, what is your desired outcome?)
* Recommended/planned tasks (must have at least 3) with adequate detail. These should be evidence based. Your audience should have a clear idea of how to implement these tasks at the end of the presentation. One of the goals with advocacy is not to give an assignment, but provide encouragement and guidance on how an issue can be addressed and why it should be.

**Assessment 8: Being a Resource**

**Brief Description of Assessment**

This assessment is conducted in HED 200: Foundations of Health. This course is a 2 credit hour course usually taken during the candidate’s freshman or sophomore year. In this assessment, the teacher candidate will be presented with a case-study of a student, parent, or colleague requesting health information. The teacher candidate will then describe ways to establish effective consultative relationships within Coordinated School Health Programs and will utilize 3 health information resources, including health education material, and draft a response to the individual making the request.

The “Being a Resource Person” project will be completed in two phases. The assessment will be evaluated with the scoring rubric listed below.

Phase 1 (**AAHE VII.D**)

Teacher candidates will be provided with their individual case study. In small-group discussion, they will identify ways to establish effective consultative relationships within the Coordinated School Health Program. They will also discuss their individual case studies and brain storm valid health information resources.

Phase2 (**AAHE VII.A-C**)

Teacher candidates will then be responsible for submitting a plan for responding to the case study. They will identify 3 valid sources of information and education material to distribute relating to the specific request. They will detail how they would respond to the student, parent, or colleague.

The rubric for this assessment is completed by the course instructor. It is our desire to have all candidates score at the “Proficient” or above level.

**AAHE standards addressed in this assessment:**

**Standard 7: Being a Resource. Candidates serve as a resource person in health education**

Key Element A: *Candidates use health information resources*

Key Element B: *Candidates respond to requests for health information*

Key Element C: *Candidates select educational resource materials for dissemination*

Key Element D: *Candidates describe ways to establish effective consultative relationships with*

*others involved in Coordinated School Health Programs.*

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|  | **Distinguished**  **3** | **Proficient**  **2** | **Basic**  **1** | **Unsatisfactory**  **0** | **Score** |
| **Using Resources**  AAHE VII: A | TC successfully uses health information resources to find answers in response to health questions. TC identifies all reputable resources and triangulates findings with multiple sources. | TC successfully uses health information resources to find answers in response to health questions. TC identifies mostly reputable resources. | TC uses health information resources to find answers in response to health questions. TC identifies one reputable resource. | TC fails to use health information resources to find answers in response to health questions. |  |
| **Responding to Requests**  AAHE VII: B | TC drafts a reply that is clear, readable, and thoroughly addresses the request for information. The response does not have errors and cites resources appropriately. | TC drafts a reply that is clear and readable to the request for information. The response has minimal errors and cites resources. | TC drafts a reply to the request for information. The response has several errors and few resources. | TC fails to draft a reply to the request for information. |  |
| **Selecting Materials for Dissemination**  AAHE VII: C | TC successfully identifies appropriate resources for distribution. Resources are developed by reputable organizations and are easily understood by all reading levels. | TC successfully identifies resources for distribution. The resources were developed by reputable organizations but may be complicated for the lay person to understand. | TC identifies resources for distribution. The resources were not developed by reputable organizations and are at a complicated reading level. | TC fails to identify resources for distribution. |  |
| **Consultative relationships**  AAHE VII: D | TC describes several ways to establish effective assisting relationship with others in Coordinated School Health Programs. TC is actively engaged in discussion with other students in group and clearly reports to the class as a whole. | TC describes ways to establish effective assisting relationship with others in Coordinated School Health Programs. TC is engaged in discussion with other students in group and reports to the class as a whole. | TC describes ways to establish assisting relationship with others in Coordinated School Health Programs. TC has minimal engagement in group discussion and reports to the class as a whole. | TC fails to describe ways to establish assisting relationship with others in Coordinated School Health Programs. TC does not participate in group discussion. |  |

**Analysis of Data**

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| --- | --- | --- | --- | --- |
| **Total** | | | | |
| **N= 10** | | | | |
|  | **Distinguished (3)** | **Proficient (2)** | **Basic (1)** | **Unsatisfactory (0)** |
| **Using Resources**  *AAHE VII: A* | 5 (50%) | 5 (50%) |  |  |
| **Responding to Requests**  *AAHE VII: B* | 8 (80%) | 2 (20%) |  |  |
| **Selecting Materials for Dissemination**  *AAHE VII: C* | 6 (60%) | 4 (40%) |  |  |
| **Consultative relationships**  *AAHE VII: D* | 6 (60%) | 4 (40%) |  |  |

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| **Fall 2018** | | | | |
| **N=6** | | | | |
|  | **Distinguished (3)** | **Proficient (2)** | **Basic (1)** | **Unsatisfactory (0)** |
| **Using Resources**  *AAHE VII: A* | (3) 50% | (3) 50% |  |  |
| **Responding to Requests**  *AAHE VII: B* | (5) 84.44% | (1) 16.66% |  |  |
| **Selecting Materials for Dissemination**  *AAHE VII: C* | (4) 66.66% | (2) 33.33% |  |  |
| **Consultative relationships**  *AAHE VII: D* | (3) 50% | (3) 50% |  |  |

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| **Fall 2017** | | | | |
| **N=4** | | | | |
|  | **Distinguished (3)** | **Proficient (2)** | **Basic (1)** | **Unsatisfactory (0)** |
| Using Resources  *AAHE VII: A* | (2) 50% | (2) 50% |  |  |
| Responding to Requests  *AAHE VII: B* | (3) 75% | 1. 25% |  |  |
| Selecting Materials for Dissemination  *AAHE VII: C* | 1. 50% | 1. 50% |  |  |
| Consultative relationships  *AAHE VII: D* | 1. 75% | 1. 25% |  |  |

**Data Interpretation**

ALL candidates scored at the proficient level or above for this assessment; with the majority of the candidates scoring at the distinguished level. With this being a freshman/sophomore level course, we believe that our candidates are demonstrating desired behaviors early in the program. This data provides sufficient evidence for meeting the identified standards.

**H ED 200 Being a Resource Assignment**

**H ED 200 Foundations of Health Education**

**Being a Resource**

One of the most important components of being a health educator is acting as a resource. During your career you will have many requests for health-related information. These requests can come from students, parents, colleagues, administrators, or community members. It is the responsibility of a health educator to know where to access reputable information, how to identify useful resources for dissemination, and then to respond to requests for information in an age appropriate, clear way. It is also important to identify necessary consultative relationships in the school and community for assistance and information as needed.

In this assignment, you will be given a case study in class. In small-group discussion, you will identify ways to establish effective consultative relationships within the Coordinated School Health Program. You will also discuss your individual case studies and brain storm valid health information resources. After group discussion, you will share your conclusions with the class. Each individual will be responsible for presenting. **THIS IS NOT A GROUP PROJECT!**

One week following the discussion you must submit the following through Blackboard by midnight:

* A two-page paper describing how you would respond to the request. You must identify 3 valid sources of information used for researching the issue. The assignment will include a draft response to the individual making the request in your case study.
* At least one appropriate resource for dissemination (this will be given to the person who made the request. Remember when you are working with children and parents, reading level is extremely important. If you give them a resource with difficult vocabulary or scientific jargon, it will be difficult for them to understand and will likely not be helpful.