NORTHERN ILLINOIS UNIVERSITY
Assessment Plan

College of Health and Human Sciences
School of Nursing and Health Studies
Public Health and Health Education Programs

Master of Arts in Teaching (13.0101)
Health Education Specialization

October 17, 2014

Submitted by
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NORTHERN ILLINOIS UNIVERSITY

Academic Programs Assessment Plan

Program: Master of Arts in Teaching (13.0101), Health Education Specialization

1) Introduction:
The contextual background underlying the health education program has three distinct components; first is location of the degree program within the NIU institutional structure, second is the relationship of the program to the state through the Illinois State Board of Education (ISBE), and third is the accreditation relationship nationally with health education teaching specifically (American Association of Health Education - AAHE) and teacher certification in general (NCATE/CAEP). Each of these relationships provides varied missions, goals, objectives, and assessment requirements.

In addition, each institution – local, state, and national – has recently undergone profound change. ISBE has required all teacher certification programs in the state to significantly revise their curricula in order to address the most recent Illinois Professional Teaching Standards (IPTS-2010). In addition, emphasis must also be placed on the needs of diverse students served through Response to Interventions (RtI), English Language Learners (ELL), Social and Emotional Learning (SEL), as well as stressing technology, literacy, and multiculturalism. Certification will become licensure, middle grades (5-8) licensure will be separated from secondary licensure, and statewide testing required for licensure has been changed significantly. The national accreditation bodies (AAHE and NCATE) have merged with other organizations and formed new entities with revised standards and processes. Metaphorically, these changes mean we are aiming at several moving targets!

A) Local Institutional Context: In the state of Illinois, teacher certification in health education has been a secondary level certification (6-12, Type 09) separate from certification in physical education (K-12, Type 10). At NIU, most teacher certification degrees were housed in the College of Education (CoE) until the mid-1990s. At that time, most secondary teacher certification programs, such as English, math, foreign languages, and science, were moved to the College of Liberal Arts and Sciences (CLAS) or, in the case of art and music, to the College of Visual and Performing Arts (VPA). Yet, the MAT in Health Education (HE) is housed in the Graduate School. When the CoE was reorganized from 4 departments into 8, Health Education was moved to a newly created department, Counseling, Adult, and Health Education (CAHE), where it remained until program review of that department in 2002-2003.

At that time, the College of Health and Human Sciences (CHHS) had a School of Allied Health Professions (SAHP) that housed an undergraduate (BS) degree in Community Health and an accredited Master of Public Health (MPH) degree. In many institutions of higher education, community health and school health were part of the same school or department. In 2003, the Health Education BSEd was administratively moved to the CHHS and housed within the SAHP. The community health degree was changed to public health and the health education degree became the third teacher certification program in the college, joining two others –
Family and Consumer Science (FACS) and Early Childhood Education. When CHHS was reorganized in 2007, the public health and health education programs were separated from the other allied health professions and became part of the School of Nursing that was renamed, the School of Nursing and Health Studies (NUHS).

Each of these moves impacted health education because of the need to address varied missions at both the college and the departmental or school levels. Although the administrative structure remained consistent across the unit, the personnel filling the administrative positions changed dramatically, including 4 different deans and 6 different chairs.

In 2010, the Master of Arts in Teaching degree was created. The degree is administratively housed in the Graduate School. The creation of the degree program was in response to a changing economic landscape in which many people in the general workforce were changing career paths and needing new or additional certifications. The Master of Arts in Teaching program was designed for potential candidates who had previously earned a bachelor degree in a non-teaching field and were interested in obtaining initial teacher licensure. The licensure awarded to graduates of the MAT is identical to the licensure awarded to graduates of the BSEd in Health Education (Type 09).

**B) State Board of Education Context:** In 2010, new statewide Professional Teaching Standards were adopted. Institutions of higher education preparing teachers and other professional educators had until fall 2013 to plan and implement a substantially different curriculum to address these new standards. In addition, certification becomes licensure, middle school licensure is separated out from secondary and elementary licensure, and required testing is substantially changed.

Of particular concern has been the replacement of the former “Basic Skills” Test with a new Test of Academic Performance (TAP). Passing this test was required prior to being admitted to any teacher certification program. For NIU students, the pass rate on the Basic Skills test was well over 75% but the pass rate on the TAP test has been less than 35% (even with many preparation and remediation opportunities provided). Along with the economic downturn in 2008, the difficulty many prospective teacher candidates had with the initial required state test has caused a large drop in the number of students admitted to all teacher certification programs at NIU as well as the major in health education. As a program with significantly higher numbers of minors than majors, this downturn impacted the number of minors as well.

After August 2015, in addition to passing the TAP and another examination, the Illinois Assessment of Professional Teaching (APT), student candidates will be required to pass the edTPA, administered and scored by a private company (Pearson) and costing teacher candidates $300 per attempt to submit and have scored. According to current state mandates, the edTPA must be passed prior to graduation and to qualify for an Illinois teaching license.

**C) National Accreditation Context:** Based upon a unit wide site visit by NCATE in 2010, all teacher certification programs at NIU are nationally accredited. Following that visit, NCATE
and the other major national teacher certification organization (TEAC) have merged to become CAEP. This change has resulted in different national standards and procedures for accreditation and is partially responsible for the major changes in state oversight of teacher certification programs described in B) above.

Prior to the site visit to the unit, most teacher certification programs at NIU were separately reviewed by their specialized professional association (SPA). In health education, the SPA was the American Association of Health Education (AAHE). This organization reviewed the health education teacher certification program in 2008 and approved it with conditions. The conditions were addressed and the program was approved without conditions in 2010. The SPA organization has since merged with another organization, called AAPHERD or American Alliance for Health, Physical Education and Dance. Changes to SPA requirements due to the AAHE restructuring are not yet known.

**Mission, Goals, and Objectives**

**NIU Statement of Vision and Mission**

The vision of Northern Illinois University is to be the premier student-centered, research-focused public university in the Midwest, contributing to the advancement of knowledge for the benefit of the people of the region, the state, the nation, and the world.

With this vision, the mission of the University is to promote excellence and engagement in teaching and learning, research and scholarship, creativity and artistry, and outreach and service.

*In pursuing our vision and fulfilling our mission, the University values:*

- A community of diverse people, ideas, services, and scholarly endeavors in a climate of respect for the intrinsic dignity of each individual
- Access for a broad spectrum of students to high quality undergraduate, graduate, and professional programs that prepare them to be lifelong learners and productive, socially conscious citizens
- Engaged teaching and learning that evolves from the synergy of research, artistry, and service
- Research and artistry in creating, transmitting, expanding, and applying knowledge
- Student success supported through academic and co-curricular programming and activities
- The application of current technology in enhancing and broadening all institutional endeavors
- A system of shared governance that incorporates input from faculty, staff, and students in decision- and policy-making
- Commitment to a public purpose addressing regional, state, national, and global challenges and opportunities.
**Teacher Certification**

**Mission of the Educator Preparation Unit at NIU**

Our university-wide commitment to the preparation of exemplary educators is reflected in our unique structure and is based on the shared vision and goals of a community of learners. At NIU we focus on providing intensive preparation in content fields, teaching pedagogy, and the clinical settings. Our preparation programs are not located in just one college, but in five different colleges, taking full advantage of the extensive expertise of our faculty throughout the university.

Our focus is on the preparation of exemplary educators who demonstrate the knowledge, practice, reflection and dispositions required of the modern teacher. Our programs draw upon the strength of a global and diverse community of learners—teachers and students—in which practice and reflection are based upon a broad general education and a sound disciplinary base of knowledge. The community of learners includes university faculty, staff and administrators, district faculty and administrators and university candidates in educator preparation programs. The community of learners is enriched and strengthened by the interaction of its core tenets: knowledge, practice and reflection.\(^1\)

The goal of individual programs is to develop exemplary educators who have a broad general education, relevant disciplinary knowledge, and experience in and knowledge of contemporary best practices. The continuing professional effectiveness of our graduates is rooted in their lifelong learning and reflective practice. This cornerstone of NIU’s programs prepares future teachers to deal with the diverse interests of the communities in which they will serve, based on the understanding that as professional educators, they are part of that community of learners. NIU is committed to lifelong learning and to the effective use of creative and critical thinking skills in diverse and collaborative settings.

**College**

The mission of the College of Health and Human Sciences (CHHS) is to promote health and well-being through scholarship that integrates teaching, research, and service. The vision of CHHS is to be nationally recognized for quality and impact of research, teaching, and service.

**Program**

NIU and the health education program are committed to lifelong learning and to the development of exemplary educators who have disciplinary knowledge and

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1 (Schön, 1983; 1987; Hollins, McIntyre, DeBose, Hollins, & Towner, 2004).
experience using skill-based teaching methods. Within NIU’s conceptual framework, we prepare teacher candidates to understand student diversity and become collaborative leaders within their school community. Graduates in health education will fully recognize their roles and responsibilities to their students, school, profession, and community.

2) Student Learning Outcomes in M.A.T. in Teaching, Health Education Specialization

Northern Illinois University's MAT in health education is designed to provide a broad range of professional knowledge, skills, and competencies for candidates preparing to become secondary school health educators. The major’s knowledge base is drawn from the behavioral, biological, social, psychological, and political sciences to provide candidates with a depth and range of information necessary for understanding health issues in today's society. Graduates with a MAT in health education are qualified to apply for teacher certification/licensure and to teach in public or private schools in Illinois. In addition to teaching within the major, graduates of this program may also be qualified to teach other academic areas based upon approved minors leading to endorsements.

1. **Content:** Students will apply an in-depth knowledge of social, mental, emotional, physical, and environmental health issues to teaching of the content areas of mental and emotional health, personal health, family life, consumer health, nutrition, substance use and abuse, environmental health, prevention and control of disease, injury prevention and safety, and community health.

2. **Theories and principles:** Students will apply the theories and principles of health promotion and disease prevention, including knowledge of the effects of social, cultural, and economic factors on the health of individuals, communities, and society.

3. **Assessment of health and health education needs:** a) Students will evaluate sources and techniques for assessing health needs of diverse populations. b) Students will obtain, interpret, and prioritize data in the development of comprehensive health education programs.

4. **Planning health programs:** Students will develop a logical scope and sequence plan for health education that incorporates measurable objectives and evaluation criteria and utilizes key educational and community personnel.

5. **Implementation of health programs:** a) Students will assess the efficacy of various health education curricular modes pertaining to the major content areas in health education. b) Students will select and use an array of teaching strategies, including the integration of technology, literacy, and language arts, capable of addressing the needs of diverse learners.
6. **Evaluation of health programs:** a) Students will evaluate the performance of class participants and program effectiveness through the use of valid and reliable measures. b) Students will select and apply appropriate evaluation techniques.

7. **Collaboration:** a) Students will identify and collaborate with key education and community personnel in the development and implementation of coordinated school health programs. b) Students will apply knowledge, pursue continued professional growth, and follow ethical and legal expectations for health educators and resource persons.

8. **Communication:** Students will effectively communicate health and health education needs, both in oral and written form, to various audiences (e.g., students, parents, educational personnel, and other community members).

### 3) Curriculum Map

<table>
<thead>
<tr>
<th>Course</th>
<th>Content</th>
<th>Theories and Principles</th>
<th>Assessment</th>
<th>Planning</th>
<th>Implementation</th>
<th>Evaluation</th>
<th>Collaboration</th>
<th>Communication</th>
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**KEY:** Beginning: B  Developmental: D  Proficient: P

502- Community Health Programs and Issues  
504- Drug Education  
506- Sexuality Education  
508- Mental and Emotional Health  
620- Current Issues in Health Theories and Concepts  
622- Curriculum Development in School Health Education  
624- School Health Programs: Planning, Managing, and Evaluating  
626- Methods and Materials in School Health Education  
682- Clinical/Field Experience in School Health Education  
684- Middle School Student Teaching in Health Education  
686- Secondary School Student Teaching in Health Education
4) **Explanation of Assessment Methods**

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
<th>Type of Method</th>
<th>Target Performance Level</th>
<th>Timeline</th>
<th>Person Responsible</th>
</tr>
</thead>
</table>
| 1) ILTS Health Content Test | Illinois Licensure Testing System (ILTS) Subject Area Test of Content Knowledge in Health Education is a criterion referenced and objective based, state administered content knowledge test for health education teacher licensure in Illinois consisting of 125 multiple choice questions. | Direct Summative | A 100% overall pass rate is required by the ISBE. However, some sub-areas can be failed and the overall test can still be passed. The program targets are:  
   a) 95% of teacher candidates will demonstrate in-depth knowledge in all the following health content areas by passing (with a sub-area score of 240 or above) **all sub-areas** of the ISBE administered test of content knowledge prior to student teaching:  
      1) Personal Health,  
      2) Family and Interpersonal Relationships,  
      3) Community Health and Disease Prevention,  
      4) Health-Related Skills, and  
      5) School Health Education  
   b) 100% of teacher candidates will achieve an **overall** pass with a minimum score of 240 or better. | Must be passed prior to student teaching (PHHE 684 and PHHE 686) | Health Education Teacher Certification Coordinator collects data on teacher candidates from the University Office of Educator Licensure and Preparation content collection and provides data to the PHHE Program Coordinator. Coordinator then shares data with health education faculty and staff annually at the fall faculty meetings. |
| 2) TAP Test | TAP (400) tests reading comprehension, language arts, mathematics, and writing. | Direct Summative | An adequate ACT (plus writing) score of 22 can serve as a substitution for the TAP. However, all four areas of the TAP must be passed prior to taking PHHE 622: Curriculum Development in School Health Education. | Prior to taking PHHE 622: Curriculum Development in School Health Education | Health Education Teacher Certification Coordinator collects data on potential teacher candidates from the University Office of |
3) ILTS Assessment of Professional Teaching (APT)

| The APT tests assess candidates on professional and pedagogical knowledge and skills. Each APT test consists of 120 multiple-choice questions and 2 constructed-response assignments. There are four levels of the APT; health education candidates take the Grades 6–12 level of the test. Each of the responses to the two constructed-response assignments for the APT tests are scored by at least two qualified educators. | Direct Summative | Teacher candidates seeking licensure to teach health education in Illinois must pass the test with an overall score of 240 or higher. It is not necessary to pass all 7 of the sub-score areas in order to pass the test: 1) Foundations, Characteristics, and Assessment 2) Planning and Delivering Instruction 3) Managing the Learning Environment 4) Collaboration, Communication, and Professionalism 5) Language Arts 6) Educational Technology 7) Constructed Response Assignments | Prior to graduation. | Health Education Teacher Certification Coordinator collects data on teacher candidates from the University Office of Educator Licensure and Preparation content collection and provides data to the PHHE Program Coordinator, who then shares data with health education faculty and staff annually at the fall faculty meetings. |

4. edTPA Task 1 (A-D)

| The teacher candidate designs Direct Formative | The passing standard for all teacher candidates is | Once during student | Health Education |

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<table>
<thead>
<tr>
<th>(Planning for Instruction)</th>
<th>instruction for specific learning goals, student characteristics and needs, and learning contexts. Task 1 (A-D) is reviewed by the teacher certification coordinator and the supervising teacher (using the scoring rubrics 1-4) before assigning a passing (satisfactory) grade for the semester of student teaching. Starting Fall 2015, the edTPA assessment will be scored by a 3rd party. Task 1 (A-D) focuses on a candidate’s ability to create lessons that utilize knowledge of content, learning theory, language application, and knowledge of the student learning environment.</th>
<th>a 3 (Proficient) on all 4 of the corresponding rubrics. We selected these levels of performance as meeting our expectations because the rubric was developed so that level 3 (Proficient) is reflective of the level of performance expected by the average beginning teacher.</th>
<th>teaching (at either the middle school placement or the high school placement)</th>
<th>Teacher Certification Coordinator reviews Task 1 collected from the teacher candidate and also compiles the reviews from the cooperating teachers and the Student Teacher Supervisors (Faculty).</th>
</tr>
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<tr>
<td>5) edTPA. Task 1 (E) (Planning for Assessment)</td>
<td>This task is a series of responses to prompts evaluated by a corresponding rubric. Task 1(E) is reviewed by the teacher certification coordinator and the supervising teacher (using the scoring rubric) before assigning a passing (satisfactory) grade for the semester of student teaching.</td>
<td>The rubric levels that the program considers meeting its expectations (passing standard) for all teacher candidates include earning a 3 (Proficient) on the corresponding rubric. We selected these levels of performance as meeting our expectations because the rubric was developed so that level 3 (Proficient) is reflective of the level of performance expected by the average beginning teacher.</td>
<td>Once during student teaching (at either the middle school placement or the high school placement)</td>
<td>Health Education Teacher Certification Coordinator reviews Task 1 collected from the teacher candidate and also compiles the reviews from the cooperating teachers and the Student Teacher Supervisors (Faculty).</td>
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grade for the semester of student teaching. Task 1 (E) is focused on the candidates’ ability to plan out appropriate assessments to check for and measure student learning.

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<th>6) edTPA. Task 2 (Instructing and Engaging Students in Learning)</th>
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<tr>
<td>This assessment is a series of responses to prompts and is scored using 5 corresponding rubrics. The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement. Candidate performance is measured using a rubric that is keyed to the professional teaching standards including ability to analyze impact on student learning. Task 2 is reviewed by the cooperating teacher at the site and discussed with the candidate prior to the submission of the mid-term evaluation by the cooperating teacher. The teacher</td>
<td>Direct Formative</td>
<td>The rubric levels that the program considers meeting its expectations (passing standard) for all teacher candidates include earning a 3 (Proficient) on all 5 corresponding rubrics. We selected these levels of performance as meeting our expectations because the rubric was developed so that level 3 (Proficient) is reflective of the level of performance expected by the average beginning teacher.</td>
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</table>
7. edTPA Task 3 (Assessing Student Learning)

This assessment is a series of responses to prompts and is scored using 5 corresponding rubrics. Task 3 is reviewed by the cooperating teacher at the site and discussed with the candidate prior to the submission of the mid-term evaluation by the cooperating teacher. The teacher certification coordinator and the supervising teacher also review the results of this assessment before assigning a passing (satisfactory) grade for the semester of student teaching.

Direct Formative

The rubric levels that the program considers meeting its expectations (passing standard) for all teacher candidates include earning a 3 (Proficient) on all 5 corresponding rubrics. We selected these levels of performance as meeting our expectations because the rubric was developed so that level 3 (Proficient) is reflective of the level of performance expected by the average beginning teacher.

Once during student teaching (at either the middle school placement or the high school placement)

Health Education Teacher Certification Coordinator reviews Task 3 collected from the teacher candidate and also compiles the reviews from the cooperating teachers and the Student Teacher Supervisors (Faculty).

8) Technology Assessment from Cooperating Teacher Survey

Cooperating teachers are asked to rate their teacher candidate’s use of technology in the classroom in the student teacher evaluations they submit at the midpoint and at the end of each eight week student

Direct Formative

The rating levels that the program considers to meet its expectations include scores of 3 – developing and progressing without concerns, and 4 – proficient. We selected these levels of performance as meeting our expectations because the ratings were developed so that

Four times during student teaching, at midterm and at completion of both the middle school and the high school placement

Health Education Teacher Certification Coordinator collects and reviews the evaluations submitted by the cooperating teachers. The compiled data is then provided to the PHHE
<table>
<thead>
<tr>
<th>Disposition Assessment - Self and Faculty</th>
<th>Indirect Formative</th>
<th>Every semester in PHHE 626: Methods and Materials in School Health Education, and as needed by other instructors and cooperating teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This assessment is a rating of 1-4 on 10 dispositions administered every semester and assessed by the instructor and each teacher candidate during PHHE 626. Candidate performance is measured using a rubric that identifies unacceptable (1), marginally acceptable or possibly concerning (2), acceptable (3), and exemplary (4) behaviors for each of the 10 dispositions. In addition to the instructor evaluation and the candidate self-evaluation, any faculty member outside of this course may identify a problematic area for immediate remediation.</td>
<td>The rubric levels that the program considers to meet its expectations (passing standard) include an average rating by the course instructor of 3.0 or higher on the 10 disposition indicators and no rating lower than 2 on any of the 10 indicators. The behaviors identified as unacceptable (1) while pursuing teacher certification coursework are also unacceptable in public school classrooms during the clinical experience and during student teaching. Candidates with deficient dispositions (rating of 1 on any of the 10 dispositions) will be placed on probation in health education with a remediation plan required. Candidates identified during two semesters will be dismissed from the program. Candidates with ratings of 2 (marginally acceptable or possibly concerning)</td>
<td>Program Coordinator, who then shares data with health education faculty and staff annually at the fall faculty meetings.</td>
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</tbody>
</table>

The highest rating (4) was reflective of candidate performance matching that of the average beginning teacher. The next rating (3) was reflective of the level of performance expected early in the process of learning how to teach. A rating of (1) reflects unsatisfactory progress and a rating of (2) indicates the candidate is developing, but with concerns.

9) Disposition Assessment - Self and Faculty

Program Coordinator, who then shares data with health education faculty and staff annually at the fall faculty meetings.
| 10) Cooperating Teacher Survey (Employer Feedback) | Cooperating teachers are surveyed to evaluate the extent to which program teacher candidates are prepared for the classroom teaching role; the survey is completed and submitted online, results are analyzed by program faculty. | Indirect Summative | By completion of student teaching, 95% of teacher candidates will be rated by their cooperating teachers as 4 or 5 (average of 4.5 or above) on a 5-point Likert scale on their ability to: a. design health instructional activities consistent with theories of health behavior, b. access valid and reliable sources of health information and services, c. develop a logical scope and sequence plan, d. take appropriate and prompt measures to handle classroom behavior, e. use a variety of student assessment tools that reflect different learning styles, f. be self-reflective, open to constructive feedback, and to modify professional behavior when warranted | At the end of every fall and spring semester, following the student teaching experience. | Health Education Teacher Certification Coordinator collects and reviews the evaluations submitted by the cooperating teachers. The compiled data is then provided to the PHHE Program Coordinator, who then shares data with health education faculty and staff annually at the fall faculty meetings. |
| 11) Health Education Advisory Council (HEAC) (Employer Feedback) | Advisory council made up of cooperating teachers, student teaching supervisors, program alumni, faculty, and staff meet to review student teaching, clinical experiences, and curriculum | Indirect Formative | At least 10 stakeholders will meet at least once per year to address program and curriculum concerns | Annually, late in the spring semester | Convened by Health Education Teacher Certification Coordinator who compiles data from the meeting. The compiled data is then provided to the PHHE Program Coordinator. |
5) Outcomes-by-Methods Matrix

<table>
<thead>
<tr>
<th>Methods ➔ Student Learning Outcomes</th>
<th>1) ILTS Health Content Test</th>
<th>2) ILTS Test of Academic Proficiency (TAP)</th>
<th>3) ILTS Assessment of Professional Teaching (APT)</th>
<th>4) edTPA Task 1 (A-D)</th>
<th>5) edTPA Task 1 (E)</th>
<th>6) edTPA Task 2</th>
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<tbody>
<tr>
<td>1. Content</td>
<td>S,D</td>
<td>S,I</td>
<td>F,D</td>
<td>F,D</td>
<td>F,D</td>
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<tr>
<td>2. Theories &amp; Principles</td>
<td>S,D</td>
<td>S,D</td>
<td>F,D</td>
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<td>3. Assessment</td>
<td>S,I</td>
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<td>F,D</td>
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<td>4. Planning</td>
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<td>5. Implementation</td>
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<td>6. Evaluation</td>
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<td>7. Collaboration</td>
<td>S,D</td>
<td>S,D</td>
<td>F,D</td>
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<td>S,D</td>
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<tr>
<td>8. Communication</td>
<td>S,D</td>
<td>S,D</td>
<td>F,D</td>
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Key: Formative: F  Summative: S  Direct: D  Indirect: I
Student Teaching Evaluation Form
Midterm and Final

Student’s Name_______________________________ Semester / Year_______________

School____________________________ Cooperating Teacher ______________________

Directions
Please consider the student’s characteristics on each of the following Illinois Teaching Standards with other persons of similar educational experience. Indicators below the standards will help you evaluate the student and give them an overall rating. Some of the indicators will be applicable to the student you are rating and others may not be. Also, please use the comment section to describe the evidence upon which you base your rating and note areas of strength and areas that need attention.

1=Unsatisfactory Progress
2=Developing with Concerns
3=Developing & Progressing without Concerns
4=Proficient (Level of a beginning teacher)
N/O=not observed

1. Content Knowledge:  1 2 3 4 N/O

Demonstrates understanding of the central concepts, methods of inquiry, and structures of the discipline by creating learning experiences that make the content meaningful to all students.

- Demonstrates depth of content knowledge
- Delivers content and uses relevant resources
- Integrates knowledge into instructional objectives
- Utilizes viewpoints in education, theories, and methods of inquiry
- Applies appropriate technology

Notes/Evidence
2. Planning for Instruction  1  2  3  4  N/O

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

- Establishes realistic and age appropriate expectations for student learning
- Plans in advance
- Is resourceful in finding and developing materials for instruction
- Incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences
- Develops lessons in a clear, logical, and sequential format.
- Creates multiple learning activities that allow for variation in student learning styles
- Revises plans based upon feedback during lesson presentation
- Plans for assessment of lesson aligned with objectives

3. Learning Environment  1  2  3  4  N/O
The student teacher demonstrates an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Maintains a classroom atmosphere conducive to good health and safety
- Maximizes the amount of class time spent in learning
- Establishes and clearly communicates parameters for student classroom behavior
- Anticipates disruptive classroom situations and prepares accordingly
- Corrects disruptive behavior constructively and promotes self-discipline
- Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities
- Reinforces appropriate behavior and interacts with students appropriately and respectfully

Notes/Evidence
4. Instructional Delivery: 1  2  3  4  N/O

**Understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills**
- Implements a variety of effective teaching techniques
- Provides for individual differences
- Demonstrates ability to motivate students
- Uses instructional time effectively
- Gives clear directions and transitions
- Provides students with specific evaluative feedback
- Uses technology appropriately to accomplish instruction objectives

5. Communication: 1  2  3  4  N/O

**Uses Knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**
- Uses accurate and effective oral communication
- Uses accurate written communication skills
- Uses appropriate non-verbal communication skills
- Demonstrates listening skills
- Provides opportunities for students to communicate
- Communicates using a variety of communication tools to enrich learning opportunities
6. Assessment: 1 2 3 4 N/O

Uses various formal and informal assessment strategies to support the continuous development of all students.
- Uses variety of formal and informal assessments
- Aligns assessment with instructional goals and objectives
- Involves students in self-assessment activities
- Maintains useful and accurate records of student work and performance and communicates student progress responsibly to students, parents, and colleagues
- Uses technology appropriately in conducting assessments and interpreting results

7. Collaborative Relationships: 1 2 3 4 N/O

Shows understanding of the role of the community in education by demonstrating the potential to form collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being.
- Works with colleagues to develop an effective learning climate within the class
- Participates in collaborative decision-making and problem solving with other professionals to achieve student success
- Identifies and uses community resources to enhance student learning
- Develops relationships with parents and guardians to acquire an understanding of the students’ lives outside of school in a professional manner

8. Professional Conduct and Growth

Maintains standards of professional conduct and actively seeks opportunities to grow professionally.
- Completes duties promptly and accurately
- Is punctual
- Is flexible, approachable, and shows emotional maturity and respect for teaching
- Carries out duties in accordance with cooperating teacher, school administration, and district
- Takes advantage of opportunities to learn from colleagues, students, parents, and community
- Demonstrates commitment by participation in professional activities to grow professionally

Notes/Evidence
Please sign below to acknowledge that this Student Teaching Evaluation Form was discussed at conference between student teacher, cooperating teacher and NIU supervisor.

<table>
<thead>
<tr>
<th>Signature of Student Teacher</th>
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<tbody>
<tr>
<td>Signature of Cooperating Teacher</td>
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<tr>
<td>Signature of NIU Supervisor</td>
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</table>
Rubric 11: Analyzing the Focus Learner’s Performance

How does the candidate demonstrate an understanding of the focus learner’s performance with respect to both learning targets as reflected in the lesson objectives?

Level 1
The analysis is superficial or inadequately supported by either the work sample or the daily assessment record for at least one learning target.

OR
The learning targets, lesson objectives, daily assessment record(s), and/or the work sample are insufficiently aligned with each other for at least one learning target.

OR
One or more lesson objectives did not contain explicit, operationally defined criteria for meeting the objectives.

Level 2
The analysis focuses only on whether or not the focus learner did or did not achieve ALL the lesson objectives.

Level 3
The analysis draws upon knowledge of the focus learner and focuses on patterns of

• the focus learner’s strengths and errors

OR
• levels or types of supports (including error prevention strategies) to understand the focus learner’s progress toward ALL lesson objectives.

Level 4
The analysis draws upon knowledge of the focus learner and focuses on details within patterns of

• the focus learner’s strengths and errors

AND
• levels or types of supports (including error prevention strategies) to understand strengths and
needs in the focus learner’s progress toward ALL lesson objectives.

Level 5

Level 4 plus: For at least one learning target, the analysis makes clear and plausible connections between the focus learner’s outcomes relative to the lesson objectives and specific elements of the instruction or learning environment.

Rubric 12: Using Feedback to Guide Further Learning

What type of feedback does the candidate provide to the focus learner for the primary learning target?

Level 1

Feedback is unrelated to the primary learning target OR is severely mismatched to the focus learner’s chronological age or developmental level.

OR

Feedback contains significant inaccuracies.

Level 2

Feedback related to the primary learning target is general with respect to error prevention or error correction.

AND/OR

Feedback consists of nonspecific praise related to the primary learning target.

Level 3

Feedback related to the primary learning target is specific and focuses on either

• error prevention or error correction

OR

• reinforcing strengths.

Level 4

Feedback related to the primary learning target is specific and includes
• error prevention or error correction

AND

• reinforcing strengths.

Level 5

Level 4 plus:

Candidate describes how s/he will guide the focus learner to move toward self-assessment or self-correction related to the primary learning target.

Rubric 13: Learner Use of Feedback

How does the candidate provide opportunities for the focus learner to use the feedback for the primary learning target to guide their further learning or performance?

Level 1

Opportunities for applying feedback related to the primary learning target are not described.

OR

Candidate provides limited or no feedback related to the primary learning target to inform the focus learner’s performance/responses.

Level 2

Candidate provides vague explanation for how the focus learner has used or will use feedback related to the primary learning target.

Level 3

Candidate describes how the focus learner has applied or will apply feedback related to strengths and areas of need for the primary learning target, with greater attention to one or the other.

Level 4

Candidate describes how s/he has supported or will support the focus learner to apply feedback related to strengths and areas of need for the primary learning target to adjust current and subsequent learning or performance/responses.

Level 5
Level 4 plus:

Candidate describes how s/he has supported or will support the focus learner to move toward using error prevention strategies or self-instruction to prevent future errors related to the primary learning target.

Rubric 14: Explaining the Focus Learner’s Use of Communication

How does the candidate explain the focus learner’s use of the targeted expressive and/or receptive communication skill (function) and other communication demands for the primary learning target to access the learning task and/or demonstrate learning for the primary learning target?

Level 1

Candidate describes the focus learner’s use of the expressive and/or receptive communication skill that is

• not aligned with the primary learning target

OR

• not consistent with the evidence submitted.

Level 2

Candidate’s description focuses on vocabulary demands (words, symbols, signs, and/or behaviors) that are decontextualized from the purpose associated with the primary learning target.

Level 3

Candidate explains how the focus learner uses

• the expressive and/or receptive communication skill (function)

AND

• one additional communication demand to access the learning tasks and/or demonstrate learning associated with the primary learning targets.

Level 4

Candidate explains and provides concrete evidence of how the focus learner uses

• the expressive and/or receptive communication skill (function),
• its vocabulary demand,

AND

• one or more additional communication demands to access the learning task and/or demonstrate learning associated with the primary learning target.

Level 5

Level 4 plus: Candidate explains and provides evidence of supporting the focus learner to move toward generalized or self-directed use of the expressive and/or receptive communication skill for the primary learning target.

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use conclusions about what the focus learner knows and is able to do related to both learning targets to plan next steps in instruction?

Level 1

For at least one learning target, next steps are not achievable or do not follow from the analysis.

OR

Next steps are not relevant to the lesson objectives assessed for at least one learning target.

OR

Next steps are not described in sufficient detail to understand them for at least one learning target.

For both learning targets, candidate makes no connections to research and/or theory.

Level 2

For at least one learning target, next steps focus on changes to teaching practice that are superficially related to learning (e.g., reteaching, more practice, and/or pacing). Next steps are described in sufficient detail to understand them but not to provide the logical connection to current instruction for at least one learning target. For both learning targets, candidate makes no connections to research and/or theory.

Level 3

For both learning targets, next steps propose changes to improve learning by focusing on instructional strategies, supports, or the learning environment, with reference to the focus learner and current instruction. For both learning targets, next steps are described in sufficient detail to understand the
logical connection to current instruction. For at least one learning target, next steps are generally connected with research and/or theory.

Level 4

For both learning targets, next steps:

• are achievable,

• provide logical, well-sequenced instructional strategies to address specific identified needs of the focus learner,

AND

• are logically connected to current instruction. For both learning targets, next steps are clearly connected with research and/or theory.

Level 5

Level 4 plus: For at least one learning target, the candidate is able to use the analysis to understand implications for the focus learner’s individualized education program/plan goals and/or curriculum. For at least one learning target, next steps include evidence-based practices justified with principles from research and/or theory.
Rubric 6: Learning Environment
How does the candidate demonstrate a positive learning environment that supports students’ engagement in learning?

Level 1
The clip(s) reveal evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.

Level 2
The candidate demonstrates respect for students. Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.

Level 3
The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low-risk social environment that reveals mutual respect among students.

Level 4
The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that promotes mutual respect among students.

Level 5
The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.

Rubric 7: Engaging Students in Learning
How does the candidate actively engage students in the use of functional health knowledge, the demonstration of health-related skills, and the development of beliefs and norms to help them adopt and maintain healthy behaviors?

Level 1
In the clip(s), students are primarily focused on memorizing information with little attention to the use of functional health knowledge, the demonstration of health-related skills, and/or the development of beliefs and norms to help them adopt and maintain healthy behaviors. There is little or no evidence that the candidate links students’ prior academic learning or personal, cultural, or community assets with new learning. OR Links cause student confusion.

Level 2
In the clip(s), students are participating in learning tasks or behaviors with limited connections to the use of functional health knowledge, the demonstration of health-related skills, AND/OR the development of beliefs and norms to help them adopt and maintain healthy behaviors. Candidate makes vague or superficial links between prior academic learning and new learning.

Level 3
In the clip(s), students are engaged in learning tasks that address the use of functional health knowledge, the demonstration of health-related skills, and/or the development of beliefs and norms to help them adopt and maintain healthy behaviors. Candidate links prior academic learning to new learning.

Level 4
In the clip(s), students are engaged in learning tasks that develop student use of functional health knowledge, the demonstration of health-related skills, AND the development of beliefs and norms to help them adopt and maintain healthy behaviors. Candidate links both prior academic learning and personal, cultural, or community assets to new learning.

Level 5
In the clip(s), students are engaged in learning tasks that **deepen and extend** their use of functional health knowledge, the demonstration of health-related skills, **AND the personalization** of beliefs and norms to help them adopt and maintain healthy behaviors. Candidate **prompts students to link** prior academic learning and personal, cultural, or community assets to new learning.

**Rubric 8: Deepening Student Learning**

**How does the candidate elicit student responses to help them develop understandings of, and connections between, using functional health knowledge, demonstrating health-related skills, and developing beliefs and norms to adopt and maintain healthy behaviors?**

**Level 1**
The candidate does most of the talking, and students provide few responses. OR Candidate responses include **significant content inaccuracies** that will lead to student misunderstandings.

**Level 2**
Candidate **primarily asks surface-level questions and** evaluates student responses as **correct or incorrect**.

**Level 3**
Candidate elicits student responses to develop understandings of, and connections between, using functional health knowledge, demonstrating health-related skills, **AND developing beliefs and norms to adopt and maintain healthy behaviors.**

**Level 4**
Candidate elicits and **builds on** students’ responses to develop understandings of, **and connections between**, using functional health knowledge, demonstrating health-related skills, **AND** developing beliefs and norms to adopt and maintain healthy behaviors.

**Level 5**
Candidate **facilitates interactions among students so they can evaluate their own abilities to** develop understandings of, and connections between, using functional health knowledge, demonstrating health-related skills, **AND personalizing** beliefs and norms to adopt and maintain healthy behaviors.

**Rubric 9: Subject-Specific Pedagogy**

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

**Level 1**
The candidate **stays focused on facts with little or no use of health education instructional strategies** to help students use functional health knowledge, demonstrate health-related skills, **AND/OR** develop beliefs and norms to help them adopt and maintain healthy behaviors. OR Materials used in the clip(s) include **significant content inaccuracies** that will lead to student misunderstandings.

**Level 2**
Candidate makes **vague or superficial use of health education instructional strategies** to help students use functional health knowledge, demonstrate health-related skills, **AND/OR** develop beliefs and norms to help them adopt and maintain healthy behaviors.

**Level 3**
Candidate **uses health education instructional strategies to** help students use functional health knowledge, demonstrate health-related skills, and/or develop beliefs and norms to help them adopt and maintain healthy behaviors.

**Level 4**
Candidate uses a variety of health education instructional strategies to help students use functional health knowledge, demonstrate health-related skills, and develop beliefs and norms to help them adopt and maintain healthy behaviors.

**Level 5**
Candidate uses a variety of health education instructional strategies to help students use functional health knowledge, demonstrate health-related skills, and personalize beliefs and norms to help them adopt and maintain healthy behaviors.

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**Rubric 10: Analyzing Teaching Effectiveness**

*How does the candidate use evidence to evaluate and change teaching practice to meet students’ varied learning needs?*

**Level 1**
Candidate suggests changes unrelated to evidence of student learning.

**Level 2**
Candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management.

**Level 3**
Candidate proposes changes that address students’ collective learning needs related to the central focus. Candidate makes superficial connections to research and/or theory.

**Level 4**
Candidate proposes changes that address individual and collective learning needs related to the central focus. Candidate makes connections to research and/or theory.

**Level 5**
Level 4 plus: Candidate justifies changes using principles of research and/or theory.
Rubric 1: Planning for Understanding of the Impact of Behaviors on Health
How do the candidate’s plans build student use of functional health knowledge, demonstration of health-related skills, and development of beliefs and norms to help students adopt and maintain healthy behaviors?

**Level 1**
Candidate’s plans focus solely on memorizing knowledge with no connections to help students adopt and maintain healthy behaviors. There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are not aligned with each other.

**Level 2**
Plans for instruction support student learning with vague connections between the use of functional health knowledge, demonstration of health-related skills, and/or development of beliefs and norms to help students adopt and maintain healthy behaviors.

**Level 3**
Plans for instruction build on each other to support student learning with clear connections between the use of functional health knowledge, demonstration of health-related skills, and/or development of beliefs and norms to help students adopt and maintain healthy behaviors.

**Level 4**
Plans for instruction build on each other to support student learning with clear and consistent connections between the use of functional health knowledge, demonstration of health-related skills, AND development of beliefs and norms to help students adopt and maintain healthy behaviors.

**Level 5**
Plans for instruction build on each other to support student learning with clear and consistent connections between the use of functional health knowledge, demonstration of health-related skills, AND personalization of beliefs and norms to help students adopt and maintain healthy behaviors.

Rubric 2: Planning to Support Varied Student Learning Needs
How does the candidate use knowledge of his/her students to target support for student learning of functional health knowledge, health-related skills, and beliefs and norms to help them adopt and maintain healthy behaviors?

**Level 1**
There is little or no evidence of planned supports. OR Candidate does NOT attend to requirements in IEPs and 504 plans.

**Level 2**
Planned supports are loosely tied to learning objectives or the central focus of the learning segment. AND Candidate attends to requirements in IEPs and 504 plans.

**Level 3**
Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole. AND Candidate attends to requirements in IEPs and 504 plans.

**Level 4**
Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs. AND Candidate attends to requirements in IEPs and 504 plans.

**Level 5**
Level 4 plus: Supports include specific strategies to identify and respond to misperceptions and misunderstandings.
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to justify instructional plans?

**Level 1**
Candidate’s justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.

**Level 2**
Candidate justifies learning tasks with limited attention to students’ prior academic learning OR personal/cultural/community assets.

**Level 3**
Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students’ prior academic learning OR examples of personal/cultural/community assets Candidate makes superficial connections to research and/or theory.

**Level 4**
Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students’ prior academic learning AND examples of personal/cultural/community assets Candidate makes connections to research and/or theory.

**Level 5**
Level 4 plus: Candidate’s justification is supported by principles from research and/or theory.

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key learning task?

**Level 1**
Language demands identified by the candidate are not consistent with the selected language function OR task. OR Language supports are missing or are not aligned with the language demand(s) for the learning task.

**Level 2**
Candidate identifies vocabulary as the major language demand associated with the language function. Attention to additional language demands is superficial. Language supports primarily address definitions of vocabulary.

**Level 3**
Candidate identifies vocabulary AND additional language demand(s) associated with the language function. Plans include general support for use of vocabulary as well as additional language demand(s).

**Level 4**
Candidate identifies vocabulary AND additional language demand(s) associated with the language function. Plans include targeted support for use of vocabulary as well as additional language demand(s).

**Level 5**
Level 4 plus: Instructional supports are designed to meet the needs of students with different levels of language learning.

Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are formal and informal assessments selected or designed to monitor student use of functional health knowledge, demonstration of health-related skills, and the
development of beliefs and norms to help students adopt and maintain healthy behaviors?

Level 1
The assessments only provide evidence of students' memorization of information or desired behaviors. Assessments are NOT aligned with the central focus and standards/objectives for the learning segment. Assessment adaptations required by IEP or 504 plans are NOT made.

Level 2
The assessments provide limited evidence to monitor student use of functional health knowledge, demonstration of health-related skills, AND/OR the development of beliefs and norms to help students adopt and maintain healthy behaviors during the learning segment. Assessment adaptations required by IEP or 504 plans are made.

Level 3
The assessments provide evidence to monitor student use of functional health knowledge, demonstration of health-related skills, AND/OR the development of beliefs and norms to help students adopt and maintain healthy behaviors during the learning segment. Assessment adaptations required by IEP or 504 plans are made.

Level 4
The assessments provide multiple forms of evidence to monitor student use of functional health knowledge, demonstration of health-related skills, AND the development of beliefs and norms to help students adopt and maintain healthy behaviors during the learning segment. Assessment adaptations required by IEP or 504 plans are made.

Level 5
Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning. AND The assessment(s) provide evidence that students had the opportunity to personalize beliefs and norms to help them adopt and maintain healthy behaviors.
HEALTH EDUCATION CANDIDATE DISPOSITION ASSESSMENT

The following assessment will be completed in three ways: student will self-assess, faculty will assess all Majors and Minors in the Health Education program each semester in regularly identified courses, and faculty outside regularly identified courses may indicate problematic areas for immediate attention. In any case above, student with deficient dispositions will be staffed and placed on probation in health education. Students who are identified during two semesters will be dismissed from health education. (N/O=Not Observed)

| A. ATTENDANCE | 1. Exhibits a pattern of tardiness or absence. Fails to contact instructor to make arrangements for missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late. | 2. Occasionally misses class. Tries to notify instructor if going to be absent, or contacts instructor following absence with reason for absence. | 3. Consistently attends class and is on time. Usually notifies instructor in advance or arranges to meet instructor following a missed class. Usually gives reason for absence. | 4. Arrives at class early. Always makes prior arrangement when absence is necessary. Submits assignments prior to absences and/or follows up to complete missed work. Arranges with classmates or instructor to secure handouts or materials presented in class. |
|  | B. IN-CLASS PERFORMANCE | 1. Inattentive in class. May fall asleep, read newspaper, or attend to other materials not related to class. Rarely participates in class discussions. May distract others in the class with behaviors or talking. | 2. Is attentive to what is happening in class. Attention is focused on class-related materials and activities. Responds appropriately when called on. Does not distract others in the classroom. | 3. Actively engaged and interested in class activities. Volunteers to respond to questions. Participates in discussions. Stays focused. Has done necessary preparation for class. | 4. Shows initiative in class activities. Applies knowledge to other situations and makes connections with previous learning. Asks questions showing intellectual interest. Seeks to extend understanding through higher-level thinking. |
| C. CLASS PREPARATION | 1. Work completed with little attention to quality. May be sloppy and/or contain errors. Emphasis is on getting work done rather than learning. Assignments are sometimes late or missing. Uses current knowledge rather than additional resources to complete work. Procrastinates. | 2. Assignments completed correctly and with accuracy. Work shows basic grasp of the assignment’s intent. Meets assignment deadlines adequately. Makes use of resources provided to complete work. | 3. Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Seeks new resources and additional information to complete work. | 4. Work is of exceptional quality. Shows a desire to pursue the intended learning at a deep level. Work shows evidence of personal reflection and revision. Uses an array of quality resources to add to the scope and depth of project. |
| D. RELATIONSHIPS WITH OTHERS | 1. Usually works only with those of similar ability, race, gender, or ethnicity. Rarely interacts with others, especially those different than self. Main concern appears to be for self, with little concern for others. Does not listen well. | 2. Accepts others despite differences in ability, race, gender, or ethnicity. Interacts with others in a polite, courteous, and professional manner. Shows awareness of others’ needs. Listens to others and understands them. | 3. Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Shows genuine concern for others and their needs. Listens carefully to others and respects their views. | 4. Actively seeks opportunity to work with those of different ability, race, gender, or ethnicity. Actively seeks interaction and feedback from variety of other people. Has compassion for others. |
### E. GROUP WORK

1. **Puts forth minimal effort and fails to do a fair share of the work.**
   - Attendance at group meetings is uneven or absent.
   - Shows little regard for other people or their ideas. May actually be a roadblock for getting a project completed. Does not relate well with others.

2. **Does a fair share of the work.**
   - Accepts responsibility.
   - Attends group meetings. Accepts ideas of others.
   - Related adequately with others and performs basic group responsibilities.

3. **Contributes ideas and efforts to the group.**
   - Comes to meetings prepared and on time.
   - Incorporates ideas of others into the group’s activities. Relates well to others and promotes group success.

4. **Promotes group goals by contributing above and beyond expectations.**
   - Comes early to help facilitate group meetings and is well prepared.
   - Encourages the use of ideas from all. Does everything possible to ensure success for the group.

### F. PROFESSIONAL DEVELOPMENT AND INVOLVEMENT

1. **Unaware of professional organizations and/or professional publications.**
   - Shows little or no interest in professional activities or events. Attends only when mandatory. Little interest in growing professionally.

2. **Aware of professional organizations and/or professional publications.**
   - Occasionally participates in professional activities or events. Sees the importance of professional growth.

3. **References or makes use of professional organizations or publications.**
   - Willingly participates in professional activities or events. Belongs to professional organization(s). Actively engaged in professional growth.

4. **Actively involved with professional organizations and publications.**
   - Seeks opportunities to be involved in professional activities or events. Takes a leadership role in professional organization(s). Makes professional growth a high priority.
| G. RESPECT FOR SCHOOL RULES, POLICIES, AND NORMS | 1. Unaware of school rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for himself/herself, or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others. |
| 2. Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in his/her patterns of behavior, dress, etc. |
| 3. Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in his/her patterns of dress, behavior, etc. |
| 4. Follows school rules and policies and encourages others to respect them. Shows exemplary patterns of behavior with respect to rules and policies dealing with dress, behavior, or other aspects of school operation. |
| H. COMMUNICATION | 1. Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits (e.g., repetition of words or phrases, such as “okay” or “like”). |
| 2. Usually uses correct grammar in oral and/or written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately. |
| 3. Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener. |
| 4. Speaking and writing is flawless in terms of grammatical correctness. Language usage is conventional and respectful. Is articulate and/or persuasive then expressing ideas. |
| I. EMOTIONAL CONTROL AND RESPONSIBILITY | 1. **Emotions not under control.** May lose temper and show outbursts of anger. Is disrespectful of peers and others. Does not take personal responsibility for his/her emotions and behaviors. Blames others or outside circumstances for loss of emotional control. | 2. Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for his/her emotions and behaviors. No overt enthusiasm displayed. | 3. Displays steady emotional temperament, even in potentially volatile situations. Is receptive to viewpoints of others and to their suggestions. Holds self accountable for his/her emotions and behaviors. Displays a sense of humor and/or willingness to get along with others. Minimal enthusiasm for teaching. | 4. Always maintains composure regardless of circumstances. Respects the viewpoints of others and treats them with dignity even when not in agreement with them. Can be depended on to always be accountable and responsible for his/her own emotions and behaviors. Shows enthusiasm for teaching and their students. |
| J. ETHICAL BEHAVIOR AND ROLE MODEL | 1. Shows pattern of dishonest or deceitful behavior. May sacrifice truth for personal advantage. Fails to use discretion in keeping personal confidences entrusted to him/her. Cannot be counted on to keep his/her word or to follow through as promised. Not someone you would like children to emulate or copy. | 2. Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences entrusted to him/her. Strives to be trustworthy and keep his/her word. A sound role model with personal integrity. | 3. Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep his/her word. Shows self to be a person of strong character. A good role model of personal integrity. | 4. Is honest in dealing with others. Shows a passion for truth. Can be depended on in all circumstances to keep personal and professional confidences. Is absolutely trustworthy and can be completely depended upon to keep his/her word. A person who is an outstanding model of personal integrity. |