

This evaluation is used with our candidates in their Methods Practicum *and* in their Student Teaching.

This evaluation tool shows a developmental continuum. *The column to the far right reflects knowledge and skills teachers really cannot demonstrate until they have had the responsibility of the in-service teacher.* The descriptors in this column are included in this rubric in order to describe the learning toward which the candidate is moving as a pre-service teacher. Learning is lifelong!

Use this clinical evaluation with candidates in the Methods Practicum *and* with candidates in Student Teaching.

1 - 4 = **Limited**: The teacher candidate demonstrates little awareness of the expectations of the standard element.

5 - 8 = **Emerging**: The teacher candidate demonstrates awareness of the expectations of the standard element and is beginning to his or her understanding.

9 - 12 = **Ready to Teach**: The teacher candidate demonstrates understanding of the expectations of the standard and demonstrates application at the level of someone ready to take the responsibility of the teacher.

13 - 16 = **Exceeds Readiness**: The teacher candidate demonstrates application of standard at the level of a teacher toward the end of his or her first year of teaching.

NO: No Opportunity to Demonstrate

CONTENT KNOWLEDGE

1— Content Knowledge - Teacher candidates demonstrate the knowledge and skills of a health literate educator.					
	1 - 4 Limited	5 - 8 Emerging	9 - 12 Ready to Teach	13 - 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Key Element A: Teacher candidates describe the theoretical foundations of health behavior and principles of learning.					
Key Element B: Teacher candidates describe the National Health Education Standards.					
Key Element C: Teacher candidates describe practices that promote health or safety.					
Key Element D: Teacher candidates describe behaviors that might compromise health or safety.					
Key Element E: Teacher candidates describe disease etiology and prevention practices.					
Key Element F: Teacher candidates demonstrate the health literacy skills of an informed consumer of health products and services.					

NEEDS ASSESSMENT

2—Needs Assessment - Teacher candidates assess needs to determine priorities for school health education.					
	1 - 4 Limited	5 - 8 Emerging	9 - 12 Ready to Teach	13 - 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Key Element A: Teacher candidates access a variety of reliable data sources related to health.					
Key Element B: Teacher candidates collect health-related data.					
Key Element C: Teacher candidates infer needs for health education from data obtained.					

PLANNING

3—Planning - Teacher candidates plan effective comprehensive school health education curriculum and programs.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Key Element A: Teacher candidates design strategies for involving key individuals and organizations in program planning for School Health Education.					
Key Element B: Teacher candidates design a logical scope and sequence of learning experiences that accommodate all students.					
Key Element C: Teacher candidates create appropriate and measureable learner objectives that align with assessments and scoring guides.					
Key Element D: Teacher candidates select developmentally appropriate strategies to meet learning objectives.					
Key Element E: Teacher candidates align health education curricula with needs assessment data and the National Health Education Standards.					
Key Element F: Teacher candidates analyze the feasibility of implementing selected strategies.					

IMPLEMENTATION

4— Implementation - Teacher candidates implement health education instruction.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Key Element A: Teacher candidates demonstrate multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students.					
Key Element B: Teacher candidates utilize technology and resources that provide instruction in challenging, clear and compelling ways and engage diverse learners.					
Key Element C: Teacher candidates exhibit competence in classroom management					
Key Element D: Teacher candidates reflect on their implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.					

ASSESSMENT

5—Teacher candidates assess student learning.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Key Element A: Teacher candidates develop assessment plans.					
Key Element B: Teacher candidates analyze available assessment instruments.					
Key Element C: Teacher candidates develop instruments to assess student learning.					
Key Element D: Teacher candidates implement plans to assess student learning.					
Key Element E: Teacher candidates utilize assessment results to guide future instruction.					

ADMINISTRATION & COORDINATION

6—Administration and Coordination – Candidates plan and coordinate a school health education program.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Key Element A: Teacher candidates develop a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP).					
Key Element B: Teacher candidates explain how a health education program fits the culture of a school and contributes to the school's mission.					
Key Element C: Teacher candidates design a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and implementing health education.					

BEING A RESOURCE

7—Candidates serve as a resource person in health education.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Key Element A: Teacher candidates use health information resources.					
Key Element B: Teacher candidates respond to requests for health information.					
Key Element C: Teacher candidates select educational resource materials for dissemination.					
Key Element D: Teacher candidates describe ways to establish effective consultative relationships with others involved in Coordinated School Health Programs.					

COMMUNICATION & ADVOCACY

8—Communication and Advocacy – Candidates communicate and advocate for health and school health education.					
	1 – 4 Limited	5 – 8 Emerging	9 – 12 Ready to Teach	13 – 16 Exceeds Readiness	NO No Opportunity To Demonstrate
Key Element A: Teacher candidates analyze and respond to factors that impact current and future needs in comprehensive school health education.					
Key Element B: Teacher candidates apply a variety of communication methods and techniques.					
Key Element C: Teacher candidates advocate for school health education.					
Key Element D: Teacher candidates demonstrate professionalism.					

Student Teaching Narrative Feedback: See the separate directions, with examples.

Music Methods Practicum, EDUC 321/22: The candidate is still developing into the teacher he or she intends to be. Your feedback is important guidance for the candidate as he or she continues to seek opportunities to grow. In the text box, please provide some narrative feedback:

- Candidate strengths
- Areas identified as particular needs for improvement