

**Student Teacher Final Report Part II Rubric - Health**

<b>AAHE Standards</b>	<b>Student Teacher Form - Part II Rubric</b>	<b>Target (3)</b>	<b>Acceptable (2)</b>	<b>Unacceptable (1)</b>
II.B	Criteria 1. Candidate will demonstrate the ability to obtain health-related data about social and cultural environments, growth and developmental factors, needs and interests of both the community and the individual.	Uses systematic approach to obtain health-related data that: -are specific to social & cultural environment of students & community -are related to and adequately address developmental factors -clearly reflect needs & interests of community & individual -provides thorough explanation of connection between health education program & culture of the school -demonstrates how health education program contributes to school's mission	Shows evidence of obtaining health-related data that -reflect social, cultural environment of students & community -are related to developmental factors -reflect needs & interests of community & individual -provides explanation of connection between health education program & school culture -demonstrates connection between health education & school's mission	Obtains health-related data but are lacking in the following -fails to reflect social, cultural environment of students & community -unrelated to developmental factors -does not reflect needs & interests of community & individual -provides inaccurate explanation of the connection between health education programs & the school culture -unable to explain how health education program contributes to school's mission
II.C	Criteria 2. Candidate will be able to interpret concepts, purposes and theories of health education.	Appropriately interpret/infer needs for health education from data obtained	Data interpreted and most needs identified	Data incorrectly interpreted and needs not identified
<b>Not Applicable for Health Education</b>	Criteria 3. Candidate will demonstrate knowledge about human movement based on the theoretical/scientific competencies of the physical education sub-discipline.			

II.C	Criteria 4. Candidate will be able to infer implications from findings for future program planning.	Appropriately infer implications from finding for future program planning	Infer implications from findings	Incorrect interpretation from findings and information not used for future planning
<b>Not Applicable for Health Education</b>	Criteria 5. Candidate will demonstrate a knowledge of the humanistic and behavioral aspect of physical education and an understanding of the health benefits of physical activity and physical fitness for children, and carry over values of these benefits for adult life.			
V.A	Criteria 6. Candidate will demonstrate the ability to develop a plan to assess achievement of instructional objectives.	Develop appropriate assessment plans to measure achievement of instructional objectives	Develop assessment plans to measure achievement	Assessment plan is not appropriate and does not measure instructional objectives
VII.A	Criteria 7. Candidate will demonstrate the ability to utilize computerized health information systems effectively.	Utilize a variety of health information resources effectively	Utilize health information resources	No able to utilize health information resources
<b>Not Applicable for Health Education</b>	Criteria 8. Candidate will demonstrate skill and knowledge regarding the physical education specialty so that they can plan, implement and evaluate physical education programs and instruction.			

VII.A	Criteria 9. Candidate will identify community organizations, resource people and potential participants for support and assistance in program planning.	Used a variety of health information resources for support & assistance in planning. Community organizations & resource people chosen for support were credible and respected, provided expertise in the field of health education.	Utilized resources in the community for support & assistance in planning. Community organizations & resource people were appropriate for health education.	Limited use of community resources. Inappropriate or ineffective resources used in program planning.
VI.A	Criteria 10. Candidate will design educational programs consistent with specified program objectives in the school systems.	Design a plan for comprehensive school health education within coordinated school health program	Design a plan for school health education within coordinated school health program	Plan for school health program is not consistent with coordinated school health program
VI.C	Criteria 11. Candidate will be able to develop a plan for coordinating health education services.	Developed comprehensive plan for coordinating education services. Included all necessary components in efficient manner.	Developed plan for coordinating health education services. Included key components.	Plan for coordinating health education services lacked completeness. Key components of plan were missing.
VII.B	Criteria 12. Candidate will establish effective consultative relationships with those requesting assistance in solving health-related problems.	Readily established effective consultative relationships with those requesting assistance. Took the lead in problem solving or provided significant support in the problem solving process.	Established effective consultative relationships with those requesting assistance. Contributed to problem solving health related issues.	Unable to establish effective consultative relationships with those requesting assistance. Did not demonstrate good problem solving skills in addressing health-related problems.

I.C I.D	Criteria 13. Candidate will distinguish between behaviors that foster and those that hinder the health and well being of individuals.	Clear distinctions are made between practices that promote health and behaviors that might compromise health	Distinctions are made between practices that promote health and behaviors that might compromise health	No distinction is made between practices that promote health and behaviors that might compromise health
III.B	Criteria 14. Candidate will be able to develop a logical scope and sequential plan for health education programming and delivery.	Develop a logical scope and sequence of learning experience that accommodates all students	Develop a logical scope and sequence of learning experiences	Scope and sequence is not logical and does not accommodate all students
IV.A	Criteria 15. Candidate will exhibit competence in carrying out planned educational programs.	Demonstrate multiple instructional strategies that reflect effective pedagogy and health education theories and models that facilitate learning for all students	Demonstrate instructional strategies that reflect effective pedagogy and health education theories and models that facilitate learning for most students	Demonstrate few instructional strategies that reflect effective pedagogy and health education theories and models that facilitate learning for students
IV.B	Criteria 16. Candidate will select methods and media best suited to implement program plans for specific learners in health education.	Utilize technology and resources that provide instruction in challenging, clear and compelling ways and engage diverse learners	Utilize technology and resources that provide appropriate instruction and engage most students	Limited use of technology and resources to provide instruction and engage students
VIII.A	Criteria 17. Candidate will develop the awareness which will permit them to predict the impact of societal value systems on health education programs.	Analyzed the impact of societal value systems on health education programs accurately. Accepted various viewpoints and worked effectively with differences in value systems.	Explained the impact of societal value systems on health education programs. Accepted differences in value systems related to health education programs.	Unable to predict the impact of societal value systems on health education programs. Allowed personal bias & values to interfere with rational thought process.

<b>Not Applicable for Health Education</b>	Criteria 18. Candidate experiences are designed so that the student can demonstrate physical education outcomes to accomplish individual differences among learners, and to adapt instruction to environmental constraints. Candidates will demonstrate both skill and knowledge regarding: 1) planning the teaching and learning process, 2) implementing the teaching and learning process and 3) evaluating the teaching learning process formatively and summatively.			
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