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**Student Teaching Internship in Health Education**

The health education program has been accredited in 2008 according to the National Council on Teaching Education (NCATE)* and the American Association for Health Education (AAHE) Standards for Health Education.

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

**Standard II:** Needs Assessment: Candidates assess needs to determine priorities for school health education.

**Standard III:** Planning: Candidates plan effective comprehensive school health education curricula and programs.

**Standard IV:** Implementation: Candidates implement health education instruction.

**Standard V:** Assessment. Candidates assess student learning.

**Standard VI:** Administration and Coordination. Candidates plan and coordinate a school health education program.

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

The National Health Education Standards* state that:

**Standard I:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Standard 3:** Students will Demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will Demonstrate the ability to use decision-making skills to enhance health

**Standard 6:** Students will Demonstrate the ability to use goal-setting skills to enhance health.
**Standard 7:** Students will Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will Demonstrate the ability to advocate for personal, family and community health.

(*Students should review and become familiar with ALL the above standards in greater detail as listed in Appendix A and B*)

“Health Education is an applied field with the expressed purpose of promoting human health. The focus of health education is the health-related behavior of the individual, family, and community. Health behavior evolves from the life processes of growing and developing, interacting, and decision-making. Because effective health education is predicated on assisting individuals, families, and communities to learn and possess a number of competencies emanating from three broad areas of knowledge. (1) The methods and processes of health education practice, (2) content that embodies major health issues confronting the society, (3) the obligations one assumes on becoming a professional health educator (a health education specialist), and the accumulated experience of the practice of health education over time (professional socialization).

Because health education is both the science and art of dealing with the complexities of human behavior in the context of health, the field of health education draws from several disciplines in the biomedical, behavioral and social sciences, from education. Concepts, principles, and generalizations from these disciplines form the basic foundation for health education students.

**Curriculum Framework for Professional Education**

In keeping with the mission of the College of Education the School Health student teaching experience serves as the capstone experience through which candidates demonstrate their ability through:

- **Mission:** Inspire, education and prepare facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced
- **Vision:** Integrated Themes
  - Ensuring academic mastery
  - Reflecting upon refining best practices
  - Preparing educators for diverse and inclusive classrooms
  - Utilizing appropriate technology
  - Developing professional conscience
  - Developing collaborative partnerships
  - Providing leadership through scholarly endeavors

In order to accomplish this professional preparation the program introduces concepts, principles, and skills from three tiers of knowledge. These include (1)
basic preparation in the social and behavioral science, the biomedical science and education, (2) professional preparation in health topics and issues, in processes and methodologies of teaching learning and the professional socialization, and (3) familiarity with the field of practice. The programs integrate concepts, principles, and skills from these in order to help students develop the necessary health education competencies.

School Health Education candidates become teachers who inspire, assist, organize, promote and impact student learning.
Requirements for Admission into the Student Teaching Experience

Candidates who elect to participate in the Student Teaching experience will be eligible to qualify for a professional certificate in the Health Education content area from the Maryland State Department of Education.

Candidates opting for the Student Teaching experience or both Student Teaching and Fieldwork experience must meet the following requirements.

1. 2.50 Overall GPA
2. 2.75 GPA in Health Courses
3. 2.75 GPA in Education Courses
4. Pass Speech & Hearing Test during HLTH 222 or before the end of their first semester as a Health Science major. Speech and Hearing screening is given by the university’s Speech-Language Hearing Clinic.

5. Take, pass and submit proof of one (1) of the following:
   a – Praxis I Date: _____________ Passed: _____________
   (must be taken by end of semester while taking HLTH 222 or before the end of their first Semester as a health science major)
   b – SAT taken after 2005, math and critical reading composite score of 1100
   c – SAT taken between 4/95 and 2005, math and verbal composite Score of 1100
   d – SAT taken prior to 4/95, math and verbal composite score of 100
   e – ACT composite score of 24
   f – GRE math and verbal composite score of 1000

6. Complete a criminal background check prior to applying for Student Teaching
7. Pass Praxis II Examination before taking HLTH 425

Additional information available on the Praxis I and Praxis II exam on the College of Education website at: http://www.towson.edu/coe/cpp/screening/praxis.asp

Appeals of the requirements must be made in writing to the Department Chairperson and to the Dean of the College of Education. Students who do not meet all requirements will not be placed for Student Teaching. The final decision is made by the Dean of the College of Education.
Preinternship Meeting
Application forms of intent to student teaching should be submitted to the Student Teacher Coordinator one semester before you intend to do student teaching. This form should include your Degree Progress Report, a signed Advising Sheet by your advisor, a copy of your Speech/Hearing Test and a copy of your Praxis I and II scores. During the student teaching application and student teaching experience, the student teaching coordinator becomes their advisor.

A general meeting of all prospective Student Teachers will be also held the semester preceding the student teaching experience. ATTENDANCE IS MANDATORY at this preinternship meeting. At this meeting you will be provided with the following: Criminal Background Check Forms, internship placement site information, and other requirements and expectations regarding your students teaching experience. You must also attend the Center for Professional Practice Office mandatory meeting when scheduled.

Additional Requirements students must meet before beginning their student teaching:

A. Disposition Statement: The behaviors demonstrated as educators interact with students, families, colleagues and communities, which are expected of professionals and support student learning and development. NCATE expects candidates to demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn. Based on their mission, professional education units may determine additional professional dispositions they want candidates to develop. NCATE expects institutions to assess professional dispositions based on observable behavior in educational settings.

B. Criminal Background Check: Process completed and forms submitted by deadline as instructed in Preinternship Meeting

C. Physical exams completed by students prior to being admitted to the university, must be on file at the Dowell Health Center

D. TB Test: All candidates scheduled for student teaching must show evidence of a negative TB Test of X-ray before entering schools. The test cannot be more than one year old. The university’s health center provides free testing services.

E. It is highly recommended the candidate schedule a flu shot before their student teaching experience.

F. Candidates must have successfully completed all required education courses as outlined in course of study. Also, students must have completed all of course work in Health Education required for approved program certification and department approval.
After meeting all preinternship requirements you will then be given directions for registering on TIMS for the Student Teaching placement. The College of Education's Secondary Education Handbook can be obtained from the Center for Professional Practice Office.
HLTH 387 / HLTH 388

Syllabus and Other Requirements

Towson University
Health Science Department
Student Teaching in the Secondary Schools

HLTH 387 (6)       HLTH 388 (12)

Catalog Course Description

Practical experience in observation, participation and student teaching in public school classrooms under the guidance of master teachers and a University Supervisor.
(Prerequisites: PSYC 201, HLTH 425, HLTH 426, HLTH 430, HLTH 430, HLTH 432, SCED 341, SCED 460, SPED 301 satisfactory completion of PRAXIS I test, Speech and Hearing Screening, Criminal Background Check, completion of QPA requirements.)

**AAHE/NCATE Standards**
These courses as capstone experience will give evidence that candidates have mastered the following AAHE/NCATE Standards:

I: Content Knowledge: Candidates demonstrate the knowledge and skills of a health–literate educator.
II: Needs Assessment: Candidates assess needs to determine priorities for school health education.
III: Planning: Candidates plan effective comprehensive school health education curricula and programs.
IV: Implementation: Candidates implement health education instruction.
V: Assessment: Candidates assess student learning.
VI: Administration and Coordination: Candidates plan and coordinate a school health education program.
VII: Being a Resource. Candidates serve as a resource person in health education.
VIII: Communication and Advocacy. Candidates communicate and advocate for health and school health education.

** Students should review the Key Elements for each Standard in Appendix A.**
Capstone Experience and Expectations

HLTH 387/388 Student Teaching in the Secondary Schools is a 6-12 credit experience and is the capstone pedagogical experience and, as such, is the summative assessment of the candidate. Only the School Health candidates take 12 credits and the School Health and Community Health (dual) candidates take 6 credits. The requirements for completion are the same regardless of the number of credits taken.

All pre-service candidates in teacher education programs whose programs of study requires an intensive and extensive internship or student teaching experience in a public setting (5 through 12) are required to undergo a criminal background check before beginning the experience.

The Criminal Background Check form must be on file in the Center for Professional Development Office HH 302.

Course Requirements
- Attendance at all student teaching functions.
- Appropriate disposition assessment.
- Prepare resume.
- Submit Health Science Department assessment portfolio at first seminar.
- Submit Student Teacher Schedule to University Supervisor.
- Prepare a Unit Plan.
- Prepare appropriate Lesson Plans assigned by Master Teacher.
- Email Journal to University Supervisor.
- Prepare weekly Lesson Plans using the University College of Education.
- Use Lesson Plan model JPTARR.
- Prepare Bulletin Boards.
- Student Teaching Competencies Check List.
- Develop Teaching experience Educational Portfolio.
- Develop Student Teaching Lesson Plans.
- Develop Student Learning Portfolio.
- Participate in Department Seminars.
- Participate in College of Education Seminars.
- Submit a Mid-Semester Program Report.
- Complete Final Evaluation Forms.
- Submit Applications to Local Education Agencies.
- Participate in College of Education Job Fair.
- Take Praxis II Health Education
- Student Teaching Lesson Plan and Student Learning Portfolio Format and Rubric information will be received at the Pre-Student Teaching Meeting.
Grading
All assignments are graded on a pass/fail according to the rubrics. All student teaching experiences at Towson University are graded on a Satisfactory/Unsatisfactory. In order to achieve a satisfactory rating all assignments must be submitted on time and be acceptable to the Master Teacher and University Supervisor. Upon completion of all required material and the Student Teacher experience, candidates will be awarded a grade of Satisfactory or Unsatisfactory (S/U) for the 6 credits or 12 credit capstone experiences.
In order to ensure that our teacher candidates are prepared to gather evidence of their positive impact on student learning, all departments are expected to teach, systematically and explicitly, a lesson plan format that prepares our interns to incorporate the following activities, as described by Emerson Elliott, when they take responsibility for a significant unit of instruction. Your department may not use Elliott’s JPTAAR terminology, but you must specifically identify and demonstrate that each core element/activity is included. By **October 1**, please attach the lesson plan format that your department teaches in its introductory methods course(s), and use this form to explain how you implement each underlined component of the core activities in that format. A model using the format taught during the professional year and developed by the Center for Professional Practice is attached as an example of how to use this form.

**DEPARTMENT**  
Health Science

**LESSON PLAN TITLE**  
Session/Lesson Plan

**TAUGHT IN** (name specific classes)  
Health 315; Health 425

<table>
<thead>
<tr>
<th align="left"><strong>JUDGES PRIOR LEARNING:</strong> undertakes systematic assessment to understand the prior P12 student learning in the area he or she will teach.</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">In the Judges prior learning section, interns are directed to develop and implement a pretest/pre-assessment. They are also instructed to use formative assessment while teaching. Finally, they will use post test assessment to judge the effectiveness of their lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th align="left"><strong>PLANS INSTRUCTION:</strong> plans an appropriate sequence of instruction to advance P12 student learning, based on the prior assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">In the Background of session, students list where the lesson fits in the unit. They are to explain which educational theories are used for this lesson. In the Daily Behavioral Objectives section, interns list objectives. In the Blue Print for Educational Experience, interns will plan the session, making sure they are aligned with Health Education Standards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th align="left"><strong>TEACHES:</strong> teaches P-12 students to acquire and use content knowledge in meaningful ways, engaging those who bring differing background knowledge and learning needs, and providing students opportunities to demonstrate the use of critical and creative thinking skills.</th>
</tr>
</thead>
</table>
In the Blue For Education Experiences, interns are instructed to write the lesson with all information needed for teaching. They are reminded to be creative and varied to meet the needs of all learners.

**ASSESSES:** conducts a concluding objective test or alternative assessment(s).

Interns are instructed to list and describe three techniques that could be used to evaluate learners’ knowledge, comprehension, ability to use the information, motivation to change, decision making ability, etc. They are also instructed to include the post test assessment.

**ANALYZES:** analyzes the results of the concluding assessment(s), documenting the student learning that occurred at individual and group levels, including explanation of results from students who learned more or less than expected and results from each subgroup of students.

In the Analyze section, interns are instructed to analyze the results of the concluding assessments to compute percentage of change from pretest to post test. They are instructed to document student learning that occurred at individual and group levels, including explanation of results from learners who learned more or less than expected and results from each subgroup of students.

**REFLECTS:** reflects on changes in teaching that could improve results.

In the Reflection section, interns will discuss the impact on students learning and areas of strengths and weaknesses in your session/lesson. They need to cite evidence of learning to explain how they influenced learning through instruction and to reflect on what strategies were effective or not effective and why? They will then discuss what changes they will make for future lessons to make the experience stronger and improve results. Compose and include two professional learning goals.
### Instructional Methods (Health 425) Lesson Plans and Teaching Portfolio Scoring Guide

**Teacher Candidate ___________________________  Semester/Year ________________**

**Evaluator ___________________________**

Analysis Scale:
3= Target. Work is outstanding and exceeds expectations.
2= Acceptable. Work is average and is standard practice. This is the minimal expectation.
1= Unacceptable. Work is poor and unacceptable.

<table>
<thead>
<tr>
<th>I. Planning AAHE STANDARDS</th>
<th>Acceptable=2</th>
<th>Unacceptable=1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidates:</strong></td>
<td></td>
<td></td>
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<tr>
<td>1. II-B</td>
<td>demonstrate in-depth health knowledge</td>
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<tr>
<td></td>
<td>accurately assess student’s current knowledge, attitudes and skills</td>
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<td></td>
<td>design developmentally –appropriate and culturally sensitive knowledge and skill-building experiences for a diverse group of learners</td>
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<tr>
<td>2. I-A</td>
<td>display functional health knowledge</td>
<td></td>
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<tr>
<td></td>
<td>assess student’s current knowledge, attitudes and skills</td>
<td></td>
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<tr>
<td></td>
<td>work to ensure that information is culturally sensitive and developmentally appropriate</td>
<td></td>
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<tr>
<td>3. II-B</td>
<td>formulate measurable learner objectives to address state/national standards</td>
<td></td>
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<tr>
<td></td>
<td>design new and innovative instructional strategies that reflect objectives and address diverse learning styles</td>
<td></td>
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<tr>
<td></td>
<td>incorporate multiple strategies</td>
<td></td>
<td></td>
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<tr>
<td>4. II-C</td>
<td>use existing curriculum to develop instructional strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. II-D</td>
<td>use more than 1 strategy to achieve objectives</td>
<td></td>
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</tr>
<tr>
<td>6. II-C</td>
<td>plan instructional strategies that encourage success in learners with varying levels of readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. III-A</td>
<td>cannot design measurable learner objectives addressing state/national standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>incorporate multiple strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>use more than 1 strategy to achieve objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>plan instructional strategies to address different learner readiness level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>propose instructional strategies unrelated to program objectives or performance indicators</td>
<td></td>
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<tr>
<td></td>
<td>do not use varying strategies</td>
<td></td>
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<tr>
<td></td>
<td>fail to include instructional strategies for varying levels of learner readiness</td>
<td></td>
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</tr>
<tr>
<td>AAHE STANDARDS</td>
<td>Target=3</td>
<td>Acceptable=2</td>
<td>Unacceptable=1</td>
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<tr>
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<tr>
<td><strong>8. III-A</strong></td>
<td>Candidates: identify factors and incorporate strategies to enhance the success of health education and coordinated School Health Programs</td>
<td>Candidates: identify factors that lead to the success of health education and coordinated School Health Programs</td>
<td>Candidates: fail to identify factors contributing to the success of health education and coordinated School Health Programs</td>
</tr>
<tr>
<td></td>
<td>incorporate on line teaching resources and data bases in designing learning activities that engage diverse students in developmentally appropriate, meaningful, health promoting experiences</td>
<td>identify online reaching resources and data bases available for assistance in designing health promoting learning activities.</td>
<td>are unaware of technology resources available for assistance in designing health lessons</td>
</tr>
<tr>
<td><strong>9. VI-A</strong></td>
<td>incorporate on line teaching resources and data bases in designing learning activities that engage diverse students in developmentally appropriate, meaningful, health promoting experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>create and disseminate accurate and valid health materials for diverse audiences</td>
<td>select, assemble, and distribute valid and reliable health materials for diverse audiences</td>
<td>cannot accurately evaluate the validity and reliability of health materials</td>
</tr>
<tr>
<td></td>
<td>create an educational plan that is fully developed and easy to follow</td>
<td>create an educational plan that is well developed and clear</td>
<td>create an educational plan that is not fully developed and that is difficult to follow</td>
</tr>
<tr>
<td></td>
<td>create an educational experience that is meaningful, relevant and significant</td>
<td>create an educational experience that has importance for learner</td>
<td>create an educational experience that is not relevant to learner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II. Implementation</strong></th>
<th>Target=3</th>
<th>Acceptable=2</th>
<th>Unacceptable=1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. II-A</strong></td>
<td>Candidates: interpret information about students’ current knowledge, attitudes, perceptions and skills to determine readiness for lesson</td>
<td>Candidates: gather information about students’ previous knowledge, attitudes, perceptions and skills to determine readiness for lesson</td>
<td>Candidates: fail to pretest students or use other data to determine readiness to learn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>observe student reaction in order to revise instructional strategy when needed</td>
<td>make limited revisions based on student response</td>
<td>do not change strategies based on student needs and response</td>
<td></td>
</tr>
<tr>
<td><strong>2. II-A</strong></td>
<td></td>
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</table>
### AAHE STANDARDS

<table>
<thead>
<tr>
<th>Target=3</th>
<th>Acceptable=2</th>
<th>Unacceptable=1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. II-C</strong></td>
<td><strong>Candidates:</strong> apply diverse, innovative instructional strategies that accurately match specific learner objectives and performance indicators</td>
<td><strong>Candidates:</strong> employ methods that impact cognitive, affective, and skill domains</td>
<td><strong>Candidates:</strong> use limited range of educational methods that are passive rather than experiential</td>
</tr>
<tr>
<td></td>
<td>adequately facilitates dispositions and skills to facilitate large and small group discussions to increase student’s critical thinking skills</td>
<td>unable to facilitate group discussions</td>
<td></td>
</tr>
<tr>
<td><strong>4. II-C</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>manage classroom and maintain order</td>
<td>lack classroom management skills</td>
<td></td>
</tr>
<tr>
<td><strong>5. II-C</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>effectively use a variety of resources and media</td>
<td>make no changes in lesson based on learner needs</td>
<td></td>
</tr>
<tr>
<td><strong>6. II-C</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>attempt to adjust lesson to learner needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7. II-D</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>are mostly successful with timing and enunciation, and demonstrates enthusiasm for subject</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Evaluation

<table>
<thead>
<tr>
<th>Target=3</th>
<th>Acceptable=2</th>
<th>Unacceptable=1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. IV-A</strong></td>
<td><strong>Candidates:</strong> adapt existing and/or develop valid and reliable performance-based tools for measuring student outcomes</td>
<td><strong>Candidates:</strong> devise a realistic and feasible evaluation plan</td>
<td><strong>Candidates:</strong> are unable to create or adapt a valid evaluation plan</td>
</tr>
<tr>
<td></td>
<td>select measures matched with designated evaluation purposes</td>
<td>select appropriate formative and summative evaluation methods to determine student progress</td>
<td>are unable to administer assessment measures related to the evaluation plan</td>
</tr>
<tr>
<td>AAHE STANDARDS</td>
<td>Target=3</td>
<td>Acceptable=2</td>
<td>Unacceptable=1</td>
</tr>
<tr>
<td>----------------</td>
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<td>----------------</td>
</tr>
<tr>
<td>3. IV-B</td>
<td><strong>Candidates:</strong> use both qualitative and quantitative measurement instruments and data to assess impact on student learning</td>
<td><strong>Candidates:</strong> uses appropriate data collection methods to assess impact on student learning</td>
<td><strong>Candidates</strong> do not relate assessment to student outcomes</td>
</tr>
<tr>
<td>4. IV-B</td>
<td>devise detailed collection methods to implement a comprehensive evaluation plan</td>
<td>delineate steps to implement evaluation plans</td>
<td>do not list steps to implement evaluation plans</td>
</tr>
<tr>
<td>5. IV-D</td>
<td>make multiple recommendations for instruction program based on evaluation results</td>
<td>use results to determine and recommend changes in instructional programs</td>
<td>make inappropriate or no recommendations for program changes</td>
</tr>
</tbody>
</table>
# HLTH 387/388 Student Teaching Lesson Plan and Student Learning Portfolio Scoring Guide

Analysis Scale:
3= Target. Work is outstanding and exceeds expectations
2=Acceptable. Work is average and is standard practice
1=Unacceptable. Work is poor and unacceptable.

## I. Planning

<table>
<thead>
<tr>
<th>AAHE STANDARDS</th>
<th>Target=3</th>
<th>Acceptable=2</th>
<th>Unacceptable=1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I-A</td>
<td><em>Candidates:</em> accurately assess student’s current knowledge, attitudes and skills</td>
<td><em>Candidates:</em> assess students’ current knowledge, attitudes and skills</td>
<td><em>Candidates:</em> do not assess students’ knowledge, attitudes and skills</td>
<td></td>
</tr>
<tr>
<td>2. I-C</td>
<td>choice of content is linked with students’ prior knowledge</td>
<td>choose some content determined by students’ prior knowledge</td>
<td>choose content that is not determined by students’ prior knowledge</td>
<td></td>
</tr>
<tr>
<td>3. II-B</td>
<td>design developmentally –appropriate and culturally sensitive knowledge and skill-building experiences for a diverse group of learners</td>
<td>work to ensure that information is culturally sensitive and developmentally appropriate</td>
<td>do not incorporate culturally and developmentally appropriate material</td>
<td></td>
</tr>
<tr>
<td>4. II-C</td>
<td>formulate meaningful and measurable learner objectives to address state/national standards</td>
<td>design measurable cognitive, affective, and skills-based learner objective that are developmentally appropriate</td>
<td>cannot design measurable learner objectives addressing state/national standards</td>
<td></td>
</tr>
<tr>
<td>5. II-D</td>
<td>design new and innovative instructional strategies that reflect objectives and address diverse learning styles</td>
<td>use existing curriculum to develop instructional strategies</td>
<td>propose instructional strategies unrelated to program objectives or performance indicators</td>
<td></td>
</tr>
<tr>
<td>6. II-C</td>
<td>incorporate multiple strategies</td>
<td>use more than 1 strategy to achieve objectives</td>
<td>do not use varying strategies</td>
<td></td>
</tr>
<tr>
<td>7. II-D</td>
<td>include strategies that motivate and engage students and that encourage critical thinking</td>
<td>include strategies that engage and motivate students</td>
<td>include strategies that are teacher-centered</td>
<td></td>
</tr>
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</table>
### AAHE STANDARDS

<table>
<thead>
<tr>
<th>Target=3</th>
<th>Acceptable=2</th>
<th>Unacceptable=1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8. III-A</strong></td>
<td>Candidates: plan instructional strategies that encourage success in learners with varying levels of readiness</td>
<td>Candidates: plan instructional strategies to address different learner readiness levels</td>
<td>Candidates: fail to include instructional strategies for varying levels of learner readiness</td>
</tr>
<tr>
<td><strong>9. III-A</strong></td>
<td>Candidates: identify factors and incorporate strategies to enhance the success of health education and coordinated School Health Programs</td>
<td>Candidates: identify factors that lead to the success of health education and coordinated School Health Programs</td>
<td>Candidates: fail to identify factors contributing to the success of health education and coordinated School Health Programs</td>
</tr>
<tr>
<td><strong>10. VI-A</strong></td>
<td>Candidates: incorporate online teaching resources and databases in designing learning activities that engage diverse students in developmentally appropriate, meaningful, health promoting experiences</td>
<td>Candidates: identify online reaching resources and data bases available for assistance in designing health promoting learning activities</td>
<td>Candidates: are unaware of technology resources available for assistance in designing health promoting learning activities</td>
</tr>
<tr>
<td><strong>11. VI-D</strong></td>
<td>Candidates: create and disseminate accurate and valid health materials for diverse audiences</td>
<td>Candidates: select, assemble, and distribute valid and reliable health materials for diverse audiences</td>
<td>Candidates: cannot accurately evaluate the validity and reliability of health materials</td>
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</table>

### II. Implementation

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<tr>
<th>Target=3</th>
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<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. I-C</strong></td>
<td>Candidates: interpret information about students’ current knowledge, attitudes, perceptions and skills to determine readiness for lesson</td>
<td>Candidates: gather information about students’ previous knowledge, attitudes, perceptions and skills to determine readiness for lesson</td>
<td>Candidates: fail to pretest students or use other data to determine readiness to learn</td>
</tr>
<tr>
<td><strong>2. II-C</strong></td>
<td>Candidates: include diverse, innovative instructional strategies that accurately match specific learner objectives and performance indicators</td>
<td>Candidates: include methods that impact cognitive, affective, and skill domains</td>
<td>Candidates: include limited range of educational methods that are passive rather than experiential</td>
</tr>
</tbody>
</table>
## III. Evaluation

<table>
<thead>
<tr>
<th>AAHE STANDARDS</th>
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<th>Acceptable=2</th>
<th>Unacceptable=1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. IV-A</td>
<td>Candidates: adapt existing and/or develop valid and reliable performance-based tools for measuring student outcomes</td>
<td>Candidates: devise a realistic and feasible evaluation plan</td>
<td>Candidates: are unable to create or adapt a valid evaluation plan</td>
<td></td>
</tr>
<tr>
<td>2. IV-A</td>
<td>select measures matched with designated evaluation purposes</td>
<td>select appropriate formative and summative evaluation methods to determine student progress</td>
<td>are unable to administer assessment measures related to the evaluation plan</td>
<td></td>
</tr>
<tr>
<td>3. IV-B</td>
<td>use both qualitative and quantitative measurement instruments and data to assess impact on student learning</td>
<td>uses appropriate data collection methods to assess impact on student learning</td>
<td>do not relate assessment to student outcomes</td>
<td></td>
</tr>
<tr>
<td>4. IV-B</td>
<td>devise detailed collection methods to implement a comprehensive evaluation plan</td>
<td>delineate steps to implement evaluation plans</td>
<td>do not list steps to implement evaluation plans</td>
<td></td>
</tr>
<tr>
<td>5. IV-D</td>
<td>make multiple recommendations for instruction program based on evaluation results</td>
<td>use results to determine and recommend changes in instructional programs</td>
<td>make inappropriate or no recommendations for program changes</td>
<td></td>
</tr>
<tr>
<td>6. IV-D</td>
<td>cite evidence of learning to explain how they influenced learning through instruction</td>
<td>explain how they influenced learning through instruction</td>
<td>are unaware of student changes in learning</td>
<td></td>
</tr>
<tr>
<td>7. IV-C</td>
<td>reflect on what strategies were/were not effective and why</td>
<td>identify strategies that were/were not effective</td>
<td>are unable to distinguish those strategies that were successful from those that were unsuccessful</td>
<td></td>
</tr>
<tr>
<td>8. IV-D</td>
<td>list 2 professional learning goals for self that emerged from reflection and experiences in the unit</td>
<td>discuss one needed professional improvement</td>
<td>are unable to identify needed professional improvements</td>
<td></td>
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</table>
Introduction and Rationale

The Teacher Education Executive Board (TEEB) has a responsibility to the education community to ensure that individuals whom Towson University recommends to the State of Maryland for certification are highly qualified to join the education profession. The teaching profession requires strong academic preparation, mastery of pedagogy, and other professional competencies. The profession also requires non-academic professional behaviors, such as interpersonal skills, which are as critical to success as those in the academic domain. The goal of this Professional Behavior Policy is to help candidates demonstrate professional behaviors in a school environment. This document sets forth those essential professional behaviors for the entire education unit.

A professional behavior policy serves several important functions, including, but not limited to: (a) providing information to those considering teaching careers that will help such students in their career decision-making; (b) serving as the basis for feedback provided to students throughout their teaching program regarding their progress toward mastery of all program objectives; and (c) serving as the basis for the final assessment of attainment of graduation requirements and recommendation for certification.

All candidates in education programs are expected to demonstrate they are prepared to work with students and adults in educational settings. This preparation results from the combination of successful completion of Towson University coursework, field/internship experiences, and the demonstration of professional behavior that all educators should possess. These professional behaviors are outlined below.

EDUCATION PROFESSIONAL BEHAVIOR STATEMENT

The Teacher Education Executive Board (TEEB) reserves the right for each department/program to refuse, deny, or revoke the application for admission to professional education programs or continuation in professional education programs of any student whose observed behavior is deemed incongruent with established guidelines of professional behavior.

As a professional discipline, education is “vested by the public with a trust and responsibility requiring the highest ideals of professional service.” All teacher education students agree to accept “the responsibility to adhere to the highest ethical standards of professional behavior.” Placing the importance of professional behavior and duties above one’s own convenience is the cornerstone of professionalism.

All teacher education students are responsible for understanding department- and program-specific professional expectations. In addition to fulfilling all academic requirements, successful completion of all field experiences requires demonstrated professional behavior including, but not limited to, punctuality, attendance, professional attire, discretion, respect

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1Adapted from the University of Maryland, College Park (2005) College of Education Technical Standards Policy. Used with permission.
for confidentiality, effective and appropriate communication with University and school-based students and personnel, and acceptance of diversity.

All teacher education students must exhibit behaviors consistent with the University’s Code of Behavior and established professional practice in educational and clinical settings. Successful completion of all field experiences is a requirement for continuation in the education program.

**Program Expectations of Behavior**

The Education Program’s Expectations of Professional Behavior are grouped into three categories: Communication/Interpersonal Skills, Emotional and Physical Abilities, and Personal and Professional Behavior.

**Candidates enrolled in an education program must:**

**Communication/Interpersonal Skills**

- express themselves effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff
  
  - Candidates write clearly and use correct grammar and spelling. They demonstrate sufficient skills in written Standard English to understand content presented in the program and to adequately complete all written assignments, as specified by faculty.
  
  - Candidates communicate effectively with other students, faculty, staff, and professionals. They express ideas and feelings clearly and demonstrate a willingness and an ability to listen to others.
  
  - Candidates demonstrate sufficient skills in spoken Standard English to understand content presented in the program, to adequately complete all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

- have communication skills that are responsive to a variety of perspectives represented in diverse classrooms and/or other professional environments

  - Candidates appreciate the value of diversity and look beyond self in interactions with others. They must not impose personal, religious, sexual, and/or cultural values on others.
  
  - Candidates demonstrate their awareness of appropriate social boundaries between students and educators and their readiness to observe those boundaries.

- have the necessary interpersonal competencies to function effectively with students and parents/guardians, and to function collaboratively as part of a professional team

  - Candidates demonstrate positive social skills in professional and social interactions with faculty, colleagues, parents/guardians, and students.
  
  - Candidates demonstrate the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students.
Emotional and Physical Abilities

- be able to work appropriately with time constraints and deadlines, to concentrate in distracting situations, to make subjective judgments to best serve the needs of students, and to ensure safety in the classroom and in emergency situations
  
  o Candidates demonstrate the ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to cope with variations in workload and stress levels.
  o Candidates demonstrate the ability to multi-task and to adapt to and display flexibility in changing situations.
  o Candidates possess the ability to make and execute quick, appropriate, and accurate decisions in a complex, stressful environment.
  o Candidates maintain composure and continue to function well in a myriad of situations.

- have the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties
  
  o Candidates exhibit motor and sensory abilities to attend and participate in class and practicum placements.
  o Candidates tolerate physically demanding workloads and to function effectively under stress.

Personal and Professional Behavior

- arrive on time for professional commitments, including classes and field experiences
  
  o Candidates meet deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.

- seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive reviews of their work from supervisors
  
  o Candidates reflect on their practice and accept constructive feedback in a professional manner. They demonstrate the ability to act upon appropriate suggestions and reasonable criticism.
  o Candidates are flexible, open to new ideas and willing to modify their beliefs and practices to best serve the needs of their students.

- demonstrate attitudes of integrity, responsibility, and tolerance
  
  o Candidates demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving credit for the ideas of others; and providing proper citation of source materials.
  o Candidates interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual
preferences.

- Candidates must not make verbal or physical threats; engage in sexual harassment; become involved in sexual relationships with their students, supervisors, or faculty; or abuse others in physical, emotional, verbal, or sexual ways.

- Candidates demonstrate the ability to understand the perspectives of others and the ability to separate personal and professional issues.

- Candidates exhibit acceptance of and are able to make appropriate adjustments for exceptional learners.

- Candidates protect the confidentiality of student and colleague information unless disclosure serves professional purposes or is required by law.

- **show respect for self and others**

  - Candidates exhibit respect for all Towson University and school personnel, peers/colleagues, students, their parents/guardians, and community members.
  
  - Candidates know cell phone use is prohibited during class hours (inc.texting).
  
  - Candidates are free of the influence of illegal drugs and alcoholic beverages on university premises and field placements. They are expected to abide by the Towson University Code of Student Behavior.
  
  - Candidates demonstrate the ability to deal with personal and professional stressors through the use of appropriate coping mechanisms. They handle stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others.
  
  - Candidates use sound judgment. They seek and effectively use help for medical and emotional problems that may interfere with scholastic and/or professional performance.
  
  - Candidates realize their representations on the internet will be considered within the scope of their professional demeanor.

- **project an image of professionalism.**

  - Candidates demonstrate appropriate personal hygiene.
  
  - Candidates dress appropriately for their professional contexts.
  
  - Candidates possess maturity, self-discipline, and appropriate professional judgment.
  
  - Candidates attend and assist as needed in lessons being observed.
  
  - Candidates demonstrate good attendance, integrity, honesty, conscientiousness in work, and teamwork.

**Implementation and Review Procedures**

Each program of education will introduce this policy, and candidates will receive a copy of the Program’s Professional Behavior Policy and sign a Professional Behavior Policy Acknowledgement Form prior to the entry of the clinical experiences. Candidates in the programs will be required to submit an updated Professional Behavior Policy Acknowledgement Form prior to entry into the Professional Year.

At various points (e.g., field experiences) candidates will be notified of Professional Behavior inadequacies that may prevent them from progressing through their program. Documentation and consensus regarding the student’s functioning will be sought before any action is taken. Candidates
who experience deficiencies in any areas will be encouraged to seek appropriate professional help from Towson University or other sources. If the problem seems to be beyond remediation, the candidate’s continuation in professional programs, graduation, or recommendation for certification may be denied.

**Assistance for Individuals with Disabilities**

Professional behavior may be met with or without accommodations. The University complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, Towson University will endeavor to make reasonable accommodations with respect to its behavior standards for an applicant with a disability who is otherwise qualified. "Disability" shall mean, with respect to an individual, (1) a physical or mental impairment that substantially limits one or more of the major life functions of such individual; (2) a record of such an impairment; or (3) being regarded as having such an impairment. The University reserves the right to reject any requests for accommodations that are unreasonable, including those that would involve the use of an intermediary that would require a student to rely on someone else’s power of selection and observation, fundamentally alter the nature of the University's educational program, lower academic standards, cause an undue hardship on the University, or endanger the safety of students or others.

For all requests for accommodations, students should contact Towson University's Disability Support Services (410-704-2638) and follow established university policy and procedures.

Unless a student has expressly waived his or her privilege to confidentiality of medical records provided to substantiate either a disability or a recommendation for an accommodation, program administrators to which such information has been communicated shall maintain such information in a manner that preserves its confidentiality. Under no circumstances shall such information become part of a student's academic records.

7/1/09
TOWSON UNIVERSITY
PROFESSIONAL BEHAVIOR POLICY
EDUCATION STUDENT ACKNOWLEDGEMENT FORM

Within the professional context to which each candidate aspires, all candidates must:

**Communication/Interpersonal Skills**

- be able to express themselves effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff

- have communication skills that are responsive to different perspectives represented in diverse classrooms and/or other professional environments

- have the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team

**Emotional and Physical Abilities**

- be able to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies

- have the physical stamina to work a contractual day and perform extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties

**Personal and Professional Requirements**

- arrive (and be on time) for professional commitments, including classes and field experiences

- seek assistance and follow supervision in a timely manner, and accept and respond appropriately to constructive review of their work from supervisors

- demonstrate attitudes of integrity, responsibility, and tolerance

- show respect for self and others

- project an image of professionalism

I have read and acknowledge receipt of the Professional Behavior Policy. I understand that if the criteria listed above are not met satisfactorily, I may be recommended for dismissal from the Teaching Program and/or denied the opportunity to complete the internship and student teaching component of the curriculum.

________________________________________________________________________
Candidate Signature

________________________________________________________________________
PRINTED Name

________________________________________________________________________
Date

This document should be given to the **Department Chair**.

NOTE: The University has a legal obligation to provide appropriate accommodations for students with documented disabilities. Documented disability students seeking accommodations, should register with the University's Office of Disability Support Services and notify your course instructor, and/or academic advisor prior to the start of classes and/or field experience.
POLICY REGARDING CONTINUANCE OR REMOVAL FROM FIELD PLACEMENTS

As well as academic preparation and teaching skills, the teaching profession also requires non-academic professional behaviors, such as interpersonal skills, which are as critical to success as those in the academic domain. The “Education Professional Behavior Policy” (part 2 of this document) describes the professional behavior expected of teacher candidates in all placements. Candidates who fail to demonstrate appropriate professional behavior pedagogical skills, or mastery of content may be removed from the field placement after other options may be explored.

Should a school leader request the removal of an intern from a school placement, the placement at that school shall be ended immediately. The intern will proceed to step five of this policy if the school requests that the intern be removed from the setting. If a candidate’s actions are considered illegal activities, there is an automatic referral to step five of this policy. If a candidate fails to demonstrate competence in one or more expectations in the school placement, the following policy shall be implemented.

Procedure for Removing Candidates from Field Experiences and Concurrent Courses:

1. The university supervisor ensures that the mentor teacher has modeled appropriate planning and instruction and has involved the intern in a gradual progression of appropriate professional experiences such as co-teaching, small group instruction, whole class instruction, and independent teaching if that is warranted. The University supervisor is responsible for observing the intern and providing both oral and written feedback for each lesson observed. The mentor teacher should give written feedback to any candidate that is having difficulty after formative discussions with the candidate have occurred.

2. When an intern encounters difficulty in the school/classroom, it is the university supervisor’s responsibility to inform the intern, in writing, that he/she is not meeting expectations and to specify the behaviors, dispositions, knowledge, and/or skills that need remediation. Once informed of the area(s) requiring remediation, the candidate is responsible for developing/proposing an Assistance Plan (in response to the area(s) requiring remediation) with the university supervisor. After review, discussion, and revision (as needed) of the proposed plan, the university supervisor, along with the mentor teacher and the intern, will finalize and sign an Assistance Plan that includes the areas of weakness and the steps the intern must follow to remediate those weaknesses. The plan will include a timeline that specifies how and when the candidate will be expected to address the identified weaknesses, benchmarks, criteria, and the steps that will follow if the weaknesses are not remediated within the time frame. Each time the university supervisor and the mentor teacher observe the candidate, references will be written as to the progress being made on the Assistance Plan. The university supervisor will give a copy of the Assistance Plan to the TU department chair or the program director as a way to alert them that the candidate is experiencing difficulty. Should the candidate refuse to sign or fail to implement the Assistance Plan, the candidate will be removed from the placement and will proceed to step five of this policy.

3. At the end of the time frame set forth in the Assistance Plan, the intern is either allowed to proceed in the field experience as long as he/she is able to maintain all of the responsibilities expected of the experience, or he/she is removed from the field experience due to lack of progress on the Assistance Plan. This decision will be made by the university supervisor in collaboration with the department chair; the director of the Center of Professional Practice (CPP) will be notified in writing of the decision that is made.
4. If an intern is removed from a field placement, he/she will receive a grade of F or U for the internship course. If the withdrawal occurs before the deadline for officially withdrawing from courses, the candidate may be allowed to withdraw from the internship and receive a grade of W for the course. Candidates taking concurrent courses will be allowed to finish those courses if the courses do not require continuing work with children/students in the field placement. Candidates may not work with other children/students outside of the given placement to fulfill the field placement components of the internship and concurrent courses.

5. Candidates may appeal the removal from field placement to the Dean of the College of Education or appropriate College within 48 hours of being removed from the placement. The Dean will make a decision on the appeal based on university policy as stated in the appropriate catalog. If the Dean rules in favor of the candidate, the candidate will be placed back in an appropriate classroom setting. The candidate will not return to the original classroom or school, but may be reinstated in an internship in a different setting or in a future semester.

6. To be reinstated in a field placement and/or the concurrent courses in a subsequent semester, the candidate must make a written request to the department chair or the program director at least 30 days before the beginning of the semester in which the placement is sought. Individual departments will set requirements for reinstatement.

7/1/09
Towson University

Professional Year Assistance Plan

Candidate: ____________________________  TU ID # : ________________  Program: ________________________

<table>
<thead>
<tr>
<th>Issues</th>
<th>Solutions</th>
<th>Action &amp; Date</th>
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Failure to complete this plan satisfactorily may result in removal from the internship.

Follow-Up:

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________

____________________________________

TU Intern  University Liaison  Copy to: dept. chair, and Center for Professional Practice  Date
The Student Teacher Experience

Pre-orientation Period

The success in the student teaching experience depends on the initiative, creativity, and confidence demonstrated by the student teacher. Candidates will contact the Master Teacher upon notification of placement by CCP on TIMS. An appointment for on site visit to discuss the placement and responsibilities of student teaching should be discussed. This meeting should be one month prior to start of student teaching placement. Plans for teaching experience and information to be covered should be discussed at this meeting. The student teacher should also obtain the following information:

- Directions to the school
- Hours of school day for teachers
- Dress Code
- Parking for teacher
- Materials necessary
- Sign in procedures
- Location of main office

Candidates will submit schedules and potential plans for student teaching experience after this meeting to the University Supervisor.

NOTE: Please complete the Student Teaching Schedule (Appendix A) and send to your University supervisor.

Orientation Period

During the first week of the experience, the student teacher should be involved in an orientation to the school, faculty, and students. The student teacher and supervising teacher should cover the following items during the orientation period:

- Discussion of school policies, procedures, and the classroom experience.
- Orientation to the school building, facilities, offices, and classrooms.
- Introduction by the supervising teacher to school personnel such as the principal, vice principals, nurse, guidance personnel, dietician, other teachers, secretaries, and maintenance staff.
- Review the classroom materials, and equipment the student teacher will be using.
- Explanation of classroom procedures and routine.
- Review and explanation of styles and lesson plans.
- Review of classroom activities for the student teacher to participate in during the first few days of calls.
- Review growth and development characteristics of students of appropriate ages.
- Determination of when to assume classroom responsibilities such as taking attendance and reading announcements.

The student teacher is responsible for observing the supervising teacher for a period not to extend beyond two weeks. The student teacher may also observe other members of the faculty teaching in other disciplines. This should be discussed with the Master Teacher.
Roles and Responsibilities During the Student Teaching Experience

General expectations of the Student Teacher

A. ARRIVAL AND DEPARTURE FROM SCHOOLS:
   - You **MUST** arrive at school when teachers are expected
   - You may not leave until you are planned for the following day
   - You may not leave until teachers are allowed to leave
   - If you are going to be late, you **MUST** call or email the school and your mentor teacher and your University Supervisor to notify them
   - If you are going to be absent, you **MUST** provide your lesson plans and teaching materials to your mentor teacher
   - Failure to call the school, mentor, and supervisor will result in an absence from student teaching for the first offense
   - Failure to call the school, mentor and supervisor for the second offense will result in automatic dismissal
   - If you are late or leave early more than one time, and the University Supervisor does not learn about the late arrive or early leave until after such offense occurs, you will still be removed from the course

B. LESSON PLANS
   - Complete lesson plans using format and guidelines as instructed by the supervising teacher. Submit them electronically and make all changes recommended by the mentor. If you fail to submit plans on time, the mentor and/or University supervisor has every right to deny you the opportunity to teach the lesson(s).
   - Must include all areas of the local education agency lesson plan format

C. PROFESSIONAL DRESS AND APPEARANCE:
   - No jeans are allowed on any day. No jean-like clothing is acceptable either (“cords” made like jean, jean jackets, denim skirts, denim “work shirts”, denim dresses, etc.)
   - No cleavage may show when you are standing **OR** when you bend over a desk to help a student (or any other time).
   - No skin may show in the abdomen or back area. Do a “raise your arms” check before you leave home and do a “bend over” check.
• All tattoos must be completely covered with clothing or special tattoo-covering make-up. This includes feet and hands and all over body areas.

• Piercings in areas other than the ears are to be removed while you are in the schools. Belly-button piercings may not show (do the “raise your arms” check), ear piercings that go beyond a single piercing for one earring are to be eliminated as are eye-brow, nose, lip and tongue piercings.

• Normal hair coloring and style

• Skirts more than 2 inches above the knee are not permitted. Low-rise pants are permitted if no skin shows (must be covered by an appropriate top/skirt and stay tucked into the pants).

• Tight-fitting clothes such as those made of Lycra or other stretch material are not allowed. Sweat pants or sweat suits are not allowed. Tee-shirts are usually not appropriate and hats cannot be worn in the building (no bad-hair hat cover-ups!)

• Shorts that fall above your knees, tennis or athletic shoes, flip flops or sandals are not allowed.

• Check with your University supervisor if you are going on a field trip or if the school has planned a special dress code such as spirit, sports or college day.

ELECTRONIC EQUIPMENT AND PERSONAL WEBPAGES

• Cell phones are to be muted or turned off during school placements.

• Texting will not be done during classroom or duty schedule.

• Voice mail, answer machine message and email addresses are to demonstrate professional and mature selections.

• Websites such as MySpace, FaceBook, etc. need to be reviewed often and need to be a closed site. Students need to eliminate inappropriate or suggestive photographs, mannerisms, and word content. Future employers, current mentors and elementary students can access the internet and preview these sites at anytime.
**The Role of the Student Teacher**

As the student teacher, you should assume responsibility for the following activities:

- Planning with your supervising teacher on a regular basis. This may include lesson plans, bulletin boards, classroom displays, and/or after school activities.
- Volunteering for experience in which you feel at ease.
- Arranging a bulletin board display or electronic bulletin board.
- Making daily and long-term teaching plans under guidance of supervising teacher and, possibly the University Supervisor.
- Asking your supervising teacher for an evaluation after you have taught a lesson during the third week of the experience.
- Assuming total responsibilities of a teacher such as fire drills, faculty meetings, study hall, and PTSA activities, etc.

Observation of the supervising teacher by the student teacher should not extend beyond two weeks. By the beginning of the third week, the student teacher should be involved in the teaching of at least fifty percent of the supervising teacher’s load. Beyond this, the supervising teacher should use his/her discretion in fully engaging the student teacher in teaching responsibilities. Ideally, the student teacher should be teaching all of the supervising teacher’s health courses by the beginning of the fourth week of the experience in time for mid-term evaluation. If this is not possible, the mid-term evaluation should note the level of responsibilities assumed by the student teacher. No later than the beginning of the fifth week of the experience, the student teacher must be teaching all health courses for which the supervising teacher is responsible. If this scheduled is not adhered to, it is the responsibility of the student to request of the supervising teacher the appropriate teaching level. The University Supervisor should be kept informed by the student teacher as to the progression of assuming teaching responsibilities.

**Student Teacher Assignments**

- Complete daily lesson plans for the supervising teacher. The student teacher should consult with the supervising teacher as to format for the lesson plans and frequency of submission. Copies of the lesson plans should be sent to the University Supervisor on the Friday prior to the week of teaching.
- Notify the University Supervisor of unforeseen change of plans in the lesson if an observation has been scheduled (i.e. films, testing, field trips, etc.).
- Participate in all discussions to review the observations conducted by both supervising teacher and University Supervisor.

**Evaluations**

The supervising teacher will be responsible for all evaluations. He/She will use the Teacher Internship management System (TIMS). The student is encouraged to evaluate him/herself and compare their own evaluations with those of the supervising teacher. The final grade (Satisfactory/Unsatisfactory) is determined by the supervising teacher in consultation with University Supervisor.
Conference or Debriefing
The conference session is a time for the supervising teacher to provide guidance and instruction to the student teacher. These sessions should be used for critiques of the classroom experiences, in which the student teacher and supervising teacher can share ideas and the student can make commitments for changes.

The performance of the student teacher should be assessed in terms of goal accomplishment and potential for employment

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

Introduction
The University Supervisor serves as a liaison between the supervising teacher and the student teacher, as well as between, the supervising teacher and the department. The University Supervisor is responsible for insuring the student teacher is teaching at least fifty percent of the supervising teacher’s load and teaching all health classes by the beginning of the third week. The University Supervisor is the responsible for conducting evaluations based on his/her observations of the student teacher. In addition, the University Supervisor should discuss all aspects of the student teaching experience with the supervising teacher. This should include observations and final evaluations. If a problem arises regarding the student teacher’s performance, the supervising teacher should first consult with the University Supervisor. If the issue is not resolved in this manner, it will be handled by the Chairperson of the Department of Health Science.

Supervising the Experience
In terms of the on-site observations, the University Supervisor will observe each student teacher a minimum of two times during the seven week student teaching block. The observation should be for an entire class period. During these visits, the University Supervisor and student teacher will discuss the progress of the student’s experience. The schedule for observation should be as follows:

- During the first week, make contact with the student teacher and supervising teacher. If possible make a visit or email the school so that you have established the contact necessary to provide security to the student and an identity to the teacher.
- Observe an in-class teaching situation at the beginning of the fourth week.
- Observe an in-class teaching situation near the end of the seventh week.

If additional observations are possible or necessary, the University Supervisor is encouraged to make them. The supervising teacher can ask for additional visits by the University Supervisor, which should be conducted.

Other responsibilities include:
- Reviewed lesson plans submitted by the student teacher at the time established by the University Supervisor and/or supervising teacher.
- Student Teacher Candidates are encouraged to create a student teacher portfolio to complement SCED 461.
- Counseling the student teacher concerning personal and professional problems and taking the initiative in helping to resolve such problems.
- Interacting with the supervising teacher and the student teacher in the evaluation process. The University Supervisor should discuss the final evaluations conducted by
the supervising teacher. While the primary responsibility for conducting the evaluations lie with the supervising teacher, a discussion with input from the University Supervisor is important.

Conducting the Evaluations
The University Supervisor will be responsible for a final observation and evaluation.

RESPONSIBILITIES OF THE SUPERVISING TEACHER

Student Teacher Orientation
The student teacher should be provided an adequate orientation to the experience through the COE. The supervising teacher should be able to consult with the student teacher prior to the first day of scheduled school classes. It should be noted that there are circumstances that do not allow for a consultation prior to the first day of the experience, such as a late confirmation of the placement site and/or supervising teacher. In such cases, the orientation should take place during the first five working days of the student’s experience. It would be helpful to the student teacher if the following items were covered during the orientation period:

- Discussion of school policies, procedures, and the student teaching experience.
- Orientation of the student teacher to the school building, facilities, offices, and classrooms.
- Introduction of the student teacher to school personnel such as the principal, vice principals, nurse, guidance, personnel, dietitian, other teachers, secretaries and maintenance staff.
- Review of the classroom, materials and the equipment in which the student teacher will be using.
- Explanation of the classroom procedures and routine.
- Review and explanation of style and lesson plans used by the school.
- Review of classroom activities for the student teacher to participate in during the first few days of class.

The supervising teacher should notify the main office that University supervisors will be visiting periodically for the purposes of observation and evaluation. If and when necessary, the supervising teacher should contact the University supervisor to provide special instructions for checking in at the school.

Supervising the Experience
The supervising teacher should provide ongoing supervision at all times during the student teacher’s experience. Supervision responsibilities beyond the orientation include a review of lesson plan activities, not only to include how plans are to be prepared and presented but also how often they should be submitted to the supervising teacher. If corrections are needed, time lines for re-submission of the lesson plans need to be provided. Discussion of the methods, classroom management, resources for content and evaluation techniques of the supervising teacher, as the model, should take place each day during the student teacher’s observation period. Other activities in which the supervising teacher should involve him/herself are to:

- Discuss various methods that could be used to teach the same lesson.
- Help the student teacher derive value from his observations by developing-
o An understanding of individual learners
o An understanding of education principles in the teacher-learning process.
o An understanding of group interaction and class control.
o An understanding of teacher-student evaluation methods
o An understanding the purpose of the teacher’s plan.
o An opportunity to evaluate the teaching-learning situation.

- Discuss the basic guidelines you as the supervising teacher use when planning for your students’ needs, interests, attitudes, skills, and abilities.
- Provide opportunity for the student teacher to teach daily, weekly, and long-term unit and teaching plans prior to their teaching experience.
- Provide opportunity for the student teacher to teach daily, weekly, and long-term units of health education.
- Guide the student teacher in independent planning.
- Share your own plan book and grade book with the student teacher.
- Review and discuss the student teacher’s lesson and unit planning and teaching.
- Discuss with the student teacher his/her interactions with the students.
- Discuss the student teacher’s strengths and needs.
- Encourage self-evaluation in the student teacher.
- Schedule regular conferences with the student teacher to discuss observations and teaching practices.

The full time observation of the supervising student teacher should not extend beyond two weeks. By the beginning of the third week, the student teacher should be involved in the teaching of at least fifty percent of the supervising teacher’s load. Beyond this, the supervising teacher should use his/her discretion in fully engaging the student teacher in teacher responsibilities. Ideally, the student teacher should be teaching all of the supervising teacher’s health courses by the beginning of the fourth week of the experience. No later than the beginning of the fifth week of the experience, the student teacher must be teaching all health courses for which the supervising teacher is responsible.

Conducting the Evaluations
Each week the supervising teacher and the student teacher should meet to review the recent experiences of the student teacher. The progress of the student teaching experience, as well as areas in need of further development, should be discussed. The supervising teacher is responsible for two formal evaluations during the experience. The first evaluation should be conducted at the end of the fourth week and the final evaluation during the last week of the experience (approximately the seventh week). During the final week of the student teaching experience, the supervising teacher and the student teacher will again complete the TIMS evaluation. Again, there should be sufficient opportunity for the supervising teacher and student teacher to discuss these evaluations. Once this final evaluation has been completed, it is submitted electronically to COE. If at any time during the experience the supervising teacher experiences difficulties that cannot be resolved with the student teacher, he/she should first contact the University Supervisor. If the issue has still not been resolved, the supervising teacher should contact the department Chairperson.
RESPONSIBILITIES OF THE UNIVERSITY

A representative of the University, which could include the Chairperson of the Department of Health Science, Student Teaching Coordinator, of the Center for Professional Practice liaison, will be responsible for the planning, implementation, and evaluation of the student teaching experience. That individual will be responsible for:

- Establishing and maintaining communications between the university and public schools.
- Working closely with the Department and the Center for Professional Practice in the placement process, in addition to the county supervisors.
- Collecting transcripts, PRAXIS scores, and speech and hearing results for the purpose of placement by the Center for Professional practice. Transcripts will be assessed for acceptable grade point averages in all areas required by the Center for Professional Practice.
- Assigning University supervisors to the student teachers.
- Planning at least three student teacher seminars at the University during each seven-week experience. During these sessions, the student teachers will have an opportunity to participate in seminars designed to enhance their student teaching skills and share their experiences with each other.
- Receiving the supervising teacher’s final evaluation form and the student teacher’s evaluation of the University Supervisor during the final week of the experience. Collecting and recording all evaluation information of the student teaching experience for the purpose of posting grades.
Appendix A
American Association for Health Education
2008 NCATE Health Education Teacher Preparation Standards

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

| 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. |

Standard II: Needs Assessment: Candidates assess needs to determine priorities for school health education.

| Key Element A | Candidates access a variety of reliable data sources related to health. |
| Key Element B | Candidates collect health-related data. |
| Key Element C | Candidates infer needs for health education from data obtained. |

Standard III: Planning: Candidates plan effective comprehensive school health education curricula and programs.

| Key Element A | Candidates design strategies for involving key individuals and organizations in program planning for School Health Education. |
| Key Element B | Candidates design a logical scope and sequence of learning experiences that accommodate all students. |
| Key Element C | Candidates create appropriate and measure-able learner objectives that align with assessments and scoring guides. |
| Key Element D | Candidates select developmentally appropriate strategies to meet learning objectives. |
| Key Element E | Candidates align health education curricula with needs assessment data and the National Health Education Standards. |
| Key Element F | Candidates analyze the feasibility of implementing selected strategies. |
### Standard IV: Implementation. Candidates implement health education instruction

**Key Element A:** Candidates demonstrate multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students.

**Key Element B:** Candidates utilize technology and resources that provide instruction in challenging, clear and compelling ways and engage diverse learners.

**Key Element C:** Candidates exhibit competence in classroom management.

**Key Element D:** Candidates reflect on their implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.


**Key Element A:** Candidates develop assessment plans.

**Key Element B:** Candidates analyze available assessment instruments.

**Key Element C:** Candidates develop instruments to assess student learning.

**Key Element D:** Candidates implement plans to assess student learning.

**Key Element E:** Candidates utilize assessment results to guide future instruction.

### Standard VI: Administration and Coordination. Candidates plan and coordinate a school health education program.

**Key Element A:** Candidates develop a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP).

**Key Element B:** Candidates explain how a health education program fits the culture of a school and contributes to the school’s mission.

**Key Element C:** Candidates design a plan to collaborate with others such as school personnel, community health educators, and students’ families in planning and implementing health education programs.

### Standard VII: 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.

### Standard VIII: 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.
Appendix B
National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Rationale
The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Performance Indicators

<table>
<thead>
<tr>
<th>Pre-K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1. Identify that healthy behaviors affect personal health.</td>
<td>1.5.1. Describe the relationship between healthy behaviors and personal health.</td>
<td>1.8.1. Analyze the relationship between healthy behaviors and personal health.</td>
<td>1.12.1. predict how healthy behaviors can affect health status.</td>
</tr>
<tr>
<td>1.2.2. Recognize that there are multiple dimensions of health.</td>
<td>1.5.2. Identify examples of emotional, intellectual, physical, and social health.</td>
<td>1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</td>
<td>1.12.2. Describe the interrelationships of emotional, intellectual, physical, and social health.</td>
</tr>
<tr>
<td>1.2.3. Describe ways to prevent communicable diseases.</td>
<td>1.5.3. Describe ways in which a safe and healthy school and community environment can promote personal health.</td>
<td>1.8.3. Analyze how the environment affects personal health.</td>
<td>1.12.3. Analyze how environment and personal health are interrelated.</td>
</tr>
<tr>
<td>1.2.4. List ways to prevent common childhood injuries.</td>
<td>1.5.4. Describe ways to prevent common childhood injuries and health problems.</td>
<td>1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.</td>
<td>1.12.5. Propose ways to reduce or prevent injuries and health problems.</td>
</tr>
<tr>
<td>1.2.5. Describe why it is important to seek health care.</td>
<td>1.5.5. Describe when it is important to seek health care.</td>
<td>1.8.6. Explain how appropriate health care can promote personal health.</td>
<td>1.12.6. Analyze the relationship between access to health care and health status.</td>
</tr>
<tr>
<td>1.2.6. List ways to prevent injury and illness.</td>
<td>1.5.6. Describe ways to prevent injury and illness.</td>
<td>1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.</td>
<td>1.12.7. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</td>
</tr>
<tr>
<td>1.2.7. Describe how family history can affect personal health.</td>
<td>1.5.7. Describe how family history can affect personal health.</td>
<td>1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</td>
<td>1.12.8. Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.</td>
</tr>
<tr>
<td>1.2.8. Describe how genetics and family history can impact personal health.</td>
<td>1.5.8. Describe how genetics and family history can impact personal health.</td>
<td>1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</td>
<td>1.12.9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</td>
</tr>
</tbody>
</table>
National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 2 – Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Rationale

Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms.

Performance Indicators

<table>
<thead>
<tr>
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<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1. Identify how the family influences personal health practices and behaviors.</td>
<td>2.5.1. Describe how the family influences personal health practices and behaviors.</td>
<td>2.8.1. Examine how the family influences the health of adolescents.</td>
<td>2.12.1. Analyze how family influences the health of individuals.</td>
</tr>
<tr>
<td>2.5.2. Identify the influence of culture on health practices and behaviors.</td>
<td>2.8.2. Describe the influence of culture on health beliefs, practices and behaviors.</td>
<td>2.12.2. Analyze how the culture supports and challenges health beliefs, practices and behaviors.</td>
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<tr>
<td>2.5.3. Identify how peers can influence healthy and unhealthy behaviors.</td>
<td>2.8.3. Describe how peers influence healthy and unhealthy behaviors.</td>
<td>2.12.3. Analyze how peers influence healthy and unhealthy behaviors.</td>
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</tr>
<tr>
<td>2.2.2. Identify what the school can do to support personal health practices and behaviors.</td>
<td>2.5.4. Describe how the school and community can support personal health practices and behaviors.</td>
<td>2.8.4. Analyze how the school and community can affect personal health practices and behaviors.</td>
<td>2.12.4. Evaluate how the school and community can impact personal health practice and behaviors.</td>
</tr>
<tr>
<td>2.2.3. Describe how the media can influence health behaviors.</td>
<td>2.5.5. Explain how media influences thoughts, feelings, and health behaviors.</td>
<td>2.8.5. Analyze how messages from media influence health behaviors.</td>
<td>2.12.5. Evaluate the effect of media on personal and family health.</td>
</tr>
<tr>
<td>2.5.6. Describe ways that technology can influence personal health.</td>
<td>2.8.6. Analyze the influence of technology on personal and family health.</td>
<td>2.12.6. Evaluate the impact of technology on personal, family and community health.</td>
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<td></td>
<td>2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors</td>
<td>2.12.7. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</td>
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<tr>
<td></td>
<td>2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors</td>
<td>2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors</td>
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</tr>
<tr>
<td></td>
<td>2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors</td>
<td>2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</td>
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<tr>
<td></td>
<td>2.8.10. Explain how school and public health policies can influence health promotion and disease prevention</td>
<td>2.12.10. Analyze how public health policies and government regulations can influence health promotion and disease.</td>
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</table>
National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 3 – Students will Demonstrate the ability to access valid information and products and services to enhance health.

Rationale
Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy.

Performance Indicators

<table>
<thead>
<tr>
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<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1. Identify trusted adults and professionals who can help promote health.</td>
<td>3.5.1. Identify characteristics of valid health information, products and services.</td>
<td>3.8.1. Analyze the validity of health information, products and services.</td>
<td>3.12.1. Evaluate the validity of health information, products and services.</td>
</tr>
<tr>
<td>3.2.2. Identify ways to locate school and community health helpers.</td>
<td>3.5.2. Locate resources from home, school and community that provide valid health information.</td>
<td>3.8.2. Access valid health information from home, school, and community.</td>
<td>3.12.2. Use resources from home, school and community that provide valid health information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.8.3. Determine the accessibility of products that enhance health.</td>
<td>3.12.3. Determine the accessibility of products and services that enhance health.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.8.4. Describe situations that may require professional health services.</td>
<td>3.12.4. Determine when professional health services may be required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.8.5. Locate valid and reliable health products and services.</td>
<td>3.12.5. Access valid and reliable health products and services.</td>
</tr>
</tbody>
</table>
National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 4 – Students will Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Rationale**
Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

**Performance Indicators**

<table>
<thead>
<tr>
<th>Pre-K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1. Demonstrate healthy ways to express needs, wants and feelings.</td>
<td>4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.</td>
<td>4.8.1. apply effective verbal and nonverbal communication skills to enhance health.</td>
<td>4.12.1. utilize skills for communicating effectively with family, peers, and others to enhance health.</td>
</tr>
<tr>
<td>4.2.2. Demonstrate Listening skills to enhance health.</td>
<td>4.5.2. Demonstrate refusal skills to avoid or reduce health risks.</td>
<td>4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.</td>
<td>4.12.2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</td>
</tr>
<tr>
<td>4.2.3. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.</td>
<td>4.5.3. Demonstrate non-violent strategies to manage or resolve conflict.</td>
<td>4.8.3. Demonstrate effective conflict management or resolution strategies.</td>
<td>4.12.3. Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.</td>
</tr>
<tr>
<td>4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed.</td>
<td>4.5.4. Demonstrate how to ask for assistance to enhance personal health.</td>
<td>4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.</td>
<td>4.12.4. Demonstrate how to ask for and offer assistance to enhance the health of self and others.</td>
</tr>
</tbody>
</table>
# National Health Education Standards: Achieving Excellence

**HEALTH EDUCATION STANDARD 5** – Students will Demonstrate the ability to use decision-making skills to enhance health.

## Rationale

Decision-making skills are needed in order to Identify, implement and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

## Performance Indicators

<table>
<thead>
<tr>
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<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1. Identify situations when a health-related decision is needed.</td>
<td>5.5.1. Identify health-related situations that might require a thoughtful decision.</td>
<td>5.8.2. Determine when health-related situations require the application of a thoughtful decision making process.</td>
<td>5.12.2. Determine the value of applying a thoughtful decision making process in health related situations.</td>
</tr>
<tr>
<td>5.2.2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</td>
<td>5.5.2. Analyze when assistance is needed when making a health-related decision.</td>
<td>5.8.3. Distinguish when individual or collaborative decision making is appropriate.</td>
<td>5.12.3. Justify when individual or collaborative decision making is appropriate.</td>
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<tr>
<td></td>
<td>5.5.3. List healthy options to health related issues or problems.</td>
<td>5.8.4. Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</td>
<td>5.12.4. Generate alternatives to health-related issues or problems.</td>
</tr>
<tr>
<td></td>
<td>5.5.4. Predict the potential outcomes of each option when making a health related decision.</td>
<td>5.8.5. Predict the potential short-term impact of each alternative on self and others.</td>
<td>5.12.5. Predict the potential short and long-term impact of each alternative on self and others.</td>
</tr>
<tr>
<td></td>
<td>5.5.5. Choose a healthy option when making a decision.</td>
<td>5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.</td>
<td>5.12.6. Defend the healthy choice when making decisions.</td>
</tr>
<tr>
<td></td>
<td>5.5.6. Describe the outcomes of a health related decision.</td>
<td>5.8.7. Analyze the outcomes of a health related decision.</td>
<td>5.12.7. Evaluate the effectiveness of health-related decisions.</td>
</tr>
</tbody>
</table>
**National Health Education Standards: Achieving Excellence**

**HEALTH EDUCATION STANDARD 6 – Students will Demonstrate the ability to use goal-setting skills to enhance health.**

**Rationale**

Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

**Performance Indicators**

<table>
<thead>
<tr>
<th>Pre-K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.12.1. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</td>
<td>6.12.2. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</td>
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</tr>
<tr>
<td>6.2.1. Identify a short-term personal health goal and take action toward achieving the goal.</td>
<td>6.5.1. Set a personal health goal and track progress toward its achievement.</td>
<td>6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice.</td>
<td>6.12.3. Implement strategies and monitor progress in achieving a personal health goal.</td>
</tr>
<tr>
<td>6.8.3. Apply strategies and skills needed to attain a personal health goal.</td>
<td>6.8.4. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</td>
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<td>6.5.2. Identify resources to assist in achieving a personal health goal.</td>
<td>6.12.4. Formulate an effective long-term personal health plan</td>
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<tr>
<td>6.2.2. Identify who can help when assistance is needed to achieve a personal health goal.</td>
<td>6.8.4. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</td>
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</table>
**National Health Education Standards: Achieving Excellence**

HEALTH EDUCATION STANDARD 7 – Students will Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Rationale**
Research confirms that the practice of health enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

**Performance Indicators**

<table>
<thead>
<tr>
<th>Pre-K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
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</thead>
<tbody>
<tr>
<td>7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.</td>
<td>7.5.1. Identify responsible personal health behaviors.</td>
<td>7.8.1. Explain the importance of assuming responsibility for personal health behaviors.</td>
<td>7.12.1. Analyze the role of individual responsibility in enhancing health.</td>
</tr>
<tr>
<td>7.2.2. Demonstrate behaviors that avoid or reduce health risks.</td>
<td>7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</td>
<td>7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</td>
<td>7.12.2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</td>
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<tr>
<td>7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.</td>
<td>7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.</td>
<td>7.12.3. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.</td>
<td></td>
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</tbody>
</table>
National Health Education Standards: Achieving Excellence

HEALTH EDUCATION STANDARD 8 – Students will Demonstrate the ability to advocate for personal, family and community health.

Rationale
Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

Performance Indicators

<table>
<thead>
<tr>
<th>Pre-K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.1. Make requests to promote personal health.</td>
<td>8.5.1. Express opinions and give accurate information about health issues.</td>
<td>8.8.1. State a health enhancing position on a topic and support it with accurate information.</td>
<td>8.12.1. Utilize accurate peer and societal norms to formulate a health-enhancing message.</td>
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<tr>
<td>8.2.2. Encourage peers to make positive health choices.</td>
<td>8.5.2. Encourage others to make positive health choices.</td>
<td>8.8.2. Demonstrate how to influence and support others to make positive health choices.</td>
<td>8.12.2. Demonstrate how to influence and support others to make positive health choices.</td>
</tr>
<tr>
<td>8.3. Work cooperatively to advocate for healthy individuals, families, and schools.</td>
<td>8.8.3. Work cooperatively to advocate for healthy individuals, families, and schools.</td>
<td>8.12.3. Work cooperatively as an advocate for improving personal, family and community health.</td>
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<td>8.4. Identify ways that health messages and communication techniques can be altered for different audiences.</td>
<td>8.12.4. Adapt health messages and communication techniques to a specific target audience.</td>
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Appendix C

Student Teaching Schedule

Directions: Student teachers are to fill out this schedule, forward it to their university supervisor, and UPDATE IT WHEN NECESSARY. Fax number (410) 706-4670 or email to University Supervisor.

Name of Student: ____________________________________________
Student’s Permanent Address: ____________________________________________________________________
Phone: ______________________________ Email: _________________________________
Student’s Present Address: _________________________________
Phone: ______________________________

University Supervisor: _________________________________ Grade Taught:_____________
School’s Address:______________________________________________________________
School’s Phone Number: _____________ Principal’s Name: ________________________
Cooperating Teacher’s Name: _________________________Email: _____________________

Basic Driving Directions to Your school:

Weekly Class schedule (Include Date, Time, & Locations):

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
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</table>

I have read the Student Teaching guide for Health Science and I fully understand my responsibilities.

______________________________  __________________________
Signature                      Date
Appendix D

CHILD ABUSE AND NEGLECT
Know Your Responsibility

Child abuse and neglect is a serious problem which requires the involvement of all citizens and professionals in the community for the purposes of prevention, identification, and treatment. In Maryland, the child abuse and neglect law requires that anyone who SUSPECTS a child has been or is being mistreated must report the matter. The professional who knowingly fails to make a required report may be subjected to certain professional sanctions. The professionals indentified in Maryland Law include: health practitioners, police officers, educators, and social workers. Any person who, in good faith, makes a report of abuse or neglect is IMMUNE from any civil liability or criminal penalty.

The following information is provided so that you will be familiar with the physical and behavioral indicators of child abuse and neglect. Please note that the presence of any of these indicators does not necessarily mean a child is being abused or neglected. They may, however, lead you to suspect abuse or neglect and therefore report it.

Physical Abuse

Physical Indicators
Brui ses: on any young children; facial area; in unusual patterns; clustered in one area of the body; in various stages of healing; both eyes “blackened” with no injury to the nose.

Burns: caused by immersion in hot liquid; cigarette burns usually on palms of hands (leaving “crater” shaped burns); caused by hot implement, such as electric curling iron (leaving burn marks in the shape of the implement); or causes by ropes that indicate confinement.

Welts, cuts abrasions, fractures, and internal injuries may also indicate abuse. Since these injuries may occur through normal childhood experiences, they should only cause concern when coupled with some other physical or behavioral indicator. You should also be concerned if the injury does not seem likely to have resulted from normal activity, given the child’s age and physical development.

Behavioral Indicators
Child: overly compliant, shy or aggressive behavior; avoids parents; inhibited crying: hyperactive; avoids physical contact; low tolerance for frustration; distrustful
Parent: hold unrealistic expectations for the child’s physical or emotional development; “immature”; dependent; aggressive; low sense of self-esteem; sees the child as “bad”, “different”, or “evil”; low tolerance for frustration; inappropriate coping skills.

Neglect

Physical Indicators
A neglected child: extremely dirty and unkempt; left unattended or inadequately supervised for long periods of time; receiving inadequate medical or dental treatment; wearing inadequate or weather-inappropriate clothing; denied an adequate education due to parental action or inaction (e.g. some cases of truancy); ignored or badgered by caretaker; forced to engage in criminal behavior at the direction of the caretaker.

Behavioral Indicators
Child: withdrawn; shy; passive; always tired; developmentally slow.
Parent: apathetic; shows little concern or awareness of the child’s needs; shows anger when questions about child’s care; impulsive in making decision; inconsistent disciplinary practices; overwhelming personal needs.
Sexual Abuse

Physical Indicators
Child: difficulty in sitting or walking; repeated symptoms of medical problems with the genitals or digestive system; sexually transmitted diseases; pregnancy.

Behavioral Indicator
Child: unusual sexual behavior or knowledge; nightmare; poor peer relationships; few social skills, extremely isolated; repeated "runaways;" depression.
Parent: extremely overprotective; overly interested in child’s social and sexual life; sees child as highly sexualized; jealous.
Appendix E

MONITORING STUDENT PERFORMANCE AND IMPACT ON STUDENT LEARNING

The Issue: The consistent monitoring of student performance to ensure the successful completion of academic tasks is a common practice in effective schools. Teachers monitor and keep track of student performance to adjust their own instruction and give students specific feedback on how to improve.

The Research: Major findings presented in the research on monitoring of student performance include the following:

- High standards are established for all work—both in and out of class—and progress is measured using those standards.
- Standards must be realistic—not so high that they can’t be met but rigorous enough to challenge.
- Students know the guidelines and expectations for all assigned work and understand that they will be held accountable.
- Effective teachers monitor student work on a routine basis so that students expect it as a matter of course.
- Data are collected on all assigned work: seatwork and homework as well as formal assessment. These data provide the teachers with both collective information about the class and knowledge about individual student progress. Data collection also reinforces student accountability.
- Consistent monitoring of all types of class work allows the teacher to give students specific individual feedback about how they are doing and how they can improve.

Practical Implications. The research literature has identified monitoring activities that have a positive impact on student learning. Any teacher can use the following strategies:

- Work with students on a one-on-one basis. One-on-one interaction has been found to be the most successful intervention of all school improvement efforts.
- Circulate in the classroom during seatwork time to encourage and support students; initiate interaction with students rather than waiting for students to ask for help.
- Ask questions at an appropriate level of difficulty to help ensure student success in answering, but provide students with “think time” before calling for an answer.
- Pay attention to which students volunteer answers for questions and make specific efforts to include those students who are reluctant to volunteer.
- Ask students to respond to other students answers. This develops listening skills as well as accountability.
- Give homework assignments that reinforce the learning which has occurred during class time. Collect, score, and return homework in a timely manner.
- Review collected data on a regular basis to make decisions about classroom instruction and to determine individual student needs.

Questions to Consider

- What kind of accountability for all work have I established in my classroom? Are my accountability standards fair and reasonable? Have I communicated my expectations to my students?
- How can I monitor my questioning techniques to be sure that I include all students?
- What kinds of data do I collect on a regular basis? How do I use those data to help individual students improve? How do I use those data to adjust my own instruction?

Reference

Http://www.nwrel.org/scpd/sirs/2/cu4.html
COMMON ELEMENTS ACROSS MONITORING METHODS

Looking at the range of research on monitoring student learning, several attributes of effective monitoring are cited repeatedly across the different investigations:

- **SETTING HIGH STANDARDS.** When students’ work is monitored in relation to high standards, student effort and achievement increase. Researchers caution, however, that standards must not be set so high that students perceive them as unattainable; if they do, effort and achievement decrease. The definition of “high standards” differs across studies, but generally, researchers indicated that students should be able to experience a high degree of success (on assignments, during classroom questioning, etc. while continually being challenged with new and more complex material.

- **HOLDING STUDENTS ACCOUNTABLE FOR THEIR WORK.** Establishing expectations and guidelines for students’ seatwork, homework, and other functions and following through with rewards/sanctions facilitates learning and enhances achievement.

- **FREQUENCY AND REGULARITY.** Whether the topic is teacher monitoring of seatwork, administration of tests, checking homework, or conducting reviews, researchers cite frequency and regularity in carrying out monitoring activities as a major reason they are effective.

- **CLARITY.** Clarity about expectations, formats, and other aspects of direction-giving bears a positive relationship to the achievement of the students doing the homework, participating in the classroom questioning session, etc.

- **COLLECTING, SCORING, AND RECORDING RESULTS OF CLASSWORK, HOMEWORK, TESTS, AND SO ON.** These activities are positively related to achievement because they produce useful information to teachers and students and because they communicate to students that the teachers are serious about effort and completion of assignments.

- **FEEDBACK.** Providing feedback to students lets them know how they are doing and helps them to correct errors of understanding and fill in gaps in knowledge. Some researchers focus on the ways in which feedback is provided, pointing out that students who are having learning difficulties require support, encouragement, and attention to their success if the feedback is to foster achievement of learning goals.