Early Adolescence through Young Adulthood/Health Education

Component 2:
Differentiation in Instruction

PORTFOLIO INSTRUCTIONS AND SCORING RUBRIC

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Contents

Overview 1

Component 2: Differentiation in Instruction 1

EAYA/Health Education Component 2 Portfolio Entry 1

Inside This Document 2

Portfolio Instructions for EAYA/Health Education Component 2 3

What Do I Need to Do? 3

Selecting Assignments/Activities, Instructional Materials, and Student Work Samples 4

Composing Written Commentary 8

Component 2 Electronic Submission at a Glance 11

Component 2 Forms 12

Scoring Rubric for EAYA/Health Education Component 2 16

Level 4 16

Level 3 17

Level 2 18

Level 1 19

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Overview

This document provides information about the Early Adolescence through Young Adulthood/Health Education (EAYA/Health Education) Component 2 portfolio entry, instructions on how to develop and submit your evidence, and the scoring rubric used to assess your work.

Component 2: Differentiation in Instruction

This portfolio entry provides you with the opportunity to highlight your ability to evaluate learning strengths and needs for individual students; plan and implement appropriate differentiated instruction for those students; and analyze and modify instructional strategies and materials based on ongoing assessment. The tasks for all components and the rubrics used to assess candidate work have been developed in accordance with the Five Core Propositions and the certificate area Standards.

EAYA/Health Education Component 2 Portfolio Entry

In the EAYA/Health Education Component 2 portfolio entry:

- You demonstrate how you integrate health-related skill(s) and technology in different health-related content areas.
- You provide evidence of how you differentiate instruction to facilitate students' understanding and competence needed to develop healthy lifestyles.
- You submit a Written Commentary, three activities and related instructional materials, and two student work samples for each activity.

EAYA/Health Education Standards Measured by Component 2

Because the purpose of the tasks in the portfolio components is to measure your teaching practice, the overall focus of the portfolio entry and rubrics is on your pedagogical knowledge and skills and how successfully you are able to apply these knowledge and skills to advance student learning.

The portfolio entry for this component, "Differentiation in Instruction," measures the following EAYA/Health Education Standards, and your submission will be evaluated based on these standards through the scoring rubric:

I. Knowledge of Students

II. Knowledge of Subject Matter

III. Promoting Skills-Based Learning

IV. Curricular Choices

V. Instructional Approaches

VI. High Expectations for Students

VII. Assessment

XI. Reflective Practice and Professional Growth

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For the complete EAYA/Health Education Standards, refer to **www.boardcertifiedteachers.org**.

The EAYA/Health Education Component 2 scoring rubric defines the level of accomplished teaching that you must demonstrate. The wording in the rubric reflects levels of performance within the Component 2 tasks.

You should read the Standards and rubric while developing your portfolio entry to understand how the rubric guides assessors in evaluating your work.

Inside This Document

This document includes the following two sections: "Portfolio Instructions for EAYA/Health Education Component 2," which describes how to develop and submit your evidence, and "Scoring Rubric for EAYA/Health Education Component 2," which provides the scoring rubric used to assess your work.

Portfolio Instructions

The EAYA/Health Education Component 2 portfolio instructions provide the following:

- Directions for developing and submitting your evidence of accomplished teaching.
- Forms required for this entry. As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.
- An Electronic Submission at a Glance chart listing the materials you are required to collect and/or prepare as well as the release forms to keep for your records. Use this chart to complete and submit the appropriate materials to ensure proper scoring of your portfolio entry.

For more information about developing and submitting your portfolio entry, please refer to the *General Portfolio Instructions* and the *Guide to Electronic Submission* available at **www.boardcertifiedteachers.org**.

Scoring Rubric

The EAYA/Health Education Component 2 scoring rubric is provided to assist you in understanding how your portfolio materials will be assessed. For more information about understanding and interpreting your scores, please refer to the *Scoring Guide* available at **www.boardcertifiedteachers.org**.

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Portfolio Instructions for EAYA/Health Education Component 2

This section contains the directions for developing and submitting the Component 2 EAYA/Health Education portfolio entry and assembling it for submission. Entry directions include

- suggestions for planning your portfolio entry and choosing evidence of your teaching practice;
- questions that must be answered as part of your Written Commentary;
- an explanation of how to format, assemble, and submit your portfolio entry.

What Do I Need to Do?

This entry captures evidence of how you integrate health-related skills as well as the use of technology into your instruction. These health-related skills link to an appropriate health curriculum and/or student standards and should be applicable to real-life situations.

In this entry, you demonstrate your ability to plan and implement lessons that integrate content knowledge and health-related skills and to differentiate your instruction to meet students' needs and facilitate learning.

What Do I Need to Submit?

For this entry, you must submit the following:

- **Completed Contextual Information Sheet (no more than 1 page)** that describes the broader context in which you teach (refer to the "Component 2 Forms" section of this document).
- **Written Commentary (no more than 12 pages)** that contextualizes, analyzes, and evaluates your teaching throughout the lessons.
- **Activity packets.**
  - Activity Forms (three forms, **no more than 1 page each**).
  - Three activities and related instructional materials (**no more than 3 pages for each; no more than 9 pages combined**). At least one of the activities must demonstrate connections to technology. Include any written feedback you provided to the student. (See the "Analyzing Student Work" section in the *General Portfolio Instructions* for more details.)
- **Two student work samples for each activity (no more than 15 pages combined).**

It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this entry must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. For more detailed information, see the ethics and collaboration section in *General Portfolio Instructions* and the National Board's ethics policy.

Before beginning to work on this entry, read the following directions for developing each element. Refer to the "Component 2 Forms" section of this document for the forms you will

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need to submit your materials. Word-processing files of these forms are also available to download from **www.boardcertifiedteachers.org**.

> The student work submitted for Component 2 and one of the two video recordings submitted for Component 3 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives.

Selecting Assignments/Activities, Instructional Materials, and Student Work Samples

Choose three different lessons from three different health-related content areas that use the same significant health-related skill(s) to show how you integrate knowledge and skill(s) to assess, deepen, and develop all students' understanding of the health education content. The three lessons must integrate the content with important health skills (see the Skills Analysis diagram below). One of the activities must incorporate the use of technology (see Standard V: Instructional Approaches). Collect samples of two student responses to three activities from these lessons.

SKILLS ANALYSIS

Selecting the Content Knowledge and Health-Related Skill(s)

(See Standard III: Promoting Skills-Based Learning.)

The content knowledge you feature should be significant health education knowledge integrated with a health-related skill(s) that is important for your students to learn and is applicable to real-life situations. You select samples of two students' responses to three activities from these lessons. These selected students must be from the class featured in this

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entry. The lessons selected must feature students who are engaged in building the understanding or competence needed to develop healthy lifestyles. The lessons should give you an opportunity to demonstrate your approaches to integrating assessment into your instruction and to use assessment results to support student understanding, development, and reflection. Read the Written Commentary section to determine the kinds of information you want to record, what came before and after the lessons, and evidence to support your analysis of the relative success of the lessons.

Selecting the Three Instructional Activities

Select an activity from each of these three lessons. Consider the activities you will use before you begin the instruction on which your response will be based. **It is important to infuse technology (e.g., interactive computer resources, virtual reality websites, heart-rate monitors) into at least one of the selected student activities.** Identify the knowledge or skill(s) your students must acquire and consider how you use assessment to inform your instruction.

As your instruction unfolds, collect student work samples and other evidence of student responses, such as diagrams, paper-pencil tests, checklists, performance activity cards, student writings, transcriptions of events, sequences of pictures, written analysis of performances, and so on.

The activities you choose should be related to the content knowledge and skill(s) but be from different points in time during each of the three featured lessons. The activities should give you an opportunity to demonstrate your ability to integrate the content knowledge with health-related skill(s). Choose activities that allow students to demonstrate the extent of their progress in relation to the health education content knowledge and related skill(s) so that you can adapt your instruction and plan students' next steps accordingly.

In other words, the activities should generate samples of student responses that allow you to assess a student's growth, help you understand student progress, and make informed decisions about further instruction. Your instructional decisions and teaching practice will be assessed, not student achievement.

Selecting the Student Work Samples

While not all activities in your daily teaching practice lead to a tangible piece of student work, the activities that you select for this entry must lead to documented evidence of student responses that can be examined by assessors. (See "How to Format and Submit Student Work Samples" below.)

The two students whose responses you include as evidence must be from the same class. They should represent different instructional challenges to you and draw on the range of student needs, abilities, and interests in your classroom. By selecting different types of students, you may be better able to display your teaching practice and ability to differentiate instruction.

As you prepare, collect evidence from more than two students over the course of the instructional period. This provides more options when making your final selections to showcase your best teaching.

Consider carefully before selecting the students for this entry. The focus of the entry is on your teaching practice, not on the level of student performance. Students who excel in health education do present an instructional challenge that is worthy of inclusion in this response.

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However, you may find that other students offer a greater opportunity to demonstrate your contribution to their development. Select students that provide you the **best** opportunity to discuss your practice.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from **www.boardcertifiedteachers.org**. Retain completed student release forms for your records; do not submit them with your evidence.

How to Format and Submit Your Assignments/Activities and Instructional Materials

- Complete a new Activity Form (no more than **1 page each**) for each activity (refer to the "Component 2 Forms" section of this document). Use single-spaced 11-point Arial font. Include the associated instructional materials that would help assessors understand the activity (e.g., handouts, excerpts from teacher guides, instructions to students) after each form in your file for submission.
- Submit no more than **3 pages** of assignments/activities, instructional material, or supporting material for each assignment, for a **total of no more than 9 pages.** Additional pages will not be scored. Forms do not count toward this total.
- Be sure that your assignment/activity, instructional materials, and supporting materials are legible and refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of each electronic file you submit.
- Format your assignments/activities, instructional materials, and supporting materials to fit onto an 8.5" × 11" page. If assignments/activities, instructional materials, and/or supporting materials contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total. Note, however, the following exceptions:
  - If assignments/activities, instructional materials, and/or supporting materials were created in a multimedia software program, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total.
  - If submitting a smaller item such as a photograph, you may insert a digitized image into a word-processing program document. Several smaller items can be grouped on a single page as long as they are readable.
- If an assignment/activity, instructional materials, or supporting materials that are important for assessors to see are impractical to submit (e.g., slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects), submit a digitized drawing, image, or color photograph, or a **1-page** description/ transcription of the material. (If you submit a description/transcription, it must be typed in double-spaced text with 1" margins on all sides using 11-point Arial font.)

Refer to the "Component 2 Electronic Submission at a Glance" chart in this document for file types acceptable for submission and how to assemble activity packets for submission.

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How to Format and Submit Student Work Samples

- Complete a new Student Work Sample Form for each work sample (refer to the "Component 2 Forms" section of this document). Include the associated student work sample after each form in your file for submission.
- Submit no more than **15 pages total** for all student work samples for the three assignments/activities. Additional pages will not be scored. Forms do not count toward this total.
- Each student work sample must
  - represent a student's original work. The original electronic file or scanned image of student work is acceptable.
  - come from students who are in the class that is the basis for your Written Commentary.
  - be from the same two students, responding to the same three assignments/ activities that you are featuring in this entry.
- Be sure that your student work samples are legible and refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of each electronic file you submit. Clearly label student work samples with "Student A" or "Student B."
- Format your student work samples to fit onto an 8.5" × 11" page. If student work samples contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total. Note, however, the following exceptions:
  - If student work samples were created in a multimedia software program, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total.
  - If submitting a smaller item such as a photograph, you may insert a digitized image into a word-processing program document. Several smaller items can be grouped on a single page as long as they are readable.
- Do **not** submit video or audio recordings. If a student creates such a product or a multi-dimensional product, have **the student** write a **1-page** description of the assignment and what the student made. You may include photograph(s) or student-made drawings to accompany the description, if appropriate. The **1-page** description counts toward your page total.

Refer to the "Component 2 Electronic Submission at a Glance" chart in this document for file types acceptable for submission, page totals for each piece of evidence, and how to assemble student work samples for submission.

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Composing Written Commentary

In this entry, you submit a Written Commentary that provides an analysis and a context for your instructional choices.

How to Organize and Present Your Written Commentary

- Create a word-processing document to compose your commentary. Enter the following section headings in the document:

  1. **Instructional Context**
  2. **Planning and Instruction**
  3. **Analysis of Student Work Samples**
  4. **Reflection**

- Address the italicized questions in the following section entitled "What to Include in Your Written Commentary." Provide your analysis under the appropriate section heading in your document.
- Refer to the "Writing about Teaching" section in *General Portfolio Instructions* for advice on developing your commentary and to see Written Commentary examples.
- When writing your commentary, refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of your commentary document.
- Use the following language and format specifications when writing your commentary:
  - Write in English.
  - Use double-spaced 11-point Arial font.
  - Format 1-inch margins on all sides of the document.

  Refer to the "Component 2 Electronic Submission at a Glance" chart in this document for complete submission requirements.

- Your commentary will be scored based on the content of your analysis; however, proofread your writing for spelling, mechanics, and usage.
- Submit a document for your commentary of **no more than 12 pages**. If you submit a longer document, only the first 12 pages will be scored.

What to Include in Your Written Commentary

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response. Use the suggested page lengths in parentheses after each section heading as a guideline when addressing the questions in each section.

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1. Instructional Context (Suggested length: 1 page)

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large. In this section, address the following questions about your selected class:

- *What are the number, grades, and ages of the students in the class featured in this entry? What subject matter is covered in this class?* (Example: 26 students in grade 7, ages 12 and 13, Health Education class.)
- *What are the relevant characteristics of this class that influenced your instructional strategies for these lessons: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the personality of the class?*
- *What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for these activities (e.g., the range of abilities and the cognitive, social/behavioral, attention-related, sensory, and/or physical challenges of your students)?* Give any other information that might help the assessor "see" this class.
- *What are the relevant features of your teaching context that influenced the selection of these instructional activities?* This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, room allocation—own classroom or shared facilities) that are relevant to your response.

2. Planning and Instruction (Suggested length: 4 pages)

In this section, the questions about your approach to instruction are designed to help you provide assessors with an overview of the way you integrate health content and health-related skills. In this section, address the following questions:

- *What are the specific learning objectives of these lessons?* Justify your selections.
- *What is the content knowledge for these lessons?* Justify the appropriateness of the content knowledge based on your curriculum.
- *What are the health-related skill(s) for these lessons?* Include the skill(s) and how you will integrate them to the health content knowledge. *How do you connect them to other health-related content areas?*
- *How are the health-related skill(s) applicable to real-life situations? How do they promote physical, mental, emotional, spiritual, and social health?*
- *In what way did you align the instructional strategies to meet the needs of your students?* Justify why the instructional strategies are appropriate for your students.
- *What adjustments did you make to your instruction for the individual students who are featured in this entry? How did these adjustments help facilitate these students' learning?*
- *How did you select, plan, adapt, and evaluate curriculum to ensure comprehensive health education for these lessons?* Justify your selections.
- *What technologies did you use during these lessons and why did you choose them? Did these technologies promote student learning? If so, how?*
- *What assessment strategies did you use in these lessons? How did you use these assessment strategies to monitor student learning, assist students in reflecting on their own achievements, shape instruction, and report student progress?*

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3. Analysis of Student Work Samples (Suggested length: 5 pages)

Respond to the following questions in separate sections for **each** of the two students you have selected. Label each section with the identifier (Student A or Student B) and the student's first name. In your response to the questions, provide concrete examples to illustrate your points by referring explicitly to the three featured activities and the evidence of student responses. Remember: answer each question for each student. Cite the activities by their number (Activity #1, #2, or #3). When referring to each work sample, indicate which activity the student was responding to (e.g., Activity #1 work sample).

- *Why did you choose this student? What must you know about this student to understand and interpret the included student work samples or other evidence of student response? What instructional challenges does this student represent?*
- *What are specific examples of ways the three activities worked together to further the selected students' understanding of the content knowledge and health-related skill(s)?*
- *What specific feedback did you provide the selected students? Why did you choose that feedback and how did the feedback further student learning?*
- *What did each sample of selected student work tell you about student accomplishments? What does the work or other evidence of student response tell you about any challenges, misunderstandings, and depths of understanding this student experienced?*

4. Reflection (Suggested length: 2 pages)

The focus of this section is to accurately describe your practice, analyze it fully and thoughtfully, and reflect on its implications for student learning and significance for future teaching. In this section, address the following questions:

- *In the lessons, what worked well to advance student learning? Give reasons for your choice. What did not work and how would you change it? Cite specific evidence from the three activities and student work samples.* Consider both your evaluation of the selected student work and your analysis of the lessons with respect to the content knowledge and the related skill(s).
- *Identify each assessment strategy and how well each assessment strategy worked during the lessons. What modifications might be made to improve the assessment strategy?*
- *What would you do differently, and why, if you were given the opportunity to teach these particular lessons with these students again?*

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Component 2 Electronic Submission at a Glance

Submit your evidence of accomplished teaching using the electronic portfolio management system (see the *Guide to Electronic Submission)*. Use the following chart to determine how to group your evidence and submit it electronically. Forms are available as word-processing files that you can download from **www.boardcertifiedteachers.org** as well as on the following pages of this document.

Early Adolescence through Young Adulthood/Health Education Component 2: Differentiation in Instruction				
What to Submit	**Supported File Types**	**Number of Files to Submit**	**Response Length**	**Additional Information**
Contextual Information Sheet(s) (form provided)	doc, docx, odt, or pdf	1	**No more than 1 page**	• Use 11-point Arial font • Single space
Written Commentary	doc, docx, odt, or pdf	1	**No more than 12 pages**	• Use 11-point Arial font • Double space with 1" margins on all sides
Activity Packets (form provided)	doc, docx, odt, or pdf	3	Three Activity Forms **no more than 1 page each**—forms do not count in page totals **No more than 9 pages** of activities and related instructional materials for three activities combined (**no more than 3 pages for each activity**)	**Submit 1 packet for each activity:** • **Activity #1 Packet** Activity Form for Activity #1 and supporting materials • **Activity #2 Packet** Activity Form for Activity #2 and supporting materials • **Activity #3 Packet** Activity Form for Activity #3 and supporting materials
Student Work Samples (form provided)	doc, docx, odt, or pdf	3	**No more than 15 pages** for six student work samples combined (two students, three work samples each)—forms do not count in page totals	**Submit student work samples from two students for each activity:** • **Activity #1 Student Work Samples** Student Work Sample Forms for Activity #1 each with associated work sample • **Activity #2 Student Work Samples** Student Work Sample Forms for Activity #2 each with associated work sample • **Activity #3 Student Work Samples** Student Work Sample Forms for Activity #3 each with associated work sample

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from **www.boardcertifiedteachers.org**. **Retain completed student release forms for your records; do not submit them with your evidence.**

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Component 2 Forms

This section contains forms required for Component 2. You may complete these forms in two ways depending on the content of the form:

- For forms that require descriptions or explanations of evidence, you must download the word-processing files available at **www.boardcertifiedteachers.org**, fill them out electronically, and then upload the electronic file or scanned image with the associated evidence to the electronic portfolio management system.

OR

- For forms that do not require descriptions or explanations of evidence and that are used solely to identify submitted evidence, you may print out the forms on the following pages, fill them out by hand, scan the completed forms with the associated evidence, and then upload the electronic file to the electronic portfolio management system.

As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from **www.boardcertifiedteachers.org**.

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EAYA/Health Education Contextual Information Sheet

Directions: Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

This form asks you to describe the broader context in which you teach:

- **If you teach in different schools that have different characteristics, and this portfolio entry features students from more than one school,** please complete a separate sheet for each school associated with this portfolio entry.
- In this component, you are asked to provide specific information about the students in the class you have featured in the portfolio entry. This is *in addition* to the information requested here.
- For clarity, please avoid the use of acronyms.

Candidate ID#: [ ]

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

[ ]

2. Briefly identify.

   Grades: [ ] Age Levels: [ ] Number of Students Taught Daily: [ ]

   Average Number of Students in Each Class: [ ]

   Courses: [ ]

3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.
   Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.

[ ]

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EAYA/Health Education Activity Form

Directions: Use a new form for each activity.

Indicate your Candidate ID and the activity (#1, #2, or #3) below. Respond to the prompts (**no more than 1 single-spaced page in Arial 11-point font, including the prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With each completed Activity Form, include the associated instructional materials that would help assessors understand the activity (e.g., handouts, excerpts from teacher guides, instructions to students). If the material being used is larger than 8.5" x 11", software, or three-dimensional, include a description, drawing, or photograph with this form. In addition, if writing on the chalkboard is important for assessors to see, insert a 1-page description/transcription or photograph of that material.

Candidate ID#: [ ]

Activity: #1 [ ] #2 [ ] #3 [ ]

1. Describe the instructional activity. What did you do? What did the students do?

[ ]

2. What is the purpose of this activity? What did you want your students to learn?

[ ]

3. What instructional resources did you use for this activity (e.g., printed materials, community resources, laboratory equipment)? How were they used?

[ ]

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EAYA/Health Education Student Work Sample Form

Directions: Use a new form for each student work sample.

Indicate your Candidate ID, the student (A or B), and the activity (#1, #2, or #3) below.

With each completed Student Work Sample Form, include the associated student work sample. Label the student response with "Student A" or "Student B."

Candidate ID#: [ ]

Student: A [ ] B [ ]

Activity: #1 [ ] #2 [ ] #3 [ ]

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Scoring Rubric for EAYA/Health Education Component 2

Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence of the teacher's ability to apply knowledge of individual students' learning styles, backgrounds, experiences, and goals to instruction; to integrate health-related skill(s) that promote positive health habits across different health-related content areas; and to incorporate technology. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher demonstrates a thorough knowledge about his/her students and makes informed decisions about instructional content and strategies based on the knowledge of the learning styles, backgrounds, experiences, and goals of individual students.
- that the teacher sets high, relevant, and appropriate learning goals for his/her students, connects instruction to those goals, and selects relevant health-related skills that connect to a variety of health-related content areas.
- that the teacher selects goals and health-related skills that are linked to real-life situations, and apply to comprehensive health education, including the components of physical, mental, emotional, social, and spiritual health.
- that the teacher implements sound, comprehensive activities and teaching practices that promote the development of health-literate individuals.
- that the teacher delivers well-defined health content through skills-based learning, e.g., communication, goal-setting, decision-making, and problem-solving skills.
- that the teacher selects, plans, adapts, and evaluates curriculum to ensure comprehensive health education.
- that the teacher uses an array of engaging instructional strategies, including links to technology, to facilitate student learning.
- that the teacher employs a variety of valid and reliable assessment strategies appropriate to both the curriculum and the learner.
- that the teacher provides appropriate feedback to students, and uses assessment results to monitor student learning, assist students in reflecting on their own achievements, differentiate instruction, and report student progress.
- that the teacher accurately describes, analyzes, and evaluates students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals.
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching.

Overall, there is *clear, consistent, and convincing* evidence of the teacher's ability to apply knowledge of individual students' learning styles, backgrounds, experiences, and goals to instruction; to integrate health-related skill(s) that promote positive health habits across different health-related content areas; and to incorporate technology. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

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Level 3

The **LEVEL 3** performance provides *clear* evidence of the teacher's ability to apply knowledge of individual students' learning styles, backgrounds, experiences, and goals to instruction; to integrate health-related skill(s) that promote positive health habits across different health-related content areas; and to incorporate technology. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

The Level 3 performance provides *clear* evidence:

- that the teacher demonstrates a thorough knowledge about his/her students and makes informed decisions about instructional content and strategies based on the knowledge of the learning styles, backgrounds, experiences, and goals of individual students. However, the evidence may be somewhat inconsistent.
- that the teacher sets high, relevant, and appropriate learning goals for his/her students, connects instruction to those goals, and selects relevant health-related skills that connect to a variety of health-related content areas.
- that the teacher selects goals and health-related skills that are linked to real-life situations, and apply to comprehensive health education, including the components of physical, mental, emotional, social, and spiritual health, though the link to real-life situations may be inconsistently articulated.
- that the teacher implements sound, comprehensive activities and teaching practices that promote the development of health-literate individuals.
- that the teacher delivers well-defined health content through skills-based learning, e.g., communication, goal-setting, decision-making, and problem-solving skills.
- that the teacher selects, plans, adapts, and evaluates curriculum to ensure comprehensive health education.
- that the teacher uses an array of engaging instructional strategies, including links to technology, to facilitate student learning.
- that the teacher employs a variety of valid and reliable assessment strategies appropriate to both the curriculum and the learner.
- that the teacher provides appropriate feedback to students, and uses assessment results to monitor student learning, assist students in reflecting on their own achievements, differentiate instruction, and report student progress.
- that the teacher accurately describes, analyzes, and evaluates students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals, although some parts of the analysis may be more insightful or detailed than others.
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it, and reflects on its implications and significance for future teaching.

The Level 3 performance may show some inconsistency and imbalance in the analysis or in the sources of evidence. One part of the response may be more indicative of accomplished practice than the other, but overall, there is *clear* evidence of the teacher's ability to apply knowledge of individual students' learning styles, backgrounds, experiences, and goals to instruction; to integrate health-related skill(s) that promote positive health habits across different health-related content areas; and to incorporate technology. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

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Level 2

The **LEVEL 2** performance provides *limited* evidence of the teacher's ability to apply knowledge of individual students' learning styles, backgrounds, experiences, and goals to instruction; to integrate health-related skill(s) that promote positive health habits across different health-related content areas; and to incorporate technology. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

The Level 2 performance provides *limited* evidence:

- that the teacher demonstrates a thorough knowledge about his/her students and makes informed decisions about instructional content and strategies based on the knowledge of the learning styles, backgrounds, experiences, and goals of individual students. The evidence may be inconsistent or incomplete.
- that the teacher sets high, relevant, and appropriate learning goals for his/her students, connects instruction to those goals, and selects relevant health-related skills that connect to a variety of health-related content areas. The goals may be vague, of limited significance, or only loosely related to instruction.
- that the teacher selects goals and health-related skills that are linked to real-life situations, and apply to comprehensive health education, including the components of physical, mental, emotional, social, and spiritual health. The links to real-life situations may be weak or poorly articulated.
- that the teacher implements sound, comprehensive activities and teaching practices that promote the development of health-literate individuals.
- that the teacher delivers well-defined health content through skills-based learning, e.g., communication, goal-setting, decision-making, and problem-solving skills.
- that the teacher selects, plans, adapts, and evaluates the curriculum to ensure comprehensive health education.
- that the teacher uses an array of engaging instructional strategies, including links to technology, to facilitate student learning.
- that the teacher employs a variety of valid and reliable assessment strategies. These strategies may be weak or may only be loosely tied to what's appropriate for both the curriculum and the learner.
- that the teacher provides appropriate feedback to students, and uses assessment results to monitor student learning, assist students in reflecting on their own achievements, differentiate instruction, and report student progress.
- that the teacher accurately describes, analyzes, and evaluates students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals. The analysis may consist largely of what each student got "right" and "wrong" or focus primarily on affective issues such as engagement of students.
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching. The reflection may be over-simplified or sketchy and show limited understanding of implications and significance for future teaching.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall there is *limited* evidence of the teacher's ability to apply knowledge of individual students' learning styles, backgrounds, experiences, and goals to instruction; to integrate health-related skill(s) that promote positive health habits across different health-related content areas; to incorporate technology; or that these health-related skills link to an appropriate health education curriculum and/or student standards and are applicable to real-life situations.

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Level 1

The **LEVEL 1** performance provides *little or no* evidence of the teacher's ability to apply knowledge of individual students' learning styles, backgrounds, experiences, and goals to instruction; to integrate health-related skill(s) that promote positive health habits across different health-related content areas; and to incorporate technology. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations.

The Level 1 performance provides *little or no* evidence:

- that the teacher demonstrates a thorough knowledge about his/her students and makes informed decisions about instructional content and strategies based on the knowledge of the learning styles, backgrounds, experiences, and goals of individual students. The evidence may be insignificant or missing.
- that the teacher sets high, relevant, and appropriate learning goals for his/her students, connects instruction to those goals, and selects relevant health-related skills that connect to a variety of health-related content areas.
- that the teacher selects goals and health-related skills that are linked to real-life situations, and apply to comprehensive health education, including the components of physical, mental, emotional, social, and spiritual health. When stated, goals are trivial, inappropriate, or unrelated to instruction.
- that the teacher implements sound, comprehensive activities and teaching practices that promote the development of health-literate individuals.
- that the teacher delivers well-defined health content through skills-based learning, e.g., communication, goal-setting, decision-making, and problem-solving skills.
- that the teacher selects, plans, adapts, and evaluates the curriculum to ensure comprehensive health education.
- that the teacher uses an array of engaging instructional strategies, including links to technology, to facilitate student learning.
- that the teacher employs a variety of valid and reliable assessment strategies appropriate to both the curriculum and the learner. The assessments may require students to simply recall information, participate in superficial assessments, or complete "fill-in-the-blank" types of assessments.
- that the teacher provides appropriate feedback to students, and uses assessment results to monitor student learning, assist students in reflecting on their own achievements, differentiate instruction, and report student progress.
- that the teacher accurately describes, analyzes, and evaluates students' performance on the basis of well-articulated criteria that are clearly connected to the learning goals. Analysis may consist solely of what each student got "right" and "wrong."
- that the teacher engages in reflective thinking in which he/she describes his or her practice accurately, analyzes it fully and thoughtfully, and reflects on its implications and significance for future teaching. The reflection may be missing or unrelated to the instructional lessons.

Overall, there is *little or no* evidence of the teacher's ability to apply knowledge of individual students' learning styles, backgrounds, experiences, and goals to instruction; to integrate health-related skill(s) that promote positive health habits across different health-related content areas; to incorporate technology; or that these health-related skills link to an appropriate health education curriculum and/or student standards and are applicable to real-life situations.

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