

Evaluation of Evidence Guide

Early Adolescence through Young Adulthood/Health Education
Portfolio Entry 1

1. **Aspects of teaching.** As you read the response, note evidence pertaining to EACH of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Makes decisions about instructional content and strategies based on the knowledge of the learning styles, backgrounds, experiences, and goals of individual students
 - b) **GOALS/CONNECTIONS/HIGH EXPECTATIONS (G/CONN/HEXP):** The goals, the connections between the goals, the instruction, and the assessment work together to meet high expectations and are linked to real-life situations
 - c) **INSTRUCTION (INST):** Lessons and teaching practices that promote the development of health-literate individuals
 - d) **ASSESSMENT (ASMT):** Assessment strategies are appropriate to both the curriculum and the learner; uses assessment results to monitor student learning
 - e) **TECHNOLOGY (TECH):** Connections and links to technology facilitate student learning
 - f) **PROMOTING SKILLS-BASED LEARNING (SBL):** Enhancing student knowledge by delivering health content through skills-based learning
 - g) **CURRICULAR CHOICES (CURR):** Selects, plans, adapts, evaluates curriculum choices to ensure comprehensive health education
 - h) **ANALYSIS (ANA):** Examination of student responses are based on well articulated criteria that are linked to learning goals
 - i) **CONTENT KNOWLEDGE (CK):** Teacher has a strong command of health education content linked with appropriate health education pedagogy
 - j) **REFLECTION (R):** Teacher engages in reflective thinking in which he/she describes their practice accurately, analyzes it fully and thoughtfully, and evaluates ways to refine it.

2. Does instruction promote this student’s growth in understanding of the health education content and skills-based goals? (ANSWER FOR EACH STUDENT.) As you answer this question, think about the quality of and the links between the different parts of the evidence – are the parts and links logical, accurate, and complete? The links to think about are:

- knowledge of students \leftrightarrow the lessons \leftrightarrow the skill(s) \leftrightarrow the instruction \leftrightarrow the assessment
- the assessment \leftrightarrow the teacher’s analysis of the student work \leftrightarrow modifications, next steps
- the teacher’s analysis \leftrightarrow the student work (i.e., quality of “fit:” do the two sources support and enhance each other or do they conflict and undermine each other?)

3. Thinking about the performance as a Whole. Overall, what is the nature of the evidence that the teacher is able to integrate health-related skill(s) that promote positive health habits across different health-related content areas, and how you integrate technology instruction. These health-related skills link to an appropriate health education curriculum and/or student standards and should be applicable to real-life situations? The links to think about are:

- your judgment of the effectiveness of the instruction for each of the two students
- the assessment descriptions and the assessments themselves
- the evidence in both analyses and the responses of both students
- the contextual and reflective information provided in the commentary

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Portfolio Entry 2

- 1. Aspects of Teaching.** As you review the response, note evidence pertaining to **EACH** of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.
 - a) **KNOWLEDGE OF STUDENTS (KOS):** Knowledge about his/her students and makes decisions about instructional content and strategies based on the knowledge of the learning styles, backgrounds, experiences, and goals of individual students.
 - b) **GOALS/CONNECTIONS/HIGH EXPECTATIONS (G/CONN/HEXP):** The goals, the connections between the goals, the instruction, and the assessment work together to meet high expectations.
 - c) **INSTRUCTION/ASSESSMENT (INST/ASMT):** Lessons and teaching practices that promote the development of health-literate individuals; valid and reliable assessment strategies appropriate to both the curriculum and the learner, and uses assessment results to monitor student learning
 - d) **PROMOTING SKILLS-BASED LEARNING (SBL):** Implements skills-based learning that enables students to make positive health choices
 - e) **CURRICULAR CHOICES (CURR):** Selects, plans, adapts, evaluates curriculum choices to ensure comprehensive health education.
 - f) **ANALYSIS OF VIDEOTAPE (ANA):** Teacher's analysis of the videotape. Is it accurate and insightful?
 - g) **LEARNING ENVIRONMENT (LE):** Nature of the learning environment. Is it an equitable and fair learning environment in which all students are encouraged to participate and to flourish in safe and nurturing setting?
 - h) **CONTENT KNOWLEDGE (CK):** Teacher has a strong command of health education content linked with appropriate health education pedagogy.
 - i) **REFLECTION (R):** Teacher engages in reflective thinking in which he/she describes their practice accurately, analyzes it fully and thoughtfully, and evaluates ways to refine it.

2. **Does the lesson on the videotape come together with the rest of the instruction to foster growth in health literacy through skills-based learning?** As you answer this question, think about the quality of and the links between the different parts of the evidence – are the parts and links logical, accurate and complete? The links to think about are:

- information about the students \leftrightarrow the goals \leftrightarrow the sequence of instruction
- the sequence of instruction \leftrightarrow the teacher’s analysis \leftrightarrow the reflection
- the written commentary \leftrightarrow what you saw on the videotape (i.e., quality of “fit.”) Do the two sources support and enhance each other or do they conflict and undermine each other?

3. **Thinking about the performance as a Whole. Overall, what is the nature of the evidence that the teacher is able to demonstrate knowledge and understanding of health education curriculum, implement appropriate instruction, and utilize assessment strategies that foster growth in health literacy through skills-based learning, and guide students in effective ways to make positive health choices?**

The links to think about are:

- the sequence of instruction
- the written commentary, including the analysis of the lesson featured on the videotape
- the evidence from the videotape itself
- the links between the different aspects of the performance

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Early Adolescence through Young Adulthood/Health Education
Portfolio Entry 3

1. **Aspects of Teaching.** As you review the response, note evidence pertaining to **EACH** of the aspects of teaching listed below. Evidence may come from one or more data sources for any one aspect.
 - j) **KNOWLEDGE OF STUDENTS (KOS):** In-depth understanding of the individual students and their backgrounds to plan and implement instruction.
 - k) **GOALS/CONNECTIONS/HIGH EXPECTATIONS (G/CONN/HEXP):** The goals, the connections between the goals, and the instruction, all work together to meet high expectations.
 - l) **INSTRUCTION APPROACHES (INST/APPR):** Teaching strategies that reflect consideration of the unique learning needs of his/her students and promotes student interaction with the teacher and with each other.
 - m) **ANALYSIS OF VIDEOTAPE (ANA):** Teacher's analysis of the videotape. Is it accurate and insightful?
 - n) **LEARNING ENVIRONMENT (LE):** Nature of the learning environment. Is it an equitable, accessible, and fair learning environment in which all students are encouraged to participate and to flourish in a safe and nurturing setting?
 - o) **CONTENT KNOWLEDGE (CK):** Teacher has a strong command of health education content linked with appropriate health education pedagogy.
 - p) **REFLECTION (R):** Teacher engages in reflective thinking in which he/she describes their practice accurately, analyzes it fully and thoughtfully, and evaluates ways to refine it.

2. **Does the lesson on the videotape come together with the rest of the instruction to establish a nurturing/supportive classroom setting and environment in which students are exposed to a variety of intellectual challenges as they explore relevant topics in health literacy?** As you answer this question, think about the quality of and the links between the different parts of the evidence – are the parts and links logical, accurate and complete? Here are the links to think about:
- information about the students \leftrightarrow the goals \leftrightarrow the sequence of instruction
 - the sequence of instruction \leftrightarrow the teacher's analysis \leftrightarrow the reflection
 - the written commentary \leftrightarrow what you saw on the videotape (i.e., quality of “fit.”) Do the two sources support and enhance each other or do they conflict and undermine each other?
3. **Thinking about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to establish a nurturing/supportive classroom setting and environment in which students are exposed to a variety of intellectual challenges as they explore relevant topics in health literacy.** The links to think about are:
- the sequence of instruction
 - the written commentary, including the analysis of the lesson featured on the videotape
 - the evidence from the videotape itself
 - the links between the different aspects of the performance

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Portfolio Entry 4

1. Accomplishments:

- Briefly describe each accomplishment and note the documentation provided by candidates.
- Notes the aspect(s) addressed in the evidence for each accomplishment as described below:
 - a) **TEACHER AS PARTNER WITH FAMILIES AND COMMUNITY (P-F/C):** Evidence that the teacher treats parents and other interested adults as valued partners in the child's development and education. Also, evidence that school-community connections facilitate ongoing, mutually beneficial interactions between the students and the wider community and enhance teaching and learning. Evidence that teacher fosters two-way dialogue with parents and other interested adults.
 - b) **TEACHER AS LEARNER (TL):** Evidence that the teacher has engaged in ongoing professional development whereby she/he has strengthened his or her knowledge, skills, and abilities relevant to his/her teaching context. Does the teacher seek information on current theories and research - and their applications - through familiarity with professional literature, participate in and support professional organizations, or take advanced course work relevant to his or her teaching and learning context?
 - c) **TEACHER AS LEADER/COLLABORATOR (L/C):** Evidence that the teacher has worked collaboratively with colleagues to improve teaching and learning (within school or in wider professional community). Also, evidence that the teacher has shared his or her expertise in a leadership role with other educators so that teaching and learning can be improved.
- Evaluate each accomplishment and its impact on student learning.

2. Reflective Summary: Does the teacher explain what was most effective in impacting student learning and why it was effective? Does the teacher plan for impacting student learning in the future? Describe and evaluate the teacher's summary.

3. Looking at the descriptions and the documentation together with the Reflective Summary, what is the nature of the “fit” between them? Consider the following:

- Descriptions↔supporting documentation↔Reflective Summary (Each and every accomplishment listed by the teacher need not be verified by supporting documentation, and the documentation may not necessarily address every detail of the teacher’s description)
- Supporting documentation↔development as a learner; leading/collaborating with the professional community; and outreach to families and community↔Reflective Summary

4. Professional development, work with colleagues, and appropriateness and extent of outreach to families and the community. Consider the following evidence:

- Professional development activities and work with colleagues is ongoing, showing the application of improved content knowledge and/or pedagogical approaches that impact student learning.
- Strategies used by the teacher to reach out to families and the community are appropriate for his or her students and extensive enough to engage families and the community in two-way communication for the purpose of impacting student learning.
- Communications with families and community address substantive teaching and learning issues and student progress. (As opposed to communications that are strictly procedural, such as organizing field trips, or focused on behavior or discipline issues).

5. Think about the performance as a whole. Overall, what is the nature of the evidence that the teacher is able to impact student learning through work with colleagues, professionals, families and the community, and as a learner? Think about this in terms of the following areas:

- Teacher as Partner with Families and Communities
- Teacher as Learner
- Teacher as Leader/Collaborator