SOPHE 2019 HEALTH EDUCATION TEACHER PREPARATION STANDARDS

Sample Assessment of Standard #5: Impact on Student Learning

This assessment uses part of an assignment to address a required assessment

Assessment #5: Impact on Student Learning (part of assignment used to determine effect on student learning are in blue).
Title: Analysis of Student Learning

I. Brief Description & Use in Program:

The Curriculum Development in School Health (SHE 123) was designed so candidates can demonstrate their abilities to enhance student learning using the scope and sequence of health instruction, using the health education assessment of core concepts, plan, and evaluate health instruction and conduct assessments of student learning. The Health Education Assessment Project (HEAP), designed for the state's health teachers, is used to teach the necessary skills related to student learning. This project is aligned with the National Health Education Standards, and student learning can be quantified. The components of HEAP incorporate the National Health Education Standards and focus on assessing health skills and improving student learning.

Candidates develop lesson plans using scope and sequence to enhance student learning. The lesson plan is presented during a field experience, in an elementary, middle school, or high school setting. Candidates assess student content knowledge, beliefs, and skills. Student learning is determined using the following types of assessment: (1) selected response (multiple choice), (2) constructed response (elicit a response of one or two sentences up to one or two paragraphs), (3) performance events (activities that students complete within a single class period), (4) performance tasks (projects students complete outside of class over an extended period of time), and (5) portfolios (collection of students' work, completed over a normal course of classroom activities that documents students' level of achievement). The types of student assessment used to analyze student learning demonstrate candidates' competency of each concept and health education standard. Candidates share, interpret, and present their lesson on student learning to their peers and professor, via a poster board presentation or Power Point presentation. Each candidate creates a notebook that includes the lesson plans, standards met, students' demonstration of learning, and how learning was assessed.

II. Aligns with 2019 SOPHE Standards:

Analysis of Student learning uses several assessment tools that align with SOPHE's standards 2d, 3b, 3c, 4c, and 5. Candidates use the lesson plan, student assessment, planning, implementation and evaluation data to adjust objectives and instructional strategies. They then revised instructional strategies based on the objective feedback from the student assessment. The presentation to other

candidates addresses standard 5.c: Candidates interpret assessment results and use them to improve future instruction for diverse learners.

III. Analysis of Data:

The majority (87%) of candidates demonstrated assessment of student learning at the target and acceptable levels. Only one candidate's (12.5%) assessment of student learning was unacceptable. In assessing, planning, and evaluating student learning the candidates demonstrated their knowledge with 70% at target level and 20% at the acceptable level. In the area of lessons plans and student assessment, candidates fared much better with a 90% at the target and acceptable levels. Only 10% (1) were at the unacceptable level. The analysis of student learning demonstrated 90% of candidates were competent at the target and acceptable levels.

IV. Interpretation of Data:

Ninety percent of candidates successfully demonstrated student learning. There is some variability in the analysis of student learning assessment in the areas of performance task and assessment trial results. We interpret these findings carefully due to the small number of candidates (8). The candidates in this data set were trained using the new assessment (HEAP), designed by the state for health educators. We expect as more candidates are trained in the HEAP program, the lower scores will be reduced.

Attachment #1
Analysis of Student Learning Assignment
Assessment #5: Impact on Student Learning

CURRICULUM DEVELOPMENT
IN HEALTH EDUCATION

FINAL ASSIGNMENT: (100 POINTS)

The final two assignments are group projects -- developing a scope and sequence for a health education curriculum and conducting a student assessment. These assignments will demonstrate your ability to apply Standards 3, 4, and 5 of the 2019 SOPHE Health Education Teacher Preparation Standards.

STANDARD 2: ASSESSING NEEDS. Candidates assess needs and assets of learners, learning, and the learning community in order to inform their practice.

> Component 2a: Candidates explain expected patterns of human growth and development across cognitive, linguistic, social, emotional and physical areas.
> *Component 2b: Candidates describe how individual differences in learning styles influence learning.
> *Component 2c: Candidates assess individual learners' assets, strengths, needs and interests in order to differentiate learning and enable each learner to advance and accelerate his or her learning regardless of factors such as race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency, and physical or cognitive ability.

Component 2d: Candidates synthesize data about school and community assets and deficits and their context including culture in support of developing a healthy school environment.

STANDARD 3: PLANNING. Candidates use needs assessment data, health education standards, and principles of learning to plan cohesive, sequential lessons and units that include ways to accommodate students' differing strengths and needs and that use 21st Century technology in order to support students' acquisition of functional health knowledge, health-related skills, and health beliefs.

*Component 3a: Candidates apply data to guide prioritizing and planning health instruction that addresses identified strengths and needs of learners within the classroom, school, and home or community context.

*Component 3b: Candidates apply principles of learning when designing individual, small group, and whole class learning activities and assessments.

*Component 3c: Candidates plan a health education curriculum scope and sequence aligned with National and/or state health education standards.

*Component 3d: Candidates design and align measurable learning outcomes, assessments and instructional practices that support acquisition of functional health knowledge, health-related skills, and health beliefs.

*Component 3e: Candidates select and create developmentally appropriate, culturally appropriate, inclusive and challenging instructional experiences that engage learners regardless of their race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English language proficiency, and physical or cognitive ability.

*Component 3f: Candidates incorporate 21st century technology skills into instructional strategies and assessments.

STANDARD 4: IMPLEMENTATION. Candidates employ a variety of research/theory-based instructional strategies in a well-managed classroom that encourages all learners regardless of race, ethnic origin, religion, gender, gender identity, sexual orientation, family structure, English-language proficiency, and physical or cognitive ability to adopt healthy behaviors and to interact positively with others; candidates reflect on their practice and adapt practice in order to meet students' and instructional needs.

*Component 4a: Candidates demonstrate multiple research/theory-based instructional strategies that help learners adopt healthy behaviors.

*Component 4b: Candidates create a positive learning environment through competence in classroom management that stimulates engagement, collaborative learning positive social interaction, inclusivity, and self-motivation among learners.

Component 4c: Candidates evaluate their own health education instructional practice and make necessary adaptations to meet the needs of each learner.

STANDARD 5: EVALUATION. Candidates use multiple assessment methods that are aligned with standards and learning objectives to measure students' achievement, document their progress and guide instructional practice.

*Component 5a: Candidates select and create multiple methods designed to assess changes in functional knowledge, health-related skills, and health beliefs.

*Component 5b: Candidates align formative and summative assessments with educational standards, learning objectives, and instructional practice.

*Component 5c: Candidates interpret assessment results and use them to improve future instruction for diverse learners.

Specifically, you are to develop the following:

Scope and Sequence Assignment:

1. Select an elementary, middle, or secondary school health curriculum to design or revise.
2. Design a scope and sequence chart for that school health curriculum
3. Define the health curriculum's philosophy and goals
4. Select appropriate overall performance objectives for that health curriculum
5. Design appropriate lesson plans to meet the health curriculum's objectives
6. Develop a logical Scope and Sequence Plan for a curriculum design for a chosen school over 3 consecutive grade levels. Decide topics, subtopics, time allotment.
7. Identify lessons needed to cover content and skills in the Scope and Sequence. Compose appropriate and measurable objectives for each lesson. Make use of state's curriculum framework and the National Health Education Standards. Each lesson must combine content with at least one skill from the National Standards.
8. Fully develop at least two consecutive lessons within the scope and sequence plan. For each lesson, include functional knowledge and at least one of the skill areas in the National Standards. Identify the corresponding objectives from scope and sequence.
9. Identify an appropriate existing pretest for at least two of the content areas in your scope and sequence. Administer that pre-test to your peers, summarize results and then discuss the learning implications of the results.
10. Using a performance exemplar from given materials on assessing health education, teach two given or matching lessons to a class or a group of students and then administer the performance task. Summarize the results and discuss how the lessons could be improved.

Student Assessment

1. Identify appropriate student assessment methods for assessing the effectiveness of a health curriculum
2. Write the student learner outcomes/objectives for the lesson that you will teach
3. Include the following categories in your student assessment:
   a. An introduction to include a description of the school and students, their health background, special needs, etc.
   b. Performance task – indicate why this task was chosen or devised
   c. Knowledge/skills needed – discuss the knowledge and skills needed by the age group to complete the performance task at a level 3
   d. Lesson plans – complete lesson plans for 2-3 lessons that will bring students to the performance task, using a specified format
   e. Assessment trial results – present the results of a rubric based on a trial of the performance task in a real classroom after you have taught the lessons. Use a table to report the statistics from your findings.

f.   Analysis – present a complete analysis of causation of results, including selection of content, teaching, difficulties encountered, student challenges, prior learning, etc., include suggestions for future lessons.

Attachment #2
Analysis of Student Learning Scope and Sequence Rubric
Assessment #5: Impact on Student Learning

Scope and Sequence Rubric

Category (SOPHE Standard)	Target 3 Points	Acceptable 2 Points	Unacceptable 1 Point
Students and Setting (2d)	Clearly describes the target school and its students in terms of numbers, race, number per classroom, eligibility for reduced price lunches, mastery test scores, as described on the SSP, census data or other sources.	Evidence of use of the SSP, etc. in describing the target population. Is mostly complete, but not be fully proficient in the description.	Some evidence of use of the SSP, etc. in describing the target population, but has inaccuracies or is incomplete.
Scope and Sequence (3c, 1b)	Includes content descriptors/ objectives for 3 consecutive grades and one functional knowledge area. Sequence is logical and builds on prior learning. Links National HED Standards to descriptors	Shows evidence of proficiency and is mostly complete but lacks logical sequencing.	Shows some evidence of proficiency but is incomplete or has inaccuracies.
Lessons Identified (1c, 3c)	Identifies each lesson by a number and title in a chart, and links each to lesson objectives and related skills. Functional knowledge is identified.	Shows evidence of linking lessons, skills, content, objectives and NHES. Is mostly complete but not be fully proficient.	Shows some evidence of linkage but has inaccuracies or is incomplete.

Sample Lesson Plans (1b, 3d, 3e, 5a)	Includes at least one lesson per group member and follows general guidelines including title, grade level, NHES, objectives, initiation, content, closure, assessment.	Shows evidence of producing lesson plans linked to outcomes. Plans are mostly complete but not fully proficient.	Shows some evidence producing linked lesson plans, but they are not fully linked or have missing components.

Attachment #3
Analysis of Student Learning Student Assessment Rubric
Assessment #5: Impact on Student Learning

Student Assessment Rubric

Category (SOPHE Standard)	Target 3 Points	Acceptable 2 Points	Unacceptable 1 Point
Introduction (2d)	Is well written and organized; includes description of the identified school and students; their health background, special needs, etc.	Omits some information about the identified school and students; otherwise well written and organized	Omits important information about the identified school and students; or lacks organization and/or clarity
Performance Task (3e)	Includes a copy of the performance task to be used and a clear explanation of why this task was chosen or devised	Includes a performance task that lacks some clarity in directions, or does not fully justify its use	Includes a performance task that contains major omissions or errors in the directions
Knowledge/Skills Needed (3d, 1b, 1c or 1d or 1e or 1f)	Contains a full and complete discussion on the knowledge and skills needed by the age group to complete the performance task at a level 4	Contains an adequate discussion that contains some errors or omissions	Contains a discussion that contains significant errors or omissions
Lesson Plans (3d, 3e, 5a, 5b)	Includes complete lesson plans including assessments with scoring rubrics for 2-3 lessons that include both formative and summative measures	Includes lesson plans with appropriate formative and summative assessment	Includes lesson plans with assessments that are loosely connected to outcomes or are either formative or summative but not both

Assessment Trial Results (5c)	Presents results in table form using percentage stats of a rubric- based trial of the performance task in a real classroom, after teaching the lesson plans	Presents results by individual scores only	Presents results using frequencies only
Analysis (5c)	Presents thorough and complete analysis of results, including selection of content, teaching, difficulties encountered, student challenges, prior learning, etc.; plus provides suggestions for future planning	Presents mostly complete analysis of results, but there are some omissions	Presents inadequate analysis of results and has major omissions

Attachment #4
Analysis of Student Learning Scope and Sequence Scoring Data
Assessment #5: Impact on Student Learning

Scope and Sequence Scoring Data (2019-2021)
N = 10

Category	Target 3 Points	Acceptable 2 Points	Unacceptable 1 Point
Students and Setting	7 (70%)	3 (30%)	0
Scope and Sequence	8 (80%)	2 (20%)	0
Lessons Identified	6 (60%)	3 (30%)	1 (10%)
Sample Lesson Plans	8 (80%)	2 (20%)	0

Attachment #5
Analysis of Student Learning Student Assessment Scoring Data
Assessment #5: Impact on Student Learning

Student Assessment Scoring Data (2019-2021)
N = 10

Category	Target 3 Points	Acceptable 2 Points	Unacceptable 1 Point
Introduction	5 (50%)	4 (40%)	1 (10%)
Performance Task	3 (30%)	6 (60%)	1 (10%)
Knowledge/Skills Needed	3 (30%)	7 (70%)	0
Lesson Plans	6 (60%)	4 (40%)	0
Assessment Trial Results	5 (50%)	4 (40%)	1 (10%)
Analysis	5 (50%)	5 (50%)	0