

University Supervisor completes with final assessment; Teacher Candidate stores in binder and submits to University Supervisor via Taskstream at the end of the experience.

Please download the needed rubric from the PLNU Clinical Practice website at www.plnusoe.com.

Health Science Competency Assessment

Teacher Candidate:

University Supervisor/CT:

Date:

Clinical Practice Phase I

Clinical Practice Phase II

<i>Elements</i>	<i>Candidate Proficiency</i>	<i>I</i>	<i>II</i>	<i>III</i>	<i>IV</i>	<i>Not Yet Observed/Comments</i>
<i>1. Standards</i>	Designs and implements instruction that assures all students meet or exceed state-adopted standards for health education and applicable English Language Development Standards, while promoting academic language.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>2. Coordinated School Health Program</i>	Understands the professional, legal, scientific, behavioral, and philosophical principles of health education and the role of the school health educators within a coordinated school health (CSH) program.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

						Initial: Date:
<i>3. Critical Thinking</i>	Teaches problem-solving and critical-thinking skills that develop confidence in the decision-making process and promote healthy behaviors.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>4. Individual & Cultural Differentiation</i>	Recognizes differences in individual development, culture, and family life.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

						Initial: Date:
<i>5. Community Specific Education</i>	Assesses individual and community needs for health education by interpreting health-related data about social and cultural environments.					
<i>6. Research</i>	Understands the differences between health education practices that are grounded in scientific research and those that are not research-based.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>7. Collaboration</i>	Identifies opportunities for collaboration among health educators in all settings, including school and community health professions.	Little to no competency	Beginning competency	Average competency	Excellent competency	

		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initial: Date:
<i>8. Analytical Skills</i>	Teaches students to use analytical skills to identify behaviors that enhance and/or compromise personal health and well-being.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>9. Lifestyle Choices</i>	Teaches students to recognize the short term and long term effects of the lifestyle choices and habits of individuals; integrates higher-level thinking skills within the context of	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

	various health topics.					Initial: Date:
<i>10. Risk Assessment & Prevention</i>	Teaches students to apply a variety of risk assessments skills and prevention strategies to health-related issues.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date: _
<i>11. Advocacy</i>	Demonstrates effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

						Initial: Date:
<i>12. Communication</i>	Understands the role of communication and communication skills in interpersonal relationships and identifies strategies that encourage appropriate expression.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>13. Reading</i>	Teaches students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

	representations presented in diverse formats.					Initial: Date:
<i>14. Writing</i>	Teaches students to write argumentative and expository text in the content area.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:
<i>15. Speaking Skills</i>	Teaches speaking and listening skills including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of health education.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	

						Initial: Date:
<i>16. Technology</i>	Provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.	Little to no competency <input type="checkbox"/>	Beginning competency <input type="checkbox"/>	Average competency <input type="checkbox"/>	Excellent competency <input type="checkbox"/>	Initial: Date:

This Teacher Candidate has completed all competencies for Health Science.

University Supervisor or Mentor teacher Signature: _____ Date: _____