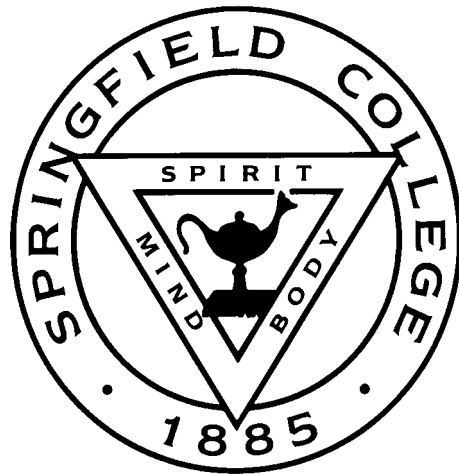


SPRINGFIELD COLLEGE

HEALTH/FAMILY & CONSUMER SCIENCES CLINICAL EXPERIENCE* FIELDWORK HANDBOOK



***Prerequisite: Must hold a valid initial teaching license
in another field (e.g., physical education)**

Published January 2005

**HEALTH/FAMILY & CONSUMER SCIENCES
CLINICAL EXPERIENCE HANDBOOK**



PRACTICUM PROGRAMS

Dr. Linda Davis-Delano
Director of Educator Preparation & Licensure
413-748-3146

Eneida Gonzalez
413-748-3155

Brenda deLiefde
413-748-3155

DEPARTMENT OF PHYSICAL EDUCATION & HEALTH EDUCATION

Dr. Stephen C. Coulon, Chairperson
413-748-3029

Dr. Ruth Arnold, Graduate Program Coordinator
413-748-3251

Gaetano Amato, Pre-Practicum Coordinator
413-748-3767

Patricia McDiarmid, Health/Family & Consumer Sciences Programs
748-3362

Linda Dubois
413-748-3399

Vanessa Vazquez
413-748-4002

TABLE OF CONTENTS

SECTION I:	Clinical Experience Description	1
	Teaching Responsibilities of the Clinical Experience Student	1
	Supervisors' Responsibilities	3
	Supervising Practitioner (Cooperating Teacher)	3
	College Program Supervisor	4
	Common Weaknesses	5
SECTION II:	Clinical Experience Course Requirements	7
	Grading	7
	Clinical Experience (minimum clock hours)	7
	Seminars and Individual Conferences	7
	Detailed Description of Written Assignments	8
	Teaching Schedule	8
	Reflection Journal	8
	Student Profile	9
	Observation and Inquiry Questions	9
	Videotape	9
	Lesson Plans	10
	Unit Plans	10
	Portfolio	10
	Draft PPA	11
	Self Evaluation – Midterm	11
	Final PPA	11
	Self Evaluation – Final	11
	Additional Forms/Documents	11
	Time Record	11
	Supervising Persons Thank You Notes	11
	Evaluation/Feedback Forms	11
	Summary of Required Written Work	12
SECTION III:	Clinical Experience Forms	13
	Pre-Practicum/Practicum Observation & Evaluation Form	14
	Optional Observation & Feedback Form	16
	Guide to Completion of Observation & Evaluation Form	17
	Guidelines for Preservice Performance Assessment (PPA)	18
	Midterm Evaluation Form	24
	Preservice Performance Assessment	26
	Things to Remember – Practicum Report/PPA	31
	Practicum (Clinical Experience) Report	32
	Time Record Report	33
	Evaluation of the College Supervisor Form	34
	Student Evaluation of the Clinical Experience	35
	Supervising Practitioner Evaluation of the Clinical Experience	37
	Thank You List – Supervising Persons	39

SECTION IV: Instructional Forms	40
Health Instruction Unit Activity Sheet	41
Health Lesson Plan Form.....	42
Health Instructional Unit Plan Form.....	43
SECTION V: Grading Rubrics for Lesson Plans/Unit Plans	44
Lesson Plan Rubric	45
Unit Plan Rubric	47
SECTION VI: Observation/Inquiry Data Questions & Instructional Resources.....	48
Observation & Inquiry Data for Elementary Level	49
Observation & Inquiry Data for Secondary Level.....	51
Health Lesson Plan Web Resources	53
Additional Health Information Web Resources.....	55

SECTION I

HEALTH/FAMILY AND CONSUMER SCIENCES CLINICAL EXPERIENCE DESCRIPTION

HLTH 687 – Clinical Experience in Health/Family and Consumer Sciences Pre K-8 or 5-12

Prerequisites: Hold a current Massachusetts initial teaching license in another discipline (e.g. physical education). Acceptance into Springfield College's Health Education Graduate Program and admission to Teacher Preparation, meet graduate fieldwork requirements, and have completed the following courses – Personal Health, Nutrition, Human Sexuality, Drugs in Society, Consumer Health, Methods and Materials in Health/Family and Consumer Sciences, Organization, Administration, and Assessment of School Health Programs, Special Topics for the Health Professional. Additionally, all Health/Family and Consumer Sciences students must successfully attain passing scores on the Massachusetts Tests for Educator Licensure (MTEL). This includes both the Communication and Literacy Skills and the Health Subject Tests.

[NOTE: Students will NOT be placed in a clinical experience until all tests (including the health subject test) have been passed.]

A minimum of **130 clock hours** of field experience at the assigned school site is required. **At least 117** of these hours must consist of **direct instructional** responsibility. In addition, the student is expected to invest at least **78 additional hours** in preparation for instructional activities, evaluation of pupil work, evaluation of own work, and other duties commonly associated with the role of the teacher. Grading is based on departmental policy and Massachusetts teacher licensure regulations.

During the semester that students are enrolled in the clinical experience in Health/Family and Consumer Sciences, they will be required to attend seminars held on the campus of Springfield College. The primary focus of these seminars will be to provide a forum for a discussion of some of the challenges student teachers might be facing during the practicum experience. Examples of such challenges may include: developing teaching strategies to meet the needs of diverse student learning styles, designing meaningful evaluative procedures to assess student learning, and developing ways in which to foster students' creative and analytic thinking skills that encourage innovative higher order learning.

TEACHING RESPONSIBILITIES OF THE CLINICAL EXPERIENCE STUDENT:

1. By the close of the graduate fieldwork experience, the graduate student will have demonstrated competence in planning, implementing, and evaluating lessons and units and in classroom management and control. In addition to these items further described below, the clinical experience student will have demonstrated all of the standards required by the state. (See "Pre-service Performance Assessment Form.")
2. The clinical experience student will plan lessons and units that are appropriate to the interests, needs, and experience of the pupils and to the goals of the on-site Health/Family and Consumer Sciences program. Plans should provide for maximum use of available resources, equipment including technology available for instruction, facilities, and instructional personnel, for maximum pupil movement and involvement, and for maximum pupil safety.

3. Attention should be given to development of specific measurable objectives that reinforce goals of the unit and provide considerable student-centered pedagogy in all domains- cognitive, affective, and behavioral. Evaluative techniques should relate to each objective and be aligned with the standards and strands contained within the most current Massachusetts Comprehensive Health Curriculum Frameworks.
4. A written instructional plan will be developed for each different lesson to be taught by the clinical experience student and for each unit of instruction for which the clinical experience student has major responsibility. **The clinical experience student is expected to submit these plans to the cooperating practitioner and college program supervisor for comment and feedback prior to implementation.**
5. The clinical experience student will implement the decisions made during the planning phase in a manner that demonstrates dynamic interest and involvement. The student teacher will evaluate the lesson as it transpires and will make desirable/appropriate adjustments in objectives and teaching style that maximize student learning.
6. The clinical experience student will evaluate his/her performance as well as the performance of the pupils during and after the lesson. Written comments regarding the lesson, and suggestions for improvement or changes for subsequent lessons, are to be made by the clinical experience student on the Lesson Plan Form and in daily submitted reflective journals. Verbal and written comments/feedback should be solicited from the supervising practitioner.
7. During the lesson, the clinical experience student will ensure that learners receive timely, correct, and frequent feedback during the delivery of instruction.
8. All assessment techniques employed by the clinical experience student will be selected, designed, and administered using valid, reliable, and authentic methods in an appropriate testing atmosphere that fosters fair and accurate results. Every effort will be made by the clinical experience student to return assessment results promptly back to students.
9. The clinical experience student will perform educational classroom management functions such as record keeping, physical room set-up/re-arrangement, formation of cooperative learning groups, etc. efficiently and effectively providing a clear context for successful instruction and subsequent student learning to occur.
10. During the performance of supervisory duties such as hallway, bus, and lunchroom assignments, the clinical experience student will adhere strictly to established department and school policies and report any observed infractions immediately to school personnel.
11. Additionally, in instances during which disciplinary action against pupils is warranted, the clinical experience student will adhere to all stated and established department and school policies and to commonly acceptable and appropriate professional practices. The student teacher will design instructional materials that foster a cooperative and emotionally safe classroom atmosphere including a set of established classroom rules attempting to avoid any potential discipline problems while demonstrating consistency in policy enforcement and by judicious use of motivation and reinforcement techniques.
12. Crisis prevention and procedures:
 - a. Always exercise care when driving to and from your fieldwork site. In the event of an accident, follow all standard procedures for reporting the accident and getting help for injured parties. As soon as possible, call your supervising practitioner, college supervisor, and the Office of Educator Preparation & Licensure, to notify them of the accident.
 - b. Follow all of the practices and procedures learned in your classes and in accordance with school site's stated policies regarding safety issues.

- c. Design and deliver developmentally appropriate lessons addressing the needs of all learners and make curricular content relevant to the experience of students from diverse racial, socioeconomic, linguistic and cultural backgrounds. Deal with all students equitably and responsibly.
- d. Conduct yourself in a professional manner. Maintain a professional relationship with your students and site staff members at all times.
- e. Discuss all concerns and safety issues with your supervising practitioner and/or college supervisor. For example, one of your students may be difficult to control. You are concerned that he/she will get injured. Discuss this individual with your supervising practitioner and/or college program supervisor to develop strategies for dealing with this student in order to prevent a mishap from occurring.

SUPERVISORS' RESPONSIBILITIES

Supervising Practitioner (Cooperating Teacher)

The supervising practitioner is the *most significant* person in the professional life of the clinical experience student. The cooperating teacher serves as a role model and mentor for the graduate student and helps the student to “survive” and benefit from the inevitable “trials and tribulations” associated with the teacher role in a new discipline for this individual. Due to the intensity and primacy of the relationship between the clinical experience student and the supervising practitioner, both are urged to create and maintain channels of open and honest communication with each other and with the college program supervisor.

The responsibilities of the **supervising practitioner** include the following:

1. Assist the student in “learning the ropes” at the school. Matters such as names of school building administrators, layout of the facility, general school policies and procedures, lunchtime routines including the bell schedule, student handbook regulations, etc., are second nature to the practitioner, but are often “mysteries” to the pre-practicum or practicum student.
2. Develop or obtain a schedule for the graduate student. In light of the fact that the graduate student is already credentialed as a licensed practitioner, the schedule should allow the graduate student to deliver instruction health/family and consumer sciences classes **early** in the fieldwork experience assuming many of the responsibilities associated with the role of the teacher almost immediately.
3. Provide frequent formal and informal feedback and evaluation to the graduate student as to his/her progress throughout the fieldwork experience. Comments may be made in both written and oral form. The supervising practitioner is asked to preview and to review the graduate student’s lesson and unit plans and to discuss with the graduate student the design and implementation of these plans. The supervising practitioner is requested to complete the CLINICAL EXPERIENCE (Practicum/Pre-Practicum) OBSERVATION/EVALUATION FORM once a week as a means of providing additional feedback to the graduate student on their performance.
4. Complete the fieldwork OBSERVATION/EVALUATION FORM at the midterm and final. Complete the MIDTERM EVALUATION FORM for the midterm conference. Collaborate with the college supervisor to verify, add and/or subtract evidence from the final evaluation, the PRE-SERVICE PERFORMANCE ASSESSMENT (PPA). The practitioner should

provide one copy of the midterm and all observation forms to the graduate student, one copy to the college program supervisor, and keep one copy for his/her own records. A copy of the PPA will be kept in students' files. The contents of the observations, midterm and PPA should be discussed with the student and the supervisor. Samples of these forms may be found later on in this handbook.

5. Consult regularly with the college program supervisor about the performance and progress of the clinical experience student, and assist the college program supervisor in determining a final grade.
6. Sign the practicum report on each official visit of the college program supervisor and, on the last visit, indicate whether the student meets each of the Massachusetts teacher licensure standards. A copy of the practicum report is included at the end of this section of the handbook.
7. In cases where the supervising practitioner and the college program supervisor are unable to agree whether the practicum student meets the six Massachusetts licensure standards, contact the Director of Educator Preparation & Licensure and request that he/she serve as mediator, or appoint a mediator, to resolve these differences.
8. Review the list of "Common Weaknesses" that follows and help the student improve in these areas.

College Program Supervisor

The college program supervisor is another important member of the learning partnership for the clinical experience student. Among the duties of the college supervisor are the following:

1. Visit the graduate student at the fieldwork site a **minimum of three times**. During visits the program supervisor should attempt to observe the graduate student "in action" and should discuss these observations with the student and the supervising practitioner. It is recommended that the college program supervisor observe two classes (one class period observation may be sufficient for schools delivering instruction in a longer block of time) and stay for one free period.
2. On your first visit to a school, introduce yourself to the school principal; then meet with the cooperating teacher, present him/her with your e-mail address, home and office telephone numbers, review his/her role in working with one of our graduate students and answer any questions he/she may have.
3. Consult regularly with the cooperating teacher (supervising practitioner) about the performance and progress of the clinical experience student via e-mail communication, phone calls, or in writing. The college program supervisor should review the contents of all observation reports and discuss with the supervising practitioner as appropriate.
4. On seminar days, meet with the graduate student alone or as a member of a small group to discuss challenges, successes and failures, problems and solutions that were experienced during the fieldwork experience. The supervisor should also meet with the graduate student on campus throughout the semester as needed to discuss and evaluate the graduate student's performance and progress in delivering instruction in a health/family and consumer sciences classroom setting.
5. Read and evaluate all written work submitted by the graduate student prior to each visit. The college program supervisor is encouraged to give feedback to the graduate student and discuss the quality of work. Graduate students should be encouraged to photocopy all work or keep it on a disk.

6. Complete the CLINICAL EXPERIENCE (Practicum/Pre-Practicum) OBSERVATION/EVALUATION FORM at the midterm and final. Complete the MIDTERM EVALUATION FORM for the midterm conference. Be responsible for completing the PRE-SERVICE PERFORMANCE ASSESSMENT (PPA) for the final evaluation. Review the evidence provided on the PPA by the graduate student and consult with the supervising practitioner to verify, add and/or subtract evidence from the PRE-SERVICE PERFORMANCE ASSESSMENT (PPA). The college program supervisor should provide one copy of the midterm and all observation forms to the student, one copy to the supervising practitioner, and keep one copy for his/her own records. The college program supervisor is responsible for submitting the completed PPA (which includes the practicum/clinical experience report) to the Educator Preparation Office at the end of the clinical experience experience. The contents of the observations, midterm and PPA should be discussed with the graduate student and the supervising practitioner. Samples of these forms may be found at the end of this section of the handbook.
7. Review the list of “Common Weaknesses” that follows and help the student improve in these areas.
8. After consultation with the supervising practitioner, determine the appropriate final letter grade for the clinical experience.
9. Sign the practicum (clinical experience) report on each official visit and, on the last visit, indicate whether the student successfully completed the Perservice Performance Assessment (PPA) by signing off on the PPA and Practicum Report indicating that the student has met **each** of the Massachusetts teacher licensure standards
10. When visiting a school, a professional appearance is a must at all times.
11. Submit mileage and toll receipts to the Director at the end of each month. Record all information on the correct travel expense reimbursement forms.

COMMON WEAKNESSES:

1. Poor planning including:
 - a. Lack of detail in lesson plans including clear and measurable student learning objectives in each of the domains-cognitive, affective, and behavioral.
 - b. **Plans not turned in to college supervisor and/or supervising practitioner in advance to allow for corrective feedback BEFORE utilizing the lesson plan.**
 - c. Incomplete lesson plans are often missing Massachusetts Frameworks standard and strand alignments.
 - d. Lesson plans not readily available when college program supervisor arrives at site.
 - e. Clinical Experience student uses supervising practitioner’s lesson and fails to recognize that a written plan is still necessary despite the fact that the instructional plan is not his/her original design.
2. Lack of awareness of the entire classroom including potential classroom management issues and resultant student discipline problems.
3. Weak assessment techniques for student learning, often no plan or poorly designed experiences for a meaningful evaluation of students.

4. Failing to design assessment rubrics with clearly identified levels of student adherence when using teacher observation to evaluate student performance.
5. Lack of **specific feedback** relative to individual student responses.
6. Failure to ascertain and subsequently employ adjustments for student differences including ability, age, maturity, experiences, or prior content knowledge.
7. Lack of sensitivity towards diversity/social justice issues including racism, religious oppression, and heterosexism when planning or delivering instruction.
8. Unaware that it is inappropriate to have different student expectations based on gender.
9. Difficulty employing reflective practitioner practices and lacking the ability to adjust lessons from one class session to the next.
10. Failing to sufficiently research topics displaying inaccurate, weak, or “dated” content knowledge during the delivery of instruction.
11. Unable to make accommodations for students with Individual Educational Programs (IEPs) including learning styles of diverse learners in lesson planning.
12. Inefficient use of time during the delivery of the lesson including segments that are too long or short for effective instruction to occur. Pacing during various segments and transitions of a lesson is also problematic for some emerging educators.

SECTION II

CLINICAL EXPERIENCE (HLTH 687) COURSE REQUIREMENTS

- I. **Grading:** Springfield College graduate students must maintain a G.P.A. of **3.0 or better** to be eligible for the awarding of a Master’s degree. Therefore it is expected that graduate students enrolled in the clinical experience will earn a **“B” or better** in HLTH 687 (failing to earn a “B” or better may mean the student will not be recommended for licensure). The college supervisor in conjunction with the supervising practitioner will determine the student’s grade. The final grade will be determined by the graduate student’s performance in the following categories:

Category	Percentage
Teaching/Instructional Performance	60%
Written Work Lesson Plans and Reflections (10%) Daily Journals (including student profile) & Inquiry/Observation Questions (10%) Portfolio (10%) Unit Plan (10%)	40 %
TOTAL	100%

- II. **Clinical Experience:** Students must complete a **minimum of 130 hours of field work** (117 hours of direct instruction) in either an elementary, middle or high school. Students must meet this requirement throughout the course of a regular semester.
1. During the clinical experience, it is expected that the already licensed clinical experience student will have numerous opportunities to design and deliver instruction in a Health and/or Family and Consumer Sciences classroom setting with only a limited amount of time dedicated to observation of the supervising practitioner.
 2. The graduate student is expected to perform additional duties at the discretion of the supervising practitioner, to follow all policies and procedures at the school, and participate in all teaching functions included in the normal school day.
- III. **Seminars and Individual Conferences:**
1. Students are **required to attend** all scheduled Springfield College fieldwork seminars. The purpose of the seminars is to:
 - a. Provide necessary and useful information about the clinical experience including professional roles and responsibilities.
 - b. Provide occasions for the clinical experience students to discuss their experiences with other students and college supervisors.
 - c. Provide support for the clinical experience students as they make the transition into a Health/Family and Consumer Science classroom setting.
 - d. Provide a forum for students to share best practices and challenges associated with the clinical experience.
 - e. Experience the collegial exchange process common to the teaching profession.

Unexcused absences from seminars will result in a lowering of the student's grade by one-third letter grade for each absence.

2. Students will have individual conferences as needed with their College supervisor to discuss the student's fieldwork experience and to assist the student in the assessment of his/her capabilities in the disciplines of Health/Family and Consumer Sciences. Students will also meet on campus with their college program supervisor shortly after the termination of the fieldwork experience. The purpose of this conference is to bring closure to the experience. The graduate fieldwork student should have completed all fieldwork requirements, written and other, by the time of this final meeting with the supervisor.

IV. **Detailed Description of Required Written Assignments:** All written work is to be done in Standard English, with proper grammar, spelling, and punctuation. All written work should be done on a computer and saved. All written work should be identified by the student's name and type of assignment. If several assignments are submitted at once, each should be stapled and identified. All assignments are designed to facilitate the success of the graduate student during clinical experience and to serve as samples of the student's work. A folder that contains all evaluation forms completed by the supervising practitioner, college supervisor, and the student's self-evaluations, is retained in the Office of Physical Education and Health Education. The MA DOE Pre-service Performance Assessment (PPA) is kept on file in the Educator Preparation Office for seven years.

1. **Teaching Schedule:** The completed teaching schedule should be e-mailed or hand delivered by the end of the second on-site practicum day. It is essential that this schedule be CLEARLY written for the off-site supervisor. Rotations of days, weeks, etc. should be articulated using additional written documentation if necessary. If the student is not certain of his/her daily schedule, the opening and closing times of the regular school day should be indicated with as much additional information as possible. Details of the schedule can be provided during the college supervisor's first visit.
2. **Reflection Journals:** The journal is intended to encourage the graduate student to reflect on the fieldwork experience and to help keep the college supervisor informed of the student's progress. The journal is not intended to serve as merely a log of daily events. The journal must be **reflective** in nature and focus on the student's assessment of factors that either inhibit or enhance instruction and why. **All journal entries are to be submitted each day you teach and are to be at least ½ page, single-spaced, in length.** Journals must be submitted via E-mail. It is important that you submit your journals each day you teach so your college supervisor can respond immediately and provide feedback that may be helpful to you in preparing for lessons that week. In the event that Internet access is not available, an attempt should be made to submit the reflection journal by another means to the college supervisor-possibly on an office door or in an on-campus mailbox.

The student is encouraged to write about the significant happenings of the day in diary form. Reflections, problems, possible solutions, evaluations, and emotional responses might be included in the journals. Listed below are some questions to consider as you write your reflection journals:

- a. What did you learn today? About the students? Teaching as a profession? Yourself as a teacher? The differences between your classes? etc.
 - b. What are you working on to improve your teaching? Give specific examples.
 - c. Are you aware of all of the students in your classroom? Do you find yourself talking to just a few? Are you calling on the students who raise their hands first? How many students in your class did you actually make eye contact with today?
 - d. What are some of the things you did really well today as a teacher?
 - e. Do you feel your lessons were well organized and well thought out? Did the activities you planned go well? Did they go as you planned? Will you make changes next time? Did you make a note of this?
 - f. Did students learn what you wanted? How do you know? What assessment(s) did you use? Was it effective?
 - g. Do you feel confident that you know your content each day that you teach? Reflect on what it takes for you to feel confident before you begin teaching a new lesson.
 - h. Are there challenges/questions that you need assistance with? What resources might be used to address these including possible meetings with one or both supervisors?
 - i. What stands out the most about the day? Any individual students? A particular class? The difficulty of the content you were teaching? How easy it was to adjust your lesson to meet the needs of all students? The fact that one activity you planned went extremely well?
 - j. What did you learn today that will help make you a better teacher tomorrow?**
3. **Student Profile:** The graduate fieldwork student will **select one student to observe** during the entire teaching experience. Selection may be based on either skill development, social development or other factors selected by the student teacher. At the end of each journal, the student teacher will comment on how well the student performed in class that day and other general comments on his/her physical, emotional and social development.
4. **Observation and Inquiry Questions:** In consultation with your supervising practitioner, write your responses to the appropriate set of questions (elementary or secondary). Submit your responses to your college program supervisor no later than the end of your third week either electronically or in paper form. See questions found in the resources section of this handbook.
5. **Videotape: One videotape observation report must be submitted prior to the completion of the clinical experience.** The purpose of this assignment is to give you an opportunity to do a self-evaluation while you watch yourself teach (i.e. “a picture is worth a thousand words”). Talk with your cooperating teacher about getting permission to videotape. Follow the protocol of the school to get permission. The following are some tips for videotaping.
- a. Tape several classes (ideally early and late in your fieldwork experience).
 - b. Use the remote microphone (equipment can be checked out from media services).
 - c. Make sure you can be identified on the tape. Before taping a class, identify yourself stating your name, the date, the time of the class, grade level, 2-3 anticipated student learning objectives for the lesson, the name of the activity, and the number of the lesson (e.g., 3rd of 10) in the unit setting the context for the viewer.
 - d. Whoever is taping should focus in on you when you are giving instructions to the class. Once the lesson begins, it is desirable to have a wide open shot of the teaching station,

- showing your movement around the classroom, your interaction with the students, but also illustrating what the students with whom you are not working with are doing.
- e. **In order to do your self-evaluation, sit down and watch yourself teaching at least one class on the tape. Determine, together with your college supervisor and cooperating teacher, a specific focus for this observation/evaluation. Write your self-evaluation on the Practicum/Pre-practicum (Clinical Experience) Observation/Evaluation form. (This is your videotape observation report.)**
 - f. Submit your videotape observation report together with your lesson plan to your college supervisor by the eighth week.
 - g. Videotapes may be viewed as part of an on-campus seminar using peer-review to provide additional feedback.
 - h. Your college supervisor may request to see the videotape. If there is a segment in particular you want your college program supervisor to see, “set” the tape at that point and indicate on a note that the tape should not be rewound but just played from that point forward.
6. **Lesson Plans:** Lesson plans should be completed for all lessons you are responsible for teaching. **The format for the lesson plan should be in accordance with the sample lesson plan included in this handbook.** The student should solicit comments from the supervising practitioner about the lesson plan and lesson execution. Special attention should be given to writing reflections on the lesson plan after class. This will enable the clinical experience student to demonstrate his/her ability to critically analyze and reflect upon instructional performance. All lesson plans with reflections, completed observation and evaluation materials, must be sequentially organized and kept in a notebook for review by the college supervisor during visits. Failure to maintain a proper notebook will require the student to submit plans weekly to their college supervisor.
7. **Unit Plan:** The clinical experience student in Health/Family and Consumer Sciences is to prepare **one written unit plan. A rubric for evaluating this unit plan is provided at the end of this handbook.** The unit plan must include student **and** teacher goals, measurable objectives in all learning domains (cognitive, affective, and behavioral), assessment techniques for each objective, student handouts, evidence of student work, and personal reflection on the instructional unit. All objectives and evaluative techniques must align with Massachusetts Comprehensive Health Education Frameworks. The unit plan must be submitted to your college supervisor by the prescribed deadline (prior to teaching the unit).

NOTE: ALL LESSON PLANS AND THE REQUIRED UNIT PLAN MUST BE SUBMITTED TO YOUR COOPERATING TEACHER AT DESIGNATED TIMES. LATE SUBMISSIONS WILL NEGATIVELEY IMPACT THE FINAL FIELDWORK GRADE.

STANDARDIZED HEALTH/FAMILY AND CONSUMER SCIENCES FORMS ARE PROVIDED IN THIS HANDBOOK.

8. **Portfolio:** Your professional portfolio will re-designed to include health/family and consumer science materials and must be submitted at the end of the semester. Some

seminar time will be devoted to assisting you in the enhancement and review of your portfolio.

9. **Draft PPA:** You will receive via e-mail as an attachment a blank Preservice Performance Assessment template/form (PPA). Detach this and save to a disk. Start to fill in the evidence column immediately. Prior to the midterm submit an electronic copy of the draft "Pre-service Performance Assessment" with the evidence column filled in to your college supervisor. Provide a copy to your cooperating teacher at the same time. A sample PPA form may be found in the forms section of this handbook.
10. **Self-Evaluation - Midterm:** Complete both the 2-page "Midterm Evaluation Form" and the 2-page "Practicum/Pre-Practicum (Clinical Experience) Observation/Evaluation Form" at the midterm. Samples of these forms may be found in the forms section of this handbook.
11. **Final PPA:** Submit an electronic copy of the final "Pre-service Performance Assessment" with the evidence column filled in to the college supervisor two weeks prior to the end of the clinical experience. Simultaneously give a copy to your cooperating teacher (either send via e-mail or print a copy and hand it to your teacher).
12. **Self-Evaluation - Final:** Prior to the final 3-way conference complete the "Practicum/Pre-practicum (Clinical Experience) Observation/Evaluation Form".

V. **Additional Forms/Documentation**

1. **Time Record:** It is imperative that the student keeps an accurate record of time spent at the fieldwork site and the manner in which this time is distributed. This information is recorded on the official clinical experience (practicum) report and becomes part of the student's permanent record for licensure purposes. The student is reminded that a **minimum of 130 hours at the fieldwork site is required**; at least **117** of these **hours** must consist of **direct instructional** responsibility. The time record form must be submitted to the Director of Educator Preparation & Licensure at the end of the practicum. A sample of the form may be found in the forms section of this handbook.
2. **Supervising Persons Thank-You Notes:** The graduate fieldwork student is expected to personally thank each person who was of help during his or her practicum. This is best done through a thank you note or letter. A guide to assist you in developing your "thank you" list may be found in the form section of this handbook.
3. **Evaluation/Feedback Forms:** The student evaluation of the clinical experience and the evaluation of the college supervisor form are mailed to you prior to the completion of this experience. These forms should be completed at the end of the clinical experience and submitted to the educator preparation office.

SUMMARY OF REQUIRED WRITTEN WORK

- Teaching Schedule:** E-mail or hand deliver to the college supervisor by end of the second day.
- Reflection Journal:** Journals must be written each day you teach while your teaching experiences are fresh in your mind. They must be submitted via e-mail to your college supervisor
- Student Profile:** Select one student to observe during the entire teaching experience. Comment on this student in your journals.
- Observations:** Respond to the appropriate set of questions by the end of the third week.
- Videotape:** At least one videotape observation report must be handed in together with a complete lesson plan by the end of the eighth week.
- Lesson Plans:** All lesson plans with reflections must be sequentially organized and filed in a notebook. This notebook should be made available for review for the college supervisor during visitations
- Unit Plan:** One unit plan designed and used by the clinical experience student should be submitted to your college supervisor **prior** to teaching the unit.
- Portfolio:** Your professional portfolio must be updated and submitted to your college supervisor at the end of your clinical experience.
- Draft PPA:** Submit draft PPA to the college supervisor and cooperating teacher prior to the midterm.
- Midterm:** Complete both the 2-page “Midterm Evaluation Form” and the 2-page “Practicum/Pre-Practicum (Clinical Experience) Observation/Evaluation Form” prior to the midterm meeting.
- Final PPA:** Submit the final PPA to the college supervisor and cooperating teacher two weeks prior to the end of the clinical experience.
- Final Meeting:** Prior to the final 3-way conference complete the “Practicum/Pre-practicum (Clinical Experience) Observation/Evaluation Form”.
- Time Record:** Submit completed time record to the Educator Preparation Office at the end of the clinical experience.
- Other Forms:** Complete all additional forms and submit to the Educator Prep Office.

Section III

Clinical Experience Forms

Clinical Experience

Pre-Practicum/Practicum Observation & Evaluation Form

Student	Grade	Focus	Observer	Date / /
Code; 1 = Unsatisfactory 2 = Basic 3 = Proficient 0 = Not Observed				
I. Plans Curriculum & Instruction				
	Detailed lesson plan and activities			
	Learning objectives are clear, measurable and communicated to students			
	Engages in creative ways to begin unit of study or lesson			
II. Delivers Effective Instruction				
	Pre-instructional activity sets the tone of class		Sample Only	
	Knowledge of content is evident			
	Guided questions that stimulate thinking and encourage all students to respond are utilized			
	Instructor activates and builds on student's prior knowledge and experiences			
	Effective explanation of skills/activities			
	Presentation is developmentally appropriate			
	Instructor uses appropriate teaching strategies and techniques			
	Appropriate materials, technology, and resources are utilized			
	Oral and written communication is clear			
III. Manages Class Time Efficiently				
	Manages class time efficiently			
	Smooth transitions are evident and the flow of the lesson is maintained			
IV. Encourages Student Achievement				
	Students are encouraged to achieve and excel			
	A positive learning environment and varied opportunities for students to learn and achieve are provided			
	Student engagement is matched to objectives			
V. Supervision, Class Control, and Equity				
	Instructor actively monitors instruction			
	Emotional and physical safety issues are addressed			
	Instructor reacts to misbehavior appropriately			
VI. Evaluation				
	Ongoing assessment and feedback on student progress is evident through assigned and checked homework and practice that furthers learning			
	Student progress is measured using formal and informal assessments			
	Attention is paid to significant behavior(s) and learning differences of students			
	Assessment occurs during & after lessons and the lesson is adjusted accordingly			
VII. Closure				
	Efficient collection of equipment and supplies			
	Review of learning outcomes, performance, and social behavior			

Pre-Practicum/Practicum Observation & Evaluation Form – Page Two

VIII.	Summary
Areas of Strength:	
Areas in need of Improvement:	

The following questions and statements can be used to guide the conversations about the observed lesson and progress toward achieving the Professional Standards for Teachers.

1. How do you find out what students know at the beginning and throughout instruction? How do you use this information?
2. Other than what has been observed, what ways are students engaged in activities (i.e., reading, listening to peers and teacher, etc.) and opportunities to reflect on the activities? Please provide examples.
3. What opportunities do you provide for the students to express, clarify, justify, and/or represent his/her ideas?
4. How do your lessons allow students to reflect on the lesson activities?
5. What other teaching techniques do you utilize (both direct and less teacher-directed)? Do you find that you use one technique more than another? If so, why? If not, why?
6. What teaching techniques have you found to be ineffective? Explain why.

Summary:

Student Signature: _____ Date: ____/____/____

Supervisor Signature: _____ Date: ____/____/____

SPRINGFIELD COLLEGE

Optional Observation and Feedback Form

Student's Name	School	Grade Level	Date
Supervising Practitioner		College Supervisor	

Instructions: Record or summarize observation data in the left column. Try to capture specific statements, incidents, or patterns. In the right column, formulate questions or comments to discuss with the student teacher after the lesson. The student teacher's responses can be recorded at that time.

STUDENT & TEACHER BEHAVIORS	QUESTIONS, COMMENTS, IDEAS, SUGGESTIONS
<i>Sample Only</i>	

Observer's signature _____

I received a copy of this report (Student Teacher Signature): _____

White: Supervisor

Yellow: Student

Pink: Supervising Practitioner

Springfield College
PRE-PRACTICUM/PRACTICUM OBSERVATION & EVALUATION FORM
Guide for the College Supervisor and Supervising Practitioner

Section I: Start of Class

1. Detailed lesson plan available.
2. Classroom is set up appropriately for lesson.
3. Class begins on time with students immediately focused.
4. Efficient distribution of instructional materials
5. Activator or “hook” segment “grabs” learner’s attention beginning instruction for the day.

Section II: Lesson Presentation

1. Knowledge of content/topic evident.
2. Effective explanation of skills and activities.
3. Gives clear and concise directions. Goals for student practice are clear.
4. Presentation is developmentally appropriate for the age and skill level of the students.
5. Appropriate teaching style utilized. Varies teaching style during lesson when appropriate.
6. Student-centered lesson design

Section III: Management

1. Maximizes use of classroom resources and space.
2. Maximizes student participation and time on task.
3. Provides a smooth transition between activities.
4. Lesson segments are designed maximizing time.

Section IV: Student Engagement

1. Maximizes student engagement in all classroom activities.
2. Students fully involved throughout the lesson.
3. Maintains a positive learning environment.
4. Interacts well with students.
5. Uses appropriate language and shows respect for all students.
6. Learning environment open to inquiry.
7. Specific evaluative feedback is provided both to individuals and to the group.
8. Feedback is timely, positive and specific.
9. Student engagement matched to objectives of the lesson.
10. Adjustments made when necessary.

Section V: Supervision and Class Control

1. Actively monitors instruction.
2. Moves around classroom positioning him or herself whereby the majority of the students can be seen.
3. Has a good awareness of all students, what they are doing or not doing.
4. Reacts quickly and appropriately to student disruptions during the lesson
5. Anticipates and prevents misbehavior whenever possible. Reacts to misbehavior quickly and appropriately.
6. Recognizes misbehavior and applies the appropriate consequences.
7. Deals with behavior/action - not person. Extinguishes attention-seeking behavior whenever appropriate.
8. PRAISES APPROPRIATE BEHAVIOR. “Catches” students doing things right during the lesson.

Section VI: Evaluation

1. Student performance assessed and extended.
2. Involves students in the evaluation process.
3. Evaluates during and after the lesson and makes necessary adjustments.

Section VII: Closure

1. Efficient collection of classroom resources and materials that includes the students in the process of clean up.
2. “Summarizer” or closing segment of lesson well defined, contains evaluative techniques, timely and effective.
3. Dismisses class in an orderly fashion.



The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023 Telephone: (781) 338-3000

GUIDELINES FOR PRESERVICE PERFORMANCE ASSESSMENT

EVALUATION QUESTIONS

The following evaluation questions are to be used with the Preservice Performance Assessment Form (PPAF) by the Program Supervisor and Supervising Practitioner.

(a) Plans Curriculum and Instruction

1: Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.

Evaluation Questions:

- Does documentation show evidence of activities planned as lessons in sequential units of study? (For example, is the structure of each lesson and unit clear? Is there a focus and logic to each lesson, and are the connections within the lessons and the transitions between lessons appropriate?)
- Are specific standards in the curriculum framework noted with page number and date of publication?
- Is there an explanation of why these content standards and units of study are being taught?

2: Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.

Evaluation Questions:

- Does documentation note what assessments have been used and how their results guided planning?
- Does the planned pedagogy include a rationale grounded in research and common sense?
- Does the candidate choose teaching strategies that are appropriate for the content, grade level, and range of students being taught?
- Are the learning activities described and do they provide suitable challenges for academically advanced as well as for those whose work is below grade level?
- Is there an explanation of how knowledge of human development and learning guided planning?

3: Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.

Evaluation Questions:

- Does documentation describe the reading and other resources being planned and explain which will suitably challenge students at each level: below grade level, learning disabled, English language learners, at grade level, and academically advanced?
- Is there an explanation of the different writing activities selected for these different groups of students?

4: Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.

Evaluation Questions:

- *Does documentation list skills, concepts, and vocabulary needed for the topic being studied and for the different groups of students in the class?*

5: Plans lessons with clear objectives and relevant measurable outcomes.

Evaluation Questions:

- *Does documentation show the objectives for each planned lesson?*
- *Does it describe the measurable outcomes expected?*
- *Is there an explanation of how the expected outcomes will be measured?*
- *Do the homework, learning activities, and assessments reflect the objectives described?*
- *Are there suitable objectives for students who are academically advanced as well as for those whose work is at or below grade level?*

6: Draws on resources from colleagues, families, and the community to enhance learning.

Evaluation Question:

- *Are resources identified that may be provided by colleagues, student families, or the community?*
- *Does the candidate explain how the resources are going to be used and why?*

7: Incorporates appropriate technology and media in lesson planning.

Evaluation Questions:

- *Are the technology or media identified that will be used during the unit of study?*
- *How and why are technology and media used to achieve the objectives of the lesson?*
- *Are these uses appropriate for the discipline at the intended grade level?*

8: Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.

Evaluation Questions:

- *What information in the IEPs has been used to plan units of study?*
- *What strategies or materials are to be used to promote the learning of students with disabilities and why they are expected to be effective for these students in this discipline?*

(b) Delivers Effective Instruction

1: Communicates high standards and expectations when beginning the lesson:

a. Makes learning objectives clear to the student.

Evaluation Questions:

- *How are learning objectives communicated to the student?*
- *Are the transitions from the beginning of the lesson to the body of the lesson smooth, and clear?*

b. Communicates clearly in writing and speaking.

Evaluation Questions:

- *Does the candidate communicate clearly in writing and speaking?*

c. Uses engaging ways to begin a new unit of study or lesson.

Evaluation Questions:

- *What types of opening activities are used and what are the purposes (i.e., to stimulate prior knowledge, to frame the lesson, or to motivate students)?*

d. Builds on students' prior knowledge and experience.

Evaluation Questions:

- *Does the candidate build on students' prior knowledge and experience?*

2: Communicates high standards and expectations when carrying out the lesson:

a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.

Evaluation Questions:

- *Are phonemic awareness, phonics, and vocabulary skills taught and practiced separately as well as together with comprehension skills?*
- *Are materials provided for practice?*
- *Are decodable texts used for practicing phonics lessons?*
- *Are reading materials suitably challenging for students with different learning paces?*
- *Are provisions made to develop automaticity and fluency?*

b. Employs a variety of content-based and content-oriented teaching techniques, from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).

Evaluation Questions:

- *Does candidate indicate two or more teaching techniques that address the range of student skills?*
- *Are the teaching techniques appropriate for the objectives of the lesson and for the different groups of students?*

c. Demonstrates adequate knowledge of and approach to the academic content of lessons.

Evaluation Questions:

- *See license-specific evaluation questions immediately below.*

Health/Family and Consumer Sciences- License-Specific Evaluation Questions

1. *Does the candidate demonstrate adequate knowledge of: food and nutrition, human growth and development, personal and community health, and dynamics of relationship concepts when planning lessons?*
2. *Does the candidate have an awareness of the changing structure and diversity in families and promote the acceptance of diversity and mutual respect?*
3. *Does the candidate demonstrate an interdisciplinary/ integrated approach to teaching health/family and consumer sciences in particular in conjunction with math, sciences, literacy and social studies?*
4. *Does the candidate identify appropriate learning standards and skills in the Massachusetts Health Curriculum Framework in developing the lesson?*
5. *Does the candidate provide problem-based learning pedagogy when providing student opportunities to explore and develop life skills including conflict resolution and financial management?*
6. *Does the candidate promote skills for employing an informed decision-making process necessary for maintaining a healthy lifestyle in all health/family and consumer science topic areas?*
7. *Does the candidate use the most up to date accurate information evolving in health including but not limited to nutrition, physical fitness, disease prevention and substance abuse?*
8. *Does the candidate use valid criteria to evaluate the accuracy and relevance of information used in lesson plans and student assessment?*
9. *Does the candidate utilize up to date technology in planning and instruction?*
10. *Does the candidate emphasize the importance of personal and community safety in planning lessons?*
11. *Does the candidate promote student responsibility and knowledge in coverage of human sexuality, substance abuse, violence prevention and parenting?*

d. Employs a variety of reading and writing strategies for addressing the learning objectives.

Evaluation Questions:

- *Are reading and writing activities included in the body of the lesson and /or in the homework?*
- *Are students asked to describe, explain and justify their ideas?*

e. Employs appropriate sheltered English or subject matter strategies for English language learners.

Evaluation Questions:

- *Do lesson plans include language objectives based on the Massachusetts English language arts standards and where appropriate, the English language proficiency benchmarks?*
- *Does the candidate adapt and explain grade level content material to make them comprehensible?*
- *Does the candidate emphasize content vocabulary and give students regular practice in applying content and English language knowledge?*
- *Does the candidate's speech model proper English usage when working with English language learners?*

f. Uses questioning to stimulate thinking and encourages all students to respond.

Evaluation Questions:

- *Does the candidate use probing questions to help students understand concepts?*
- *Does the candidate address questions to all students to encourage participation?*

g. Uses instructional technology appropriately.

Evaluation Questions:

- *Is the candidate knowledgeable in the use of technology?*
- *Is there a smooth transition to and from technology use?*
- *Do all students have access to the technology and are they given sufficient instruction in its use?*
- *Is technology used as a tool to develop and reinforce knowledge and skills?*

3: Communicates high standards and expectations when extending and completing the lesson:

a. Assigns homework or practice that furthers student learning and checks it.

Evaluation Questions:

- *Does the candidate provide evidence of differential homework assignments or practice that further the learning of students who are academically advanced as well as students whose work is at or below grade level?*
- *Are several examples of assignments included and a rationale provided for them?*
- *Are classroom sets of examples of student homework provided?*
- *How is student homework evaluated?*

b. Provides regular and frequent feedback to students on their progress.

Evaluation Questions:

- *Does the candidate aptly summarize what students have been expected to learn at the end of the lesson (or ask students to do so)?*

c. Provides many and varied opportunities for students to achieve competence.

Evaluation Questions:

- *Does the candidate guide students to an adequate or useful conclusion to the lesson?*
- *Does the candidate provide examples of how student work is evaluated and how that evaluation is communicated to students?*

4: Communicates high standards and expectations when evaluating student learning.

a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.

Evaluation Questions:

- *Has the candidate provided examples of tests written by her/him?*
- *Are formal tests provided by the district identified?*
- *Are examples of student response papers for teacher tests provided?*
- *Have alternate forms of assessment (portfolios, projects, etc.) been used and copies provided?*

b. Translates evaluations of student work into records that accurately convey the level of achievement students for parents or guardians, and school personnel.

Evaluation Questions:

- *Are report cards or grades given for student learning provided?*

(c) Manages Classroom Climate Operation

1: Creates an environment that is conducive to learning.

Evaluation Questions:

- *How has candidate created an environment that is conducive to learning? (For example, does the candidate establish a positive atmosphere where students are encouraged to participate? Does the candidate have good rapport with the students? Is the candidate patient with students?)*

2: Creates a physical environment appropriate to range of learning activities.

Evaluation Questions:

- *Has the candidate created a physical environment appropriate to the range of learning activities?*

3: Maintains appropriate standards of behavior, mutual respect, and safety.

Evaluation Questions:

- *Has the candidate maintained appropriate standards of behavior, mutual respect, and safety? (For example, does the candidate communicate rules and procedures for classroom behavior to the students? Is the candidate alert to student behavior at all times? Does the candidate stop inappropriate behavior promptly and consistently? Does the candidate treat the students with respect and is that respect returned?)*

4: Manages classroom routines and procedures without loss of significant instructional time.

Evaluation Questions:

- *Does the candidate manage classroom routines and procedures without loss of significant instructional time? (For example, does the candidate use appropriate time periods for checking homework, for the body of the lesson, etc.? Are the materials needed for activities ready for distribution and is the candidate organized in transitioning between activities?)*

(d) Promotes Equity

1: Encourages all students to believe that effort is a key to achievement.

Evaluation Questions:

- *Does the candidate pay as much attention to students who are academically advanced as to those whose work is at or below grade level?*

2: Works to promote achievement by all students without exception.

Evaluation Questions:

- *Does the candidate provide opportunities for students to receive extra help outside of classtime?*
- *Does the candidate provide more challenging work on a systematic or accelerated basis for academically advanced students?*

3: Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace and proficiency in the English language for learning the curriculum at hand and uses professional judgement to determine if instructional adjustments are necessary.

Evaluation Questions:

- *Does student work reflect adjustments made? For example, what did the candidate do for students who may require additional foundational knowledge or skills; or for students who have advanced knowledge or skills?*

4: Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions and to see themselves as members of a local, state, national, and

international civic community.

Evaluation Questions:

- *Has the candidate explained what adjustments have been made for these purposes, and why?*
- *Does the candidate address all students as unique individuals and as Americans or potential Americans?*
- *Does the candidate avoid identifying students as “representatives” of particular racial, ethnic, or gender groups?*
- *Does the candidate help students to see themselves and each other as American citizens? Does candidate give special writing assignments, lessons on national symbols, songs, phrases, and Pledge of Allegiance, or special civics lessons?*

(e) Meets Professional Responsibilities

1: Understands his or her legal and moral responsibilities.

Evaluation Questions:

- *Does the candidate behave in a professional manner (including punctuality, confidentiality, and carrying out all job-related responsibilities)?*

2: Conveys knowledge of and enthusiasm for his/her academic discipline to students.

Evaluation Questions:

- *Is the candidate enthusiastic about his/her academic discipline during interactions with students?*

3: Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.

Evaluation Questions:

- *Does the candidate take advantage of professional development opportunities provided by the school during his/her teaching there?*

4: Collaborates with colleagues to improve instruction, assessment, and student achievement.

Evaluation Questions:

- *Does the candidate confer with his/her cooperating practitioner and other colleagues (including other student teachers) about improving his/her practice?*

5: Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them.

Evaluation Questions:

- *Does the candidate participate in conferences with parents (under the guidance of the cooperating practitioner) when appropriate?*

6: Reflects critically upon his or her teaching experience identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.

Evaluation Questions:

- *Does the candidate provide evidence (e.g., a journal) of reflecting upon his/her practice?*

7: Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

Evaluation Questions:

- *Does the candidate communicate appropriate use of the Internet to students whenever class activities include Internet use?*

**SPRINGFIELD COLLEGE
MIDTERM EVALUATION FOR TEACHING PRACTICUM**

 SAMPLE
Student's Name _____ School _____ Grade Level _____ Date _____

This evaluation form is to be completed independently at the middle of the practicum by the student, college supervisor and supervising practitioner. The Preservice Performance Assessment Guidelines should be used to fill out this form. The results of these evaluations should be discussed in a three-way meeting at the midterm.

A: PLANS CURRICULUM AND INSTRUCTION THAT MATCH STATE FRAMEWORKS

Strengths (Evidence is clear) *Indicators 1, 4, 5 are strengths*

Planning looks good on paper – lesson plans are detailed and complete, show evidence of activities planned in sequential order, prerequisite skills, concepts and terms are listed in plans.

Objectives are clear with measurable outcomes.

Areas in need of improvement (Lack of evidence) *Indicators 2, 3, 6, 7, 8*

No evidence of how student draws on results of formal and informal assessment. It is not clear that learning activities are challenging for those who are well skilled/academically advanced or appropriate for those who are not very skilled/working below grade level.

No evidence of planning for English language learners. More evidence needed of use of technology or media and references, colleagues, etc. to enhance learning. There is no evidence that information in student IEPs has been used to plan lessons. Overall, more evidence needed to demonstrate competence in planning.

Overall Rating of this Standard: 1 1 = Does not meet Standard 2 = Meets standard 3 = Exceeds Standard

B: DELIVERS EFFECTIVE INSTRUCTION.

Strengths (Evidence is clear) *Indicators 1 a-d; 2 a, c, d, f; 3 a-c; 4 b*

Observations provide clear evidence that this student is effective at delivering effective instruction, provides regular, specific feedback to a great number of students and provides a variety of options to the students so all can succeed to some extent. Communication is clear, very articulate, builds on prior knowledge, and asks students questions to explain their ideas.

Demonstrates a solid knowledge of all content, this is evident through observations, lesson plans, unit plans and journal entries. There are several examples of homework or in-class assignments that demonstrate how student learning is promoted and checked. Progress reports and task sheets are sent home provide documentation of the level of achievement.

Areas in need of improvement (Lack of evidence) *Indicators 2 b, e, g; 4 a*

Need evidence of using two or more teaching techniques, tends to use primarily a command style. Need to employ more strategies to meet the needs of English Language Learners and demonstrate knowledge of instructional technology.

More examples of assessments and clear rubrics need to be provided. Most assessment is informal and not well thought out. Need to spend more time developing rubrics so assessment is more systematic and fair.

Overall Rating of this Standard: 2 1 = Does not meet Standard 2 = Meets Standard 3 = Exceeds Standard

Student: _____ SAMPLE _____

Date: _____ / _____ / _____

STANDARD C: MANAGES CLASSROOM CLIMATE AND OPERATION.

Strengths (Evidence is clear) *Indicators 1, 2, 3*

Through observation and lesson plans it is clear that an environment conducive to learning is created everyday and that the physical environment works well with the selection of learning activities planned each day.

Journal entries provide evidence that the candidate is constantly thinking about how to deal with the plethora of situations that occur in class. Rule and routines have been clearly established and are posted on the wall.

Areas in need of improvement (Lack of evidence) *Indicator 4*

It is clear that the candidate needs to work on managing the class without losing instructional time. Too much time is spent discussing problem behavior and disciplining each class. Lessons need to be planned to minimize loss of active learning time.

Overall Rating of this Standard: 2 1 = Does not meet Standard 2 = Meets Standard 3 = Exceeds Standard

STANDARD D: PROMOTES EQUITY

Strengths (Evidence is clear) *Indicators 1*

Through observations and journaling there is evidence that the candidate pays attention to all students and works hard to meet the needs of everyone in class.

Areas in need of improvement (Lack of evidence) *Indicators 2, 3, 4*

There is a lack of evidence showing the ability to gear lessons to meet the needs of the diverse student found in the classes. It is not clear that the candidate is able to connect with students with disabilities and those from cultural backgrounds different from own. This is clearly an area that needs improvement.

No basis for assessing indicator # 4 at this time.

Overall Rating of this Standard: 1 1 = Does not meet Standard 2 = Meets Standard 3 = Exceeds Standard

STANDARD E: MEETS PROFESSIONAL STANDARDS.

Strengths (Evidence is clear) *Indicators 1, 2, 3, 5*

Professionalism is clearly a strength. Through observations and journaling it is clear that the candidate understands legal and moral responsibilities. Enthusiasm for teaching is clear and the students know it, they respond very favorably.

Has taken advantage of professional development opportunities in the school and participated in parent/teacher conferences – see detail in time record.

Areas in need of improvement (Lack of evidence) *Indicator 4, 6, 7*

Candidate needs to show more evidence of collaboration with colleagues.

Journals do not provide much evidence of critical self-reflection. Look at reflection questions in fieldwork handbook to try to enrich journal entries and provide more evidence that you truly are a reflective teacher.

Internet not used – so not evidence of indicator # 7.

Overall Rating of this Standard: 1-2 1 = Does not meet Standard 2 = Meets Standard 3 = Exceeds Standard

Recommended Midterm Grade: B

Signature of Individual Completing Form: _____

Date: _____

Preservice Performance Assessment for Teacher Candidates Only

Please use this assessment in conjunction with the Preservice Performance Assessment Guidelines: the rating scale is described; evaluation questions relating to the standards A-E and license-specific questions per standard B2c below are listed in the guidelines.

Standard A - Plans Curriculum and Instruction	
Indicators	Evidence
1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge. <i>(Specify Curriculum Framework title, learning standards, and concept and skills used [attach list if necessary]).</i>	Lesson plans, unit plans
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.	Lesson plans, unit plans, formal and informal means of assessment, rubrics for assessment
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.	Lesson plans, unit plans, reading lists, vocabulary lists, PK-12 student journals
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities and design lessons that strengthen student reading and writing skills.	Lesson and unit plans
5. Plans lessons with clear objectives and relevant measurable outcomes.	Lesson and unit plans
6. Draws on resources from colleagues, families, and the community to enhance learning.	References/resources cited on lesson and unit plans
7. Incorporates appropriate technology and media in lesson planning.	Lesson and unit plans include technology/media used
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.	Accommodations made based on IEPs are detailed in lesson and unit plans

Rating:	Explanation of Rating for Standard A - Plans Curriculum and Instruction
----------------	--

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard; 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: _____SAMPLE_____ License: _____

Program Supervisor (initial): _____ Date: _____

Supervising Practitioner (initial): _____ Date: _____

Preservice Performance Assessment for Teacher Candidate Only

Standard B – Delivers Effective Instruction	
Indicators	Evidence
<p>1. Communicates high standards and expectations when <u>beginning the lesson</u>.</p> <p>a) Makes learning objectives clear to students. b) Communicates clearly in writing and speaking. c) Uses engaging ways to begin a new unit of study or lesson. d) Builds on students' prior knowledge and experience.</p> <p>2. Communicates high standards and expectations when <u>carrying out the lesson</u>.</p> <p>a) Uses a balanced approach to teaching skills and concepts of elementary reading and writing. b) Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others). c) Demonstrates an adequate knowledge of and approach to the academic content of lessons. (See license-specific questions in Guidelines, pp. 13-44). d) Employs a variety of reading and writing strategies for addressing learning objectives. e) Uses questioning to stimulate thinking and encourages all students to respond. f) Uses instructional technology appropriately.</p> <p>3. Communicates high standards and expectations when <u>extending and completing the lesson</u>.</p> <p>a) Assigns homework or practice that furthers student learning and checks it. b) Provides regular and frequent feedback to students on their progress. c) Provides many and varied opportunities for students to achieve competence.</p> <p>4. Communicates high standards and expectations when <u>evaluating student learning</u>.</p> <p>a) Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction. b) Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.</p>	<p>Observations by supervisors Lesson and unit plans</p> <p>Lesson and unit plans, instructional materials used, supervisor observations/midterm evaluations</p> <p>Lesson and unit plans Instructional materials, worksheets, etc. PK-12 student work samples</p> <p>Formal assessment documents (e.g., sample tests, rubrics used for assessment of various assignments), samples of graded papers/tests, evaluation forms done for parent-teacher conferences</p>

Rating:	Explanation of Rating for Standard B – Delivers Effective Instruction
----------------	--

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard; 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: _____SAMPLE_____ License: _____

Program Supervisor (initial): _____ Date: _____

Supervising Practitioner (initial): _____ Date: _____

Preservice Performance Assessment for Teacher Candidates Only

Standard C – Manages Classroom Climate and Operation	
Indicators	Evidence
1. Creates an environment that is conducive to learning. 2. Creates a physical environment appropriate to a range of learning activities. 3. Maintains appropriate standards of behavior, mutual respect, and safety. 4. Manages classroom routines and procedures without loss of significant instructional time.	Supervisor observations and midterm evaluation Lesson & unit plans Bulletin boards and other displays Reflective journal entries to college supervisor

Rating:	Explanation of Rating for Standard C – Manages Classroom Climate and Operation
----------------	---

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard; 3=Exceeds the Standard; NA=Not Applicable.

Standard D – Promotes Equity	
Indicators	Evidence
1. Encourages all students to believe that effort is a key to achievement. 2. Works to promote achievement by all students without exception. 3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary. 4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.	Supervisor observations and midterm evaluation Reflective journal entries Lesson & unit plans Bulletin boards and other displays

Rating:	Explanation of Rating for Standard D – Promotes Equity
----------------	---

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard; 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: _____SAMPLE_____ License: _____

Program Supervisor (initial): _____ Date: _____

Supervising Practitioner (initial): _____ Date: _____

Preservice Performance Assessment for Teacher Candidates Only

Standard E – Meets Professional Responsibilities	
Indicators	Evidence
<p>1. Understands his or her legal and moral responsibilities.</p> <p>2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.</p> <p>3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.</p> <p>4. Collaborates with colleagues to improve instruction, assessment, and student achievement.</p> <p>5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.</p> <p>6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.</p> <p>7. Understands legal and ethical issues as they apply to responsible and acceptable use of the internet and other resources.</p>	<p>Lesson plans Supervisor observations and midterm evaluation</p> <p>Attendance at professional development workshops, professional conferences</p> <p>Supervisor observations and midterm evaluation</p> <p>Records of parent conferences or participation in parent-teacher conferences/Open Houses</p> <p>Reflective daily journal to college supervisor Supervising teacher discussions, observations & midterm evaluation</p> <p>Lesson & unit plans, supervisor observations</p>

Rating:	Explanation of Rating for Standard E – Meets Professional Responsibilities

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard; 3=Exceeds the Standard; NA=Not Applicable.

Candidate's Name: _____ **License:** _____

Program Supervisor (initial): _____ **Date:** _____

Supervising Practitioner (initial): _____ **Date:** _____

Summary Decision for Preservice Performance Assessment

Teacher candidate's *Preservice Performance Assessment* in the practicum or practicum equivalent meets the Professional Standards for Teachers: Yes _____ or No _____.

Candidate (sign): _____ License: _____

Program Supervisor (sign): _____ Date: _____

Supervising Practitioner (sign): _____ Date: _____

Standard	Rating (from pp. 2-5)
(a) Plans Curriculum	
(b) Delivers Effective Instruction	
(c) Manages Classroom Climate	
(d) Promotes Equity	
(e) Meets Professional Responsibilities	

Rating Scale: 1=Does Not Meet the Standard; 2=Meets the Standard; 3=Exceeds the Standard; NA=Not Applicable.

Summary Comments (integrated assessment of performance):

Sample Only

The sponsoring organization should maintain this assessment record as part of its candidate's permanent file. Copies do not have to be sent to the Department of Education.

Things to Remember Practicum (Clinical Experience) Report Preservice Performance Assessment

The Educator Preparation Office will provide practicum reports to all college supervisors. The top half will already be completed. Please review all information to ensure that it is correct. Make any corrections (i.e., supervising practitioner's license number, professional status, placements, etc.) directly on the form and return it the Educator Prep Office ASAP. We will make the corrections and return the forms to you **before you get them signed.**

If corrections need to be made after the forms are signed, do no write directly onto the form. Please put the corrections on "Post-It" notes and attach to the Practicum Report.

PLEASE NOTE:

The license number and whether or not the supervising practitioner has an initial (with years of experience) or professional license should be on the practicum report. If it is not, please obtain this information from the supervising practitioner and submit it to the Office of Educator Preparation and Licensure.

The practicum report should be initialed by the student, and signed and dated by the supervising practitioner and college supervisor [**please remember to use black ink**] on a minimum of three dates as evidence of three distinct meetings:

1. An initial meeting at which the standards and procedures for evaluation are explained to the student,
2. A meeting held midway through the practicum at which the student's progress toward the standards are discussed, and
3. A final meeting at which the evaluation of the student is completed.

At the end of the practicum experience the supervisors indicate whether or not each standard has been met and sign the bottom of the form. (The practicum report must be filled out completely whether or not the student is being recommended for licensure.)

DO NOT FILL IN THE HOURS. Students must submit a time record to the Educator Prep Office.

FINALLY, check all entries one more time to ensure accuracy. Make sure all sections have been signed as required. If you have any questions, please call the Educator Prep Office at 748-3155.

Submit the completed practicum report/preservice performance assessment immediately following the completion of each experience.

**** DO NOT COPY THE PRACTICUM REPORT OR LET IT OUT OF YOUR POSSESSION.**



The Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148-5023 Telephone: (781) 338-3000

Preservice Performance Assessment /Practicum Report

Professional Standards for Teachers: See 603 CMR 7.08.

Part I – To be completed by the applicant.

Practicum: _____ **Practicum Equivalent:** _____

1. Legal Name: (print) _____ 2. SSN: _____

3. Address: _____

4. Sponsoring Organization: _____ Program & Level: _____

5. Practicum/Equivalent Course Number: _____ Credit Hours: _____
Course Title: _____

6. Practicum/Equivalent Site: _____ 7: Grade Levels of Students: _____

8. Total number of practicum hours: _____ Number of hours assumed full responsibility in the role: _____

9. Other Massachusetts licenses held if any: _____

10. Have any components of the approved program been waived (see Regulations 7.03(1)(b)): Yes _____ No _____

Part II – To be completed by the Program Supervisor

Name: (print) _____ Position Title: _____

The Applicant completed a practicum/ equivalent assigned by the sponsoring organization as partial preparation for the following license

Applicant's License Field: _____ Grade Level: _____

Part III – To be completed by the Supervising Practitioner

Name: (print) _____ Position: _____

School System: _____ License: Initial (# yrs. experience): _____ or Professional: _____

Massachusetts License #: _____ Field(s): _____

Part IV – Initial 1, 2, and 3.

1. Initial meeting held at which the Professional Standards and the procedures for evaluation were explained to the Applicant.

Date: _____ Applicant: _____ Program Supervisor: _____ Supervising Practitioner: _____

2. Meeting held midway through the practicum at which the Applicant's progress toward the Professional Standards was discussed.

Date: _____ Applicant: _____ Program Supervisor: _____ Supervising Practitioner: _____

3. Final meeting held to complete evaluation and to allow Applicant an opportunity to raise questions and make comments.

Date: _____ Applicant: _____ Program Supervisor: _____ Supervising Practitioner: _____

Part V

Candidate has successfully completed the Preservice Performance Assessment (Sections: 7.03(2)(a)(4) & 7.04(2)(b)(4)(b)) Yes: _____ No: _____

Program Supervisor (sign): _____ Date: _____

Supervising Practitioner (sign): _____ Date: _____

Mediator (if necessary: see 7.04(4))(sign): _____ Date: _____

SPRINGFIELD COLLEGE
CLINICAL EXPERIENCE TIME RECORD AND ACTIVITY REPORT

Record the hours spent in the clinical experience according to the categories described below. Please note that you are required to do a minimum of 130 clock hours at your clinical experience site; at least 117 clock hours of this time must consist of teaching (this means having “clear instructional responsibilities”).

Observing - The supervising practitioner is in charge and the clinical experience student is watching/listening. (First few days)

Assisting - The supervising practitioner is in charge and the clinical experience student is helping by providing individual attention, working with a small group, and performing other functions of an aide. (Begin immediately)

Teaching - The clinical experience student, under the supervision of the supervising practitioner, is responsible for planning, implementing, and evaluating all or part of a lesson. (A minimum of 117 hours of teaching is required)

Other - The clinical experience student discharges other “non instructional duties” associated with the role.

STUDENT _____

DATE _____	COURSE # _____	COURSE TITLE _____	SEM HRS. _____	COURSE GRADE _____
------------	----------------	--------------------	----------------	--------------------

SITE: _____ GRADE LEVEL: _____

COLLEGE SUPERVISOR _____ FROM: _____ TO: _____

SUPERVISING PRACTITIONER _____

TIME RECORD (IN HOURS)					
Observing Hours	Assisting Hours	Teaching Hours	Other:	Other:	Total:

OTHER DUTIES

<u>Activity</u>	<u>Hours</u>	<u>Activity</u>	<u>Hours</u>
Parent Conferences	_____	Coaching of:	_____
Cafeteria Duty	_____	Faculty Meeting	_____
Homeroom	_____	Other:	_____
Bus Duty	_____		

Semester _____ Year _____

**SPRINGFIELD COLLEGE
EVALUATION OF COLLEGE SUPERVISOR**

College Supervisor _____

The following items deal with characteristics of college supervisors which students feel to be important. Please complete each item by circling the response you feel is appropriate and making comments/suggestions.

	X N/A	0 poor	1 fair	2 good	3 very good	4 excellent	
1. Number of visits <i>Comments:</i>					X	0	1 2 3 4
2. Quality of observations/visits <i>Comments:</i>					X	0	1 2 3 4
3. Expectations clear <i>Comments:</i>					X	0	1 2 3 4
4. Availability for appointments and discussions <i>Comments:</i>					X	0	1 2 3 4
5. Feedback on written work <i>Comments:</i>					X	0	1 2 3 4
6. Knowledge and experience in the field <i>Comments:</i>					X	0	1 2 3 4
7. Suggestions for evaluating and improving your teaching/counseling/administrative skills <i>Comments:</i>					X	0	1 2 3 4
8. Considering everything, how would you rate your college supervisor? <i>Comments:</i>					X	0	1 2 3 4

Program _____

Semester _____

**SPRINGFIELD COLLEGE
STUDENT EVALUATION OF THE PRACTICUM/CLINICAL EXPERIENCE**

Name of Student _____ Date _____

School _____ Supervising Practitioner _____

The following items deal with your practicum experience. Please complete each item by circling the response you feel is appropriate and making comments.

1	2	3	4	5	N/A
Poor	Fair	Good	Very Good	Excellent	Not Applicable

PRACTICUM/CLINICAL EXPERIENCE IN GENERAL

1. Seminars

A. Topics and information	1	2	3	4	5	N/A
B. Scheduling of seminars (length, number)	1	2	3	4	5	N/A

Comments:

2. Placement Procedures

1	2	3	4	5	N/A
---	---	---	---	---	-----

Comments:

3. Handbook/Other Materials

A. Expectation and requirements clearly stated	1	2	3	4	5	N/A
B. Informative	1	2	3	4	5	N/A

Comments:

4. Written Work

A. Overall requirements	1	2	3	4	5	N/A
B. Types of assignments	1	2	3	4	5	N/A

Comments:

5. Length of Experience

1	2	3	4	5	N/A
---	---	---	---	---	-----

Comments:

SCHOOL/SITE

1. Curriculum and Instruction

A. Meets the interests and needs of students	1	2	3	4	5	N/A
B. Developmentally appropriate	1	2	3	4	5	N/A
C. Teaching style and methods	1	2	3	4	5	N/A

Comments:

2. Facilities and Equipment

- | | | | | | | |
|--|---|---|---|---|---|-----|
| A. Facilities | 1 | 2 | 3 | 4 | 5 | N/A |
| B. Supplies and/or equipment | 1 | 2 | 3 | 4 | 5 | N/A |
| C. Adequate support services and staff | 1 | 2 | 3 | 4 | 5 | N/A |
- Comments:*

3. Supervising Practitioner

- | | | | | | | |
|---|---|---|---|---|---|-----|
| A. Feedback on written work | 1 | 2 | 3 | 4 | 5 | N/A |
| B. Suggestions for evaluating and improving your teaching | 1 | 2 | 3 | 4 | 5 | N/A |
| C. Quality of observations | 1 | 2 | 3 | 4 | 5 | N/A |
| D. Overall rating of supervising practitioner | 1 | 2 | 3 | 4 | 5 | N/A |
- Comments:*

PREPARATION

How would you rate your preparation at Springfield College in each of these?

- | | | | | | |
|--|---|---|---|---|---|
| 1. Subject Matter Knowledge | 1 | 2 | 3 | 4 | 5 |
| <i>Comments:</i> | | | | | |
| 2. Standard (a) Plans Curriculum and Instruction | 1 | 2 | 3 | 4 | 5 |
| <i>Comments:</i> | | | | | |
| 3. Standard (b) Delivers Effective Instruction | 1 | 2 | 3 | 4 | 5 |
| <i>Comments:</i> | | | | | |
| 4. Standard (c) Manages Classroom Climate and Operation | 1 | 2 | 3 | 4 | 5 |
| <i>Comments:</i> | | | | | |
| 5. Standard (d) Promotes Equity | 1 | 2 | 3 | 4 | 5 |
| <i>Comments:</i> | | | | | |
| 6. Standard (e) Meets Professional Responsibilities | 1 | 2 | 3 | 4 | 5 |
| <i>Comments:</i> | | | | | |

**SPRINGFIELD COLLEGE
SUPERVISING PRACTITIONER EVALUATION
OF THE PRACTICUM/CLINICAL EXPERIENCE**

Licensure Program/Subject _____ Grades _____ Dates of Experience _____ to _____

Student Teacher _____ Supervising Practitioner _____

How would you rate the adequacy of the Springfield College teacher preparation program?
Identification of specific strengths and weaknesses and positive suggestions for program improvement would be most helpful. Your comments are greatly appreciated!

	X did not observe	1 needs improvement	2 adequate	3 very good	4 excellent
1. Placement procedures <i>Comments:</i>				X	1 2 3 4
2. Information and materials received from SC <i>Comments:</i>				X	1 2 3 4
3. Length of student teaching experience <i>Comments:</i>				X	1 2 3 4
4. College supervision of student teacher <i>Comments:</i>				X	1 2 3 4
5. Forms for evaluation of student teacher <i>Comments:</i>				X	1 2 3 4
6. Overall preparation of student teachers <i>Comments:</i>				X	1 2 3 4

Sample Only

7. Preparation of student teacher in the following standards:

1. Subject Matter Knowledge	X	1	2	3	4
2. Standard (a): Plans Curriculum and Instruction (Frameworks, organization, human development, and methodology)	X	1	2	3	4
3. Standard (b): Delivers Effective Instruction (Communicates standards and expectations)	X	1	2	3	4
4. Standard (c): Manages Classroom Climate And Organization (Environment, standards of behavior and procedures)	X	1	2	3	4
5. Standard (d): Promote Equity (Diversity and inclusion)	X	1	2	3	4
6. Standard (e): Meets Professional Responsibilities (Legal and moral responsibilities)	X	1	2	3	4

ADDITIONAL COMMENTS:

THANK YOU FOR YOUR ASSISTANCE

Signature of Evaluator _____ Date _____

School _____

Address _____

THANK YOU LIST: SUPERVISING PERSONS

Your Name _____ Date _____

School _____

Address _____

You are expected to thank those persons who have made your fieldwork experience beneficial to you. The College wishes to know who has been helpful to you and in what way has each person been helpful. Personal verbal ‘thanks’ are always appreciated but your written note is even more meaningful.

Full Name (Please Print)	Title/Position	Contribution and/or relationship to student

School

Town/City

Full Name (Please Print)	Title/Position	Contribution and/or relationship to student

School

Town/City

Full Name (Please Print)	Title/Position	Contribution and/or relationship to student

School

Town/City

Full Name (Please Print)	Title/Position	Contribution and/or relationship to student

School

Town/City

Section IV
INSTRUCTIONAL FORMS

HEALTH INSTRUCTIONAL UNIT
ACTIVITY SHEET

ACTIVITY TITLE:

UNIT TOPIC:

Activity duration (time):

GRADE LEVEL:

Materials Needed:

Description of the Activity:

Procedure/Pedagogy/Structure for the Activity:

Time

Assessment of the Activity:

Course/ Grade Level:	Lesson Topic: Lesson length (time):		Lesson #		National Health Education Standards & Massachusetts Comprehensive Health Frameworks References: (Cite by standard/strand)
OBJECTIVES (What you teach)	METHODOLOGY/ PEDAGOGY (How You Teach It)		ASSESSMENT (How You Know You Taught It)		STANDARDS (National or State benchmark alignment)
BEHAVIORAL		TIME		TIME	
AFFECTIVE					
COGNITIVE					

LESSON PLAN FORM

Health Topic:		Number/Length of Class Sessions:	
Grade Level:			
Materials Needed:		Focus Questions:	
Learning Outcomes (Objectives)		Activities (Pedagogy)	Student Evaluation (Assessment)
			Massachusetts Frameworks (Cite # and verbiage)
BEHAVIORAL			
AFFECTIVE			
COGNITIVE			

HEALTH INSTRUCTIONAL UNIT PLAN

Section VII

GRADING RUBRICS FOR LESSON PLANS/UNIT PLANS

LESSON PLAN RUBRIC

HEALTH LESSON PLAN RUBRICS	<i>Exemplary</i> A	<i>Above Average</i> B	<i>Average</i> C
Massachusetts Framework Citations	Massachusetts Frameworks <i>clearly</i> identified using complete verbiage and numerical citations.	Massachusetts Frameworks identified with some verbiage but missing numerical citations.	Massachusetts Frameworks identified with only numerical citations.
Grade Levels	Grade level(s) identified		Grade level(s) missing
Lesson Design: <ul style="list-style-type: none"> ■ Written clarity ■ Student accommodations ■ Use of open-ended/probing questions ■ Student motivation potential ■ Possible lesson extensions ■ Quality of selected teaching strategies ■ Quality and connection of stated objectives and proposed assessment methods ■ Organization, procedures, and transitions designed allotting sufficient and reasonable time for each selected instructional activity – good “flow” ■ Detailed time plan within lesson ■ Effective opening (“hook”) and closing (“summarizer”) segments in the lesson 	The lesson is appealing, and it invites students to be creative. It supports student choice and encourages students to take responsibility for their learning by having at least one section that has an open-ended design. Abilities of all students addressed in the lesson’s design.	The lesson is appealing, and there is evidence of instructional flexibility or accommodation of students' interests and abilities.	The lesson is appealing, and there is some evidence of instructional flexibility or accommodation of students' interests and abilities.
	The lesson is complete, deep, and adaptable. It offers extensions for more motivated learners and/or adaptations for students with special needs or learning style preferences.	The lesson is complete, goes into depth, but lacks specific examples of adaptations for students with special needs or learning style preferences.	The lesson is complete, but lacks depth and may be sketchy. It does not offer strategies for adaptations to students with special needs or learning style preferences.
	Educational objectives are clear, obtainable, and measurable. Multiple and alternative assessment strategies are described that align with stated objectives including level of expected student achievement for each assessment strategy.	There is adequate identification of educational objectives and assessment strategies with some alignment between stated objective and selected assessment strategy and some expected level of student achievement.	There is little or no evidence of connection between educational objectives and assessment strategies. Level of expected student achievement not clearly identified.
	Description is sufficiently clear to enable a third party to attempt teaching the lesson. Description is clear, yet economical.	Description is somewhat clear but is wordy, repetitive, or incomplete with possibly confusing segments.	Description is unclear and difficult to follow/interpret.

	The behavior assessed exactly matches the behavior described in the objective and description of the lesson	The behavior assessed closely resembles the behavior described in the objective and description of the lesson.	The behavior assessed is inconsistent with the behavior described in the objective and description of the lesson.
	Time frame for every selected activity accurate, reasonable, and effective.	Time frame for most activities accurate, reasonable, and effective.	Time management within various segments of the lesson needs improvement.
Essential or Focus Questions	Numerous questions directly related to lesson's topic designed to mentally engage and motivate students including probing type questions.	A few questions somewhat related to the lesson's topic most likely un motivational for students involved in the lesson.	Missing or general/unrelated questions lacking the potential to motivate students involved in the lesson.

Grading Rubrics for Health Education Unit Plans

COMPONENT	POINTS
“Block” Plan for the unit (Day 1, 2, etc. outlined for the duration of the unit)	5
Background Information (significance/context/main ideas/key concepts, materials needed, “overarching” objectives, etc.)	5
Essential/focus questions for the unit plan identified and clearly written	5
Student and teacher goals for the unit identified and clearly written	5
Lesson Plans for the unit (minimum of 6) <ul style="list-style-type: none"> • Cognitive, affective, and behavioral objectives clearly and correctly written. • Assessment techniques/teaching strategies identified for each objective. • All objectives correctly aligned with <i>Massachusetts Health Frameworks</i>. • <i>Beginnings</i> (“Hook”) and <i>Endings</i> of each lesson clearly identified. • Time requirements for each lesson segment clearly identified • 2-3 activity sheets for <i>each</i> lesson plan with teaching/assessment strategies described clearly for each activity • Student support materials (worksheets/study guides, fact sheets, etc.) 	30
Assessment DURING and at the end of the unit including rubrics used to evaluate	20
Examples of Student Work <ul style="list-style-type: none"> • 3-5 examples of actual student work with rubrics attached and assigned grade • Examples should illustrate poor-excellent results 	10
Technology use incorporated in instruction using assorted techniques/means <ul style="list-style-type: none"> • Student technology projects/activities <i>must</i> contain assessment rubrics for each • Teacher technology use must be clearly described 	15
Bibliography (books, instructional aids/resources/websites, etc. categorized and alphabetized)	5
	100

Additional expectations:

1. All unit plans (including lesson plan and activity sheets) **must be typed** and presented professionally (indexed, etc.) and be submitted **ON TIME using the templates** provided at the beginning of the practicum experience.
2. Unit plan should demonstrate considerable research and originality – for example, worksheets/study guides/tests, etc. should be personally designed and not simply copied from an outside source. It is permissible to have *some* “stock” worksheets, fact sheets, lists, etc. Resources obtained from on-site supervisor are acceptable for inclusion in the unit plan.
3. A copy of all written assessments along with additional forms of student assessment must be included in the unit plan along with student examples (name removed) and a correct answer key.
4. Clearly designed rubrics for all student projects (i.e. posters, portfolios, web quest, etc.) must be identified for every assessment component of the unit plan.
5. All technology materials including videotapes used to deliver instruction in the unit must be listed under materials in the lesson plans and in the bibliography of the unit plan including the “running” time for that videotape, title of the video, and vendor.
6. Graphics and photographs will enhance the presentation of your unit including the cover. Photographs of bulletin board displays, student projects, etc. assist in presenting the unit realistically.
7. Any musical selections used in activities or lesson plans must be identified and listed under materials in the lesson plans and in the bibliography of the unit plan including name, artist, and time requirements for the selection.

Section VI

OBSERVATION/INQUIRY DATA QUESTIONS AND INSTRUCTIONAL RESOURCES

SPRINGFIELD COLLEGE GRADUATE FIELDWORK PROGRAM
OBSERVATION & INQUIRY DATA FOR ELEMENTARY LEVEL

Introduction: While completing your assignment as a graduate fieldwork student in an elementary school, one of your primary concerns should be the development of a basic understanding of the school and how it operates. You will also want to develop an understanding of how Health/Family and Consumer Sciences fits into the school's total curriculum.

The questions that follow are designed to help you come to a better understanding of the complexity of teaching Health/Family and Consumer Sciences. When searching for the answers, talk not only to your supervising practitioner(s), but also to the administration, students, and support staff. Be thorough in your responses. **Your responses to the following questions must be typed.**

1. How many guidance counselors are there in the school? Do they have specific student assignments? Is the counselor/student ratio acceptable and effective? If you are having problems with a student, which counselor do you see? Is this counselor readily accessible to both students and faculty? What is the school policy regarding school student records?
2. What is the school's accident report procedure and policy? Are written accident reports utilized? Who completes the accident report? Who is the first person to contact if there is a serious Health/Family and Consumer Sciences accident? Is there an established emergency action plan (EAP) for the school building? How many staff members are currently trained and certified in CPR and first aid?
3. How many nurses or nursing aides are there present daily in the school? Does the size of this staff reflect the state and national mandated nurse/student ratio? How many students routinely visit the nurse's office each day? What particular health issues commonly occur at this school?
4. Does the school have a written and well publicized philosophy including a mission and student expectations? Does the Health/Family and Consumer Sciences department have a printed philosophy? If so, what are they and how do those compare with the overall school's mission and expectations?
5. What are the fire drill procedures for the school? Are directions for exiting the school highly visible and posted throughout the school building and inside each instructional space?
6. What are the school's attendance policies? What are the school's tardy policies? Are there any differences in Health/Family and Consumer Sciences?
7. Does the school offer before and/or after school programs? What activities are offered? Who organizes and supervises the programs?
8. How many days a week do the students receive instruction in Health/Family and Consumer Sciences? How long are the classes?
9. Does the school have designated classroom space for teaching Health/Family and Consumer Sciences classes? What type of Health/Family and Consumer Sciences supplies and equipment does the school have? Does the Health/Family and Consumer Sciences teaching staff have access to bring students to computer laboratories for instruction?

10. How are identified “special needs” students (physically, socially and mentally challenged) included in the Health/Family and Consumer Sciences program? What modifications/accommodations are made to ensure successful participation in all instructional experiences for all diverse learners?
11. What instructional units were part of the student’s Health/Family and Consumer Sciences curriculum last year?
12. Does a written Health/Family and Consumer Sciences curriculum document exist for the school and school district? Is that document utilized and followed by the staff including your supervising practitioner?
13. Does the school have designated classroom space for teaching Health/Family and Consumer Sciences classes? What type of Health/Family and Consumer Sciences supplies and equipment does the school have? Does the Health/Family and Consumer Sciences teaching staff have access to bring students to computer laboratories for instruction?
14. Does your supervising practitioner write out unit plans? Lesson plans? What kind of format is used? Could you teach from one of the plans? Why or why not? When does the supervising practitioner do his/her planning?
15. Does your supervising practitioner have daily routines that he/she follows in teaching? Is anything missing consistently? Do these routines serve any function or have any importance? How would you change the routine? Why?

**SPRINGFIELD COLLEGE GRADUATE FIELDWORK PROGRAM
OBSERVATION & INQUIRY DATA FOR SECONDARY LEVEL**

Introduction: While completing your assignment as a graduate fieldwork teacher in a secondary school, one of your primary concerns should be the development of a basic understanding of the school and how it operates. You will also want to develop an understanding of how Health/Family and Consumer Sciences fits into the school's curriculum.

The questions that follow are designed to help you come to a better understanding of the complexity of teaching Health/Family and Consumer Sciences. When searching for the answers, talk not only to your supervising practitioner (s), but also to the administration, students, and support staff. Be thorough in your responses. **Your responses to the following questions must be typed.**

1. Does the school have a written and well publicized philosophy including a mission and student expectations? Does the Health/Family and Consumer Sciences department have a printed philosophy and curriculum document? If so, what are they and how do those compare with the overall school's mission and expectations?
2. What are the school's attendance policies? What are the school's tardy policies? Are there any differences in Health/Family and Consumer Science attendance and tardy policies from the rest of the school?
3. What is the school's accident report procedure and policy? Are written accident reports utilized? Who completes the accident report? Who is the first person to contact if there is a serious Health/Family and Consumer Sciences accident? Is there an established emergency action plan (EAP) for the school building? How many staff members are currently trained and certified in CPR and first aid?
4. How many guidance counselors are there in the school? Do they have specific student assignments? Is the counselor/student ratio acceptable and effective? If you are having problems with a student, which counselor do you see? Is this counselor readily accessible to both students and faculty? What is the school policy regarding school student records?
5. Are there an extra-curricular programs including student activities and athletics? When do these function? How many and what is the scope of offerings?? Who organizes, administers, and supervises those programs? What about school wide assemblies, dances, etc.?
6. What is an overview of the student program of studies? Are course offerings multi-level? What instructional time delivery system is currently being used to deliver the curriculum? What are the basic graduation requirements for student enrolled at this high school?
7. What instructional units were part each grade level's Health/Family and Consumer Sciences curriculum last year? Is student feedback solicited (i.e. survey?) and what changes might either the students or staff like within the curriculum in the future? Is the instructional scope and sequence for the Massachusetts Comprehensive Health Education Frameworks being followed?
8. How are identified "special needs" students (physically, socially and mentally challenged) included in the Health/Family and Consumer Sciences program? What modifications/accommodations are made to ensure successful participation in all instructional

experiences for all diverse learners?

9. How does the staff handle long-term medical excuses? Are students required to attend class? Are they given a grade? What academic support or modifications occur in the event of a lengthy student absence?
10. What are the fire drill procedures for the school? Are directions for exiting the school highly visible and posted throughout the school building and inside each instructional space? How are students accounted for after exiting the building?
11. Does your supervising practitioner write out unit plans? Lesson plans? What kind of format is used? Could you teach from one of the plans? Why or why not? When does the supervising practitioner do his/her planning?
12. Does your supervising practitioner have daily routines that he/she follows in teaching? Is anything missing consistently? Do these routines serve any function or have any importance? How would you change the routine? Why?
13. Does a written Health/Family and Consumer Sciences curriculum document exist for the school and school district? Is that document utilized and followed by the staff including your supervising practitioner?

WEB RESOURCES FOR HEALTH LESSON PLANNING
Updated July 2004

Health Lesson Plan Web Resources

- Annenberg Learner:** <http://www.learner.org/cgi-bin/swish.cgi?si=0&query=health&Submit=Search&metaname=swishdefault> lots of interdisciplinary health lesson plans involving history and science.
- Awesome Library:**
http://www.awesomelibrary.org/Library/Materials_Search/Lesson_Plans/Health.html
lesson plan links to health, nutrition, and safety areas.
- Centers for Disease Control and Prevention (CDC):**
<http://www.cdc.gov/search.do?action=search&queryText=lesson+plans> a wide range of lesson plan sources for numerous health topics prevalent in society.
- Connecticut's Team Nutrition Program:** <http://www.team.uconn.edu/teachers.htm#FCS> an assortment of activities and lesson plans related to nutrition.
- Daily Lesson Plan:** <http://www.nytimes.com/learning/teachers/lessons/health.html> an archived collection of lesson plans submitted by New York teachers on daily basis related to health.
- Discovery School:** <http://school.discovery.com/lessonplans/health.html> an assortment of lesson plans designed for grades 6-12.
- Educator's Reference Desk:** <http://www.eduref.org/cgi-bin/lessons.cgi/Health> health lesson plans organized by health topics.
- Education Helper:** <http://www.edhelper.com/Health.htm> organized by health themes.
- Education Place:** http://www.eduplace.com/cgi-bin/searchengine.cgi?SEARCH=Health+or+Nutrition&WORD_POINTS=0,1,0,0 a small group of health related lesson plans for elementary and middle school grades.
- Education World:** http://www.education-world.com/a_tsl/archives/health.shtml an assortment of health lesson plans organized by general health topic areas.
- Fast Food Choices – You Are What You Eat:** <http://www.can-do.com/uci/lessons98/Nutrition.html> creative and interactive nutrition lesson plan ideas.
- Health Smart:** <http://www.gphealthsmart.com/teaching/lessonplans.asp> lesson plans designed for teaching personal hygiene to younger grade levels.
- Health Teacher:** <http://www.healthteacher.com/lessonguides/default.asp> lots of health lesson plans organized by general health topic headings.
- Kathy Schrock's Guide for Educators:** <http://school.discovery.com/lessonplans/health.html> a collection of health lesson plans organized by topic with grade level appropriateness identified.
- King and Walsh:** <http://www.healthychoices.org/ch1/ch1-index.html> collection of elementary level nutrition lesson plans.
- Lesson Planet:** <http://www.lessonplanet.com/search/Health> numerous lesson plans listed by health subcategories
- Lesson Planz:** http://lessonplanz.com/Lesson_Plans/Health/ organized by grade level.
- Lesson Plans Page:** <http://www.lessonplanspage.com/PE.htm> organized by grade level with the most recent lesson plan additions featured.

Lesson Plan Search: [http://www.lessonplansearch.com/Health and PE/index.html](http://www.lessonplansearch.com/Health_and_PE/index.html) organized by grade level with an assortment of topic/health activity links also.

Lesson Tutor: <http://www.lesstutor.com/PEGenhome.html> a small assortment of some interesting health related lesson plans.

Marco Polo: http://www.marcopolosearch.org/MPSearch/Basic_Search.asp lots of lesson plans related to science and health that may be searched using keywords or topic areas.

Microsoft Education:

<http://www.microsoft.com/Education/LessonPlans.aspx?Area=health&Switch=Off> numerous health related lesson plans including some that use technology.

National Institutes of Health:

http://search.google.cit.nih.gov/search?site=NIH_Master&client=NIH_Master&proxystylesheet=http%3A%2F%2Fwww.nih.gov%2Fgoogle%2FNIH_Master.stylesheet.xslt&output=xml_no_dtd&restrict=NIH&filter=0&getfields=description.keywords&q=lesson+plans a rich collection of medically related health lesson plans.

PBS Teacher source: <http://www.pbs.org/teachersource/health.htm> features health and fitness lesson plans/activities that may be searched by topic and grade level.

PE Central: <http://www.pecentral.org/lessonideas/health/healthlp.asp> lesson titles on an assortment of health topics.

ProTeacher: <http://www.proteacher.com/110025.shtml> science-based health topic lesson plans along with numerous links to valuable sites related to a variety of health areas.

Scholastic for Teachers:

<http://teacher.scholastic.com/ilp/index.asp?SubjectID=5&SubheadID=33&TopicID=138> health and safety lesson plans/activities primarily designed for grades Pre-K-8.

SuccessLink: <http://www.moteachingjobs.com/lessons/Lessons.cfm> many health lesson plans organized by titles for grades K-12.

TeachNet: <http://www.teachnet.com/lesson/health/index.html> A limited number of health lesson plans.

Teach-nology: http://www.teach-nology.com/teachers/lesson_plans/health/ large assortment of health lesson plans organized by topics along with some interdisciplinary instructional activities. This site also has a terrific rubric maker.

Teacher Stuff: http://atozteacherstuff.com/Themes/Fire_Safety/ an assortment of fire safety lesson plans among others that are identified by themes.

The Educator's Reference Desk: <http://atozteacherstuff.com/go/jump2.cgi?ID=596> organized by a variety of health topics.

The Gateway to Educational Materials:

<http://search.thegateway.org/query.html?col=gemdata&ht=0&qp=&qS=&qC=&pw=100%25&ws=0&la=en&qm=1&si=0&tt=0&ct=1670407203> organized by health subjects along with recommended links related to various health topics.

The Teacher's Corner: <http://www.theteacherscorner.net/health/index.htm> an assortment of health related activities along with a few unit plans.

U.S. Food and Drug Administration:

<http://k6educators.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.fda.gov%2Foc%2Fopacom%2Fkids%2Fdefault.htm> lots of useful resources for food safety and nutrition.

Additional Health Information Web Resources

Consumer Health:

BADvertising: <http://www.badvertising.org/>
CAPHIS: <http://www.caphis.mlanet.org/consumer/consumergeneral.html>
CDC Hoaxes and Rumors: http://www.cdc.gov/hoax_rumors.htm
Center for the Advancement of Health: <http://www.cfah.org/>
Center for Reproductive Law and Policy <http://www.crlp.org>
Consumer Association of Canada: <http://www.consumer.ca/>
Consumer Connection: <http://athealth.com/Consumer/>
Consumer Health Information Consortium: <http://omni.ac.uk/CHIC/>
Federal Citizen Information Center: <http://www.pueblo.gsa.gov/>
FDA Consumer Magazine: <http://www.fda.gov/fdac/default.htm>
Food borne Education Resource Center: <http://www.nal.usda.gov/foodborne/index.html>
Media Scope: <http://www.mediascope.org/>
National Council Against Health Fraud: <http://www.ncahf.org/>
People, Places, and Things That Help Me: http://www.kidshealth.org/kid/feel_better/
Public Citizen: <http://www.citizen.org/hrg/links/index.cfm>
QuackWatch: <http://www.quackwatch.org/>

Dental Health:

Colgate Kids World: <http://kids-world.colgate.com/app/Kids-World/US/HomePage.cvsp>
Colgate Educator's Resource: <http://www.colgatebsbf.com/default.asp>
Health Teeth: <http://www.healthyteeth.org/>
Simple Steps to Better Dental Health:
<http://www.simplestepsdental.com/SS/ihtSS/r.WSIHW000/st.31819/t.31819/pr.3.html>
Sparkle City – Crest Website: http://www.crestkids.com/index_flash.html

Disease:

AIDS Education Global Information System <http://www.aegis.com>
American Cancer Society: <http://www.cancer.org/docroot/home/index.asp?level=0>
American Social Health Association (ASHA) <http://www.ashastd.org/>
American Foundation for AIDS Research Far (AmfAR) <http://www.amfar.org>
Asthma and Schools: <http://www.asthmaandschools.org/>
Center for AIDS Prevention Studies: <http://www.caps.ucsf.edu/capsweb/index.html>
Journal of the American Medical Association: AIDS Resource Center <http://www.ama-assn.org/special/hiv/hivhome.htm>
Journal of the American Medical Association: Sexually Transmitted Disease Center
<http://www.ama-assn.org/special/std/std.htm>
Office of Disease Prevention and Health Promotion:
<http://odphp.osophs.dhhs.gov/Default.htm>

Environmental Health:

America Recycles Day: <http://americarecyclesday.org/>
Children's Environmental Health Network: <http://www.cehn.org/index.html>
Environmental Health Perspectives: <http://ehp.niehs.nih.gov/>
Environmental Working Group: <http://www.ewg.org/reports/apples/applepr.html>
National Institute of Environmental Health Sciences: <http://www.niehs.nih.gov/>
National Environmental Health Association: <http://www.neha.org/>
U.S. Environmental Health Agency: <http://www.epa.gov/region5/defs/>
WHO: Protection of the Human Environment: <http://www.who.int/phe/en/>

General Health Information:

All Reference Health: <http://health.allrefer.com/>
American Association for Health Education: <http://www.aahperd.org/aahe/template.cfm>
American Cancer Society: <http://www.cancer.org/docroot/home/index.asp>
American Diabetes Association: <http://www.diabetes.org/home.jsp>
American Heart Association: <http://www.amhrt.org/presenter.jhtml?identifier=1200000>
American Journal of Health Promotion:
<http://www.healthpromotionjournal.com/database.htm>
American Lung Association: <http://www.lungusa.org/site/pp.asp?c=dvLUK9O0E&b=22542>
American Red Cross: <http://www.redcross.org/>
Association of Schools of Public Health: <http://www.asph.org/>
Center for Disease Control and Prevention: <http://www.cdc.gov/>
CNN Library: <http://www.cnn.com/HEALTH/library/>
Creative Partnerships for Prevention: <http://www.cpprev.org/s?k=health&t=1089691014617>
Discovery Channel: <http://www.discovery.com/?channel=DHC>
Girls Inc.: <http://www.girlsinc.org/>
Health Behavior: <http://www.healthbehavior.com/index3.shtml>
Health Directory: <http://www.health-dir.com>
HealthFinder: <http://www.healthfinder.gov/>
Health Information Resource Center: <http://www.healthawards.com/nhia/about.htm>
Healthy People 2000: <http://odphp.osophs.dhhs.gov/pubs/hp2000/>
Health Promotion and Wellness Resource: <http://www.siu.edu/departments/bushea/>
Health Teacher: <http://www.healthteacher.com/?REFERRER=AAHE>
Massachusetts Comprehensive Health Curriculum Framework:
<http://www.doe.mass.edu/frameworks/health/1999/>
Mayo Clinic: <http://www.mayoclinic.com/index.cfm>
MedlinePlus: <http://www.nlm.nih.gov/medlineplus/tutorial.html>
MedWeb at Emory University: <http://www.medweb.emory.edu/MedWeb/>
National Health Information Center: <http://www.health.gov/nhic/>
National Institutes of Health: <http://health.nih.gov/>
NOVA – Science Programming: <http://www.pbs.org/wgbh/nova/>
The Center for Health and Health Care in Schools: <http://www.healthinschools.org/home.asp>
U.S. Department of Health and Human Services: <http://www.hhs.gov/>
Wellness Council of America: <http://www.welcoa.org/>
World Health Organization: <http://www.who.int/en/>
Youth Risk Behavior Surveillance: http://www.cdc.gov/nccdphp/aag/aag_yrbss.htm

Human Body:

Kid Info: http://www.kidinfo.com/health/human_body.html

Virtual Body: <http://medtropolis.com/VBody.asp>

Nutrition:

American Dietetic Association: <http://www.eatright.org/Public/>

Campbell's Center for Nutrition and Wellness:

<http://www.campbellwellness.com/livingwell/Default.asp>

Connecticut's Team Nutrition Program: <http://www.team.uconn.edu/>

Dole 5 A Day: <http://www.dole5aday.com/>

Eating Disorder Information Network: <http://www.edin-ga.org/>

Fast Food: <http://www.health-dir.com/fastfoodnutrition/>

Fast Food facts: <http://www.kenkuhl.com/fastfood/fastfacts.shtml>

Florida Citrus Land: <http://www.floridajuce.com/floridacitrus/kids/>

Food Guide Pyramid: <http://schoolmeals.nal.usda.gov/py/pmap.htm>

Kelloggs: <http://www.kelloggs.com/nutrition/index.html>

Interactive Food Finder: <http://www.olen.com/food/>

Lunch Buddy Game:

http://www.scu.edu.au/schools/edu/student_pages/xmas_2002/klandrigan/foodgame.html

National Dairy Council: <http://www.nationaldairycouncil.org/>

Nutrition Café: <http://exhibits.pacsci.org/nutrition/>

Nutrition Explorations: <http://www.nutritionexplorations.org/>

Nutrition Navigator: <http://navigator.tufts.edu/>

Nutrition Web Quest: <http://www.berksiu.k12.pa.us/webquest/Taylor/index.htm>

Pear Bear Healthy Kids: <http://www.usapears.com/kids.php>

Rate Your Plate: <http://sp.uconn.edu/~cthompsonso/game.html>

The Bell Institute of Health and Nutrition: <http://www.generalmills.com/nutrition/wic/em.htm>

Self Image/Self Esteem:

Good Character: <http://www.goodcharacter.com/BCBC/SelfEsteem.html>

In the Mix: http://www.pbs.org/inthemix/selfimage_index.html

Self Esteem Theme Page: http://www.cln.org/themes/self_esteem.html

Training and Development Company: <http://www.karldavidson.com/>

Safety:

Amateur Sports: Injuries and Preventing Them: <http://www.amateur-sports.com/injuries.htm>

Center for Food Safety and Applied Nutrition: <http://vm.cfsan.fda.gov/list.html>

Center for the Prevention of Sexual and Domestic Violence <http://www.cpsdv.org>

Center for Prevention of School Violence: <http://www.ncdjdp.org/cpsv/>

Center for the Study and Prevention of Violence: <http://www.colorado.edu/Research/cspv/>

Child Abuse Prevention Services: <http://www.kidsafe-caps.org/bullies.html>

Food Safety: <http://www.foodsafety.gov/>

Food Safety and Inspection Service: <http://www.fsis.usda.gov/OA/consedu.htm>

KIDD Safety: <http://www.cpsc.gov/kids/kidsafety/index.html>
National Coalition for School Bus Safety: <http://www.ncsbs.org/>
National Child Abuse Hotline <http://www.childhelpusa.org>
National Clearinghouse on Child Abuse and Neglect Information:
<http://www.calib.com/nccanch>
National Highway Traffic Safety Commission:
<http://www.nhtsa.dot.gov/people/injury/pedbimot/10bike/>
National Safety Council: <http://www.nsc.org/index.htm>
National School Safety Center: <http://www.nsscl.org/>
Partnership for Food Safety Education: <http://www.fightbac.org/main.cfm>
Safe Food in Connecticut: <http://www.canr.uconn.edu/ces/foodsafety/index.html>
Safety House: <http://www.cincinnatichildrens.org/health/safety-house/default.htm>
Southern Poverty Law Center (Teaching Tolerance): <http://www.splcenter.org/index.jsp>
Stop Bullying Now: <http://stopbullyingnow.hrsa.gov/index.asp>
U.S. Consumer Product Safety Commission: <http://www.cpsc.gov>
U.S. Fire Administration: <http://www.usfa.fema.gov/>

Sexuality:

Advocates for Youth <http://www.advocatesforyouth.org/teens>
American College of Obstetricians and Gynecologists (ACOG) <http://www.acog.org>
American Pregnancy Association <http://www.americanpregnancy.org>
American Society for Reproductive Medicine <http://www.asrm.com>
AnnRose's Ultimate Birth Control Links <http://www.ultimatebirthcontrol.com>
Association of Reproductive Health Professionals (ARHP) <http://www.arhp.org>
Avert: Puberty, Pregnancy and Sex: <http://www.avert.org/puberty3.htm>
California Abortion & Reproductive Rights League (CARAL): <http://www.caral.org/>
CDC Sexually Transmitted Disease Guidelines:
<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5106a1.htm>
Gay and Lesbian Alliance against Defamation: <http://www.glaad.org/>
Go Ask Alice!: <http://www.goaskalice.columbia.edu>
It's Your (Sex) Life: <http://www.itsyoursexlife.com>
Iwannaknow: <http://www.iwannaknow.org>
National Gay and Lesbian Task Force: <http://www.thetaskforce.org/>
National Women's Health Information Center <http://www.4woman.gov>
Our Bodies, Ourselves <http://www.ourbodiesourselves.org>
PFLAG <http://www.pflag.org/>
Planned Parenthood's Responsible Choices Action Network
<http://www.plannedparenthood.org/rchoices/>
Scarleteen.com <http://www.scarleteen.com>
Sexual Health Network <http://www.sexualhealth.com>
SEX, etc. <http://www.sxetc.org>
SIECUS: <http://www.siecus.org/>
Teens Health http://kidshealth.org/teen/sexual_health/
Teenwire <http://www.teenwire.com>

Substance Use and Abuse:

Action on Smoking and Health: <http://ash.org/>

Alcohol, Tobacco, and Other Drug Information: <http://www.iprc.indiana.edu/druginfo/>

Alcohol and Drug Use Prevention: <http://www.med.unc.edu/alcohol/prevention/>

FDA Report on Children and Tobacco: <http://www.fda.gov/opacom/campaigns/tobacco.html>

Great American Smokeout: http://www.cancer.org/docroot/PED/ped_10_4.asp

Massachusetts Substance Abuse Information and Education Helpline: <http://www.helpline-online.com/>

National Institute On Drug Abuse: <http://www.drugabuse.gov/>

NIDA for Teens: <http://www.teens.drugabuse.gov/>

Planet Know – A Teen Planet Free of Drugs: <http://www.planet-know.net/first.htm>

Preventing Drug Abuse: <http://www.mervlink.org/landerson/index.htm>

PREVLINe: <http://www.health.org/>

The Real Scoop on Tobacco: <http://www.flagstaff.k12.az.us/demiguel/real.htm>

Tobacco Abuse Theme Page: http://www.cln.org/themes/tobacco_abuse.html

Tobacco Free Kids: <http://www.tobaccofreekids.org//index2.php>

Tobacco News and Information: <http://www.tobacco.org/>

Tobacco Prevention/Tobacco Control: <http://www.lcltfb.org/tobacco/toblinks.html>

Tobacco Teacher Links: <http://www.jhmi.edu/~wtse/tobacco/TeacherLinks.html>

Youth Media Network: Cigar Myths and Facts: http://www.ymn.org/cigars/cigar_facts.shtml