# Health Science Competency Assessment

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ University Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ [ ]  Clinical Practice Phase I [ ]  Clinical Practice Phase II

| Elements | Candidate Proficiency | I | II | III | IV |
| --- | --- | --- | --- | --- | --- |
| 1. *Standards*
 | Designs and implements instruction that assures all students meet or exceed state-adopted standards for health education and applicable English Language Development Standards, while promoting academic language. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Coordinated School Health Program*
 | Understands the professional, legal, scientific, behavioral, and philosophical principles of health education and the role of the school health educators within a coordinated school health(CSH) program. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Critical Thinking*
 | Teaches problem-solving and critical-thinking skills that develop confidence in the decision-making process and promote healthy behaviors. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Individual & Cultural Differentiation*
 | Recognizes differences in individual development, culture, and family life. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Community Specific Education*
 | Assesses individual and community needs for health education by interpreting health-related data about social and cultural environments. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Research*
 | Understands the differences between health education practices that are grounded in scientific research and those that are not research- based. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Collaboration*
 | Identifies opportunities for collaboration among health educators in all settings, including school and community health professions. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Analytical Skills*
 | Teaches students to use analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Lifestyle Choices*
 | Teaches students to recognize the short term and long-term effects of the lifestyle choices and habits of individuals; integrates higher-level thinking skills within the context of various health topics. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Risk Assessment & Prevention*
 | Teaches students to apply a variety of risk assessment skills and prevention strategies to health-related issues. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Advocacy*
 | Demonstrates effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California’s diverse youth to adopt a healthy lifestyle. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Communication*
 | Understands the role of communication and communication skills in interpersonal relationships and identifies strategies that encourage appropriate expression. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Reading*
 | Teaches students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Writing*
 | Teaches students to write argumentative and expository text in the content area. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Speaking Skills*
 | Teaches speaking and listening skills including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of health education. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |
| 1. *Technology*
 | Provides students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. | Little to no competency[ ]  | Beginning competency[ ]  | Average competency[ ]  | Excellent competency[ ]  |