

Response to Periodic Review/Program Evaluation by Michigan Department of Education

School Health Education Program (MA)

Central Michigan University

Program Assessment Summary/Recommendation

The Program Assessment resulted in “Approval Pending” with a notation that insufficient documentation was provided and that some standards and requirements are not met.

Standards/Requirements Not Met

Attached please find additional information about the two capstone courses in School Health Education to support the program description and demonstrate meeting the following standards:

Standard 1, Competency 1.3 *Analyze and predict the impact of health behaviors that support or place child health at risk, as identified in the health research* is met within the course HSC 340 Curriculum in Health Education (required in both the major and minor program). The project description for the K-12 Curriculum Guide requires a community needs assessment and review of health research as part of the Theoretical Framework for the Summary of the K-12 Guide. (Attachment A)

Standard 4, Competency 4.1 *Implement planned programs using best practice that is aligned with Michigan Teaching and Learning Standards* and Competency 4.4 *Monitor the program by using the continuous learning model to adjust educational strategies* are met in HSC 346 Methods and Resources in Health Education (required in both the major and minor program). The schedule for this course indicates attention to the Teaching and Learning Standards in preparation for the students’ micro-teaching assignment at the Saginaw Chippewa Academy. (Attachment B) The students created a unit for instruction in the Middle School which included an evaluation and plan for improvement.

Standard 5 (all competencies) *Evaluates the effectiveness of school-based health education*. Competency 5.1 is addressed in the use of SCASS items in HSC 346 and in the development of an evaluation plan as part of the K-12 Curriculum Guide in HSC 340. (See attachments) Competency 5.2 is partially addressed in HSC 346 when the students develop the scoring rubric for their own teaching presentations, which is used by the host teachers in the schools and by the students when evaluating the video-taped lessons in class. Competencies 5.3 and 3.4 are partially addressed when students in HSC 346 work with the classroom teachers to assess student learning and effectiveness of instruction. This standard needs additional attention to adequately prepare students in the major and minor.

Standard 6 (all competencies) *Collaborates with others to implement a coordinated school health program*. Competency 6.1 is addressed in HSC 340 when students plan curriculum integration options for their K-12 Curriculum Guides. Competency 6.1 also is addressed in HSC 346 when students address school climate, especially as it relates to HIV/AIDS education and Sexuality

education in light of advisory committee recommendations. Competency 6.2 is addressed when students practice presenting the skills and strategies in the “teaching lab” portion of HSC 346. Competency 6.3 is addressed in HSC 340 when students describe how they would work with other community agencies and programs to address health risks identified in the community needs assessment. Competency 6.4 is addressed in HSC 340 when students plan a presentation to community members regarding the health risks and resulting curriculum plan, as part of the K-12 Curriculum Guide. (See attachments)

Standard 7 (all competencies) *Acts a resource person to others regarding healthy development.* Competency 7.1 is addressed in HSC 340 when students conduct a community needs assessment which includes determining valid sources of information about health risks. In addition, they are required to use the internet to find and evaluate valid sources of research. Competency 7.2 is partially addressed during the micro-teaching assignments of students in HSC 346 when they work with the classroom teachers to review health concerns. Competency 7.3 is minimally addressed during the micro-teaching assignments in HSC 346; it needs more attention. Competency 7.4 is addressed in HSC 346 when students review and assemble materials to create their lesson plans, including programs on CD Rom, sample texts and the Michigan Model.

Standard 8, Competency 8.2 *Predict the impact of societal value systems on school health education programs* and Competency 8.3 *Communicate effectively with students, family members, school personnel and community health professionals within a team approach* are addressed in both HSC 340 and HSC 346 when students review social norms around sexuality education, HIV/AIDS education and conflict resolution. They are required to prepare parent materials as part of the Curriculum Guide in HSC 340 and prepare for parent and community members’ questions in their lesson preparation in HSC 346.

Additional Information needed/action to be taken

The fifth paragraph indicates that the secondary minor does not require any experience in secondary classrooms. Students in both the major and minor are required to take HSC 346 which includes micro-teaching assignments in local schools.

The sixth paragraph indicates that performance-based student assessment is not clearly addressed. In HSC 340 Curriculum in Health Education, students are expected to include performance- based assessment in the K-12 Curriculum Guide (Attachment A). In HSC 346 Methods and Resources in Health Education, students participate in the creation of the rubric which will be used to assess their own teaching, for example. The rubric used in this course was attached to the syllabus in the original application.

The last paragraph indicates limited attention to parent involvement. In HSC 340, the K-12 Curriculum Guide includes one section devoted to parent and community involvement. (Attachment A) In HSC 346, students work with individuals from the Saginaw Chippewa Indian Community and the regional Special Education office to review parent concerns and account for them in their lesson plans for the micro-teaching assignments. They also prepare a letter outlining the rights of parents regarding a proposed sexuality education unit.

The remaining actions listed as “to be taken” will be addressed within the two years under which the pending approval has been granted. These actions also will be reviewed with faculty in Teacher Education/Professional Development to determine how they can be addressed across the teacher development effort of Central Michigan University.

Comments

Item #6 appears to address the issues covered in HSC 346, which is designed for secondary teacher candidates and includes micro-teaching in secondary schools (Middle School grades at Saginaw Chippewa Academy and High School grades at Odyssey Alternative High).

The remaining comments will be addressed within the two years under which the pending approval has been granted.