Internship: Health

	Does not meet Target	Approaching Target	Target
PEDAGOGY 1. PLANS CURRICULUM AND INSTRUCTION BASED ON KNOWLEDGE OF STUDENTS, SUBJECT MATTER, AND CURRICULUM GOALS. (ED 610.02 A1, A2; INTASC 7 KNOWLEDGE, NASPE 3.1; AAHE II)	Does not meet Target: In planning curriculum, does not integrate knowledge of students, subject matter, and curriculum goals. In planning instruction, does not integrate knowledge of students, subject matter, and curriculum goals. Knowledge of students, subject matter, and/or curriculum goals is limited.	Approaching Target: In planning curriculum, integrates knowledge of students, subject matter, and curriculum goals to some extent. In planning instruction, integrates knowledge of students, subject matter, and curriculum goals to some extent. Demonstrates good general knowledge of students, subject matter, and/or curriculum goals.	Target: In planning curriculum, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. In planning instruction, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. Demonstrates extensive knowledge of students, subject matter, and curriculum goals.
PEDAGOGY 2. INDIVIDUALIZES INSTRUCTION BASED ON THE NEEDS OF DIVERSE LEARNERS. (ED 610.02 A2; INTASC 1, KNOWLEDGE, NASPE 3.5; AAHE III)	Does not meet Target: Does not apply an understanding of how individual students learn the content. Pays no attention to individualizing instruction to address student differences but provides same instruction and experiences for all students. Ignores students having difficulty learning or blames them for failing to understand. Does not provide learning experiences that challenge or engage individual learners.	Approaching Target: Applies a growing understanding of how individual students learn the content. Attempts to incorporate knowledge of individual students and adapts instruction to meet their needs. Persists in assisting students who are having difficulty learning. Seeks to provide challenging and engaging learning experiences for individual learners but is inconsistent in doing so.	Target: Regularly applies an understanding of how individual students learn the content. Is sensitive and attentive to differences in students' learning and addresses these in individualized instruction. Persists in ensuring the success of all students, including those who are having difficulty learning. Consistently provides challenges and engaging learning experiences for all individuals.

PEDAGOGY 3. USES A REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES APPROPRIATE TO THE LEARNER(S), CONTENT, AND LEARNING GOALS. (ED 610.02 C1,2,3; INTASC 1,2,8; KNOWLEDGE, NASPE 3.3: AAHE II)	Does not meet Target: Relies heavily on one or two teaching strategies, primarily direct instruction. Does not select teaching strategies that match the needs of the learner, the content, or the learning goals.	Approaching Target: Uses a variety of teaching strategies. Attempts to select teaching strategies that match the needs of the learner, the content, and the learning goals, but sometimes misses opportunities to do so or selects inappropriately.	Target: Regularly and effectively uses a variety of teaching strategies. Strategies are well-chosen to match the needs of the learners, the content, and the learning goals.
PEDAGOGY 4. PROMOTES STUDENTS' ACTIVE ENGAGEMENT IN LEARNING. (ED 610.02 A3, C1; INTASC 3 HOLISM, NASPE 4.5; AAHE III)	Does not meet Target: Does not intellectually engage students in significant learning as a result of inappropriate activities, materials, or content delivery. Seldom involves students in discussion or questioning and is unable to draw upon student ideas to extend their thinking. Provides few opportunities for students to interact with materials or classmates. Makes few or no attempts to relate the content to students' lives and interests.	Approaching Target: Generally engages students in learning with appropriate activities, materials, and delivery of content. Involves students in discussion and questioning, with most students participating. Provides frequent opportunities for students to engage with materials and classmates. Frequently relates the content to students' lives and interests but may miss opportunities to do this more regularly.	Target: Actively engages students in significant learning with meaningful activities, materials, and content. Use of questioning and discussion reflect true interaction with all students participating. Regularly provides opportunities for students to engage with materials and classmates. Meaningfully relates the content to students' lives and interests.

PEDAGOGY 5. USES A VARIETY OF ASSESSMENT STRATEGIES TO INFORM INSTRUCTION. (ED 610.02 C1; INTASC 6, KNOWLEDGE, NASPE 5.1; AAHE I)	Does not meet Target: Does not assess student learning regularly or have an assessment plan. Uses only one type of assessment strategy (e.g., tests). Assessment is arbitrary and not connected to instruction and/or learning. Does not make expectations clear for students and students are not sure about how they will be assessed. Provides little or no written or verbal feedback to students, or feedback is perfunctory or not given in a timely manner. Feedback does not encourage student persistence.	Approaching Target: Prepares lessons and activities that include plans for assessing student learning. Uses a combination of informal and formal assessment strategies. Connects assessment to instruction and/or learning goals. Gives students a general awareness of how they will be assessed but may need to provide additional explanation or clarification of expectations. Provides frequent and timely written and verbal feedback for students. Feedback is generally meaningful and encourages student learning.	Target: Routinely integrates assessment of student learning into lessons and throughout daily activities. Comfortably uses a variety of informal and formal assessment strategies, with an emphasis on authentic assessment. Designs and uses assessments to enhance his/her knowledge of students and inform instruction. Provides students with clear expectations and criteria for assessment. Consistently provides frequent, timely, and meaningful written and verbal feedback for students that fosters student learning.
PEDAGOGY 6. USES TECHNOLOGY EFFECTIVELY TO SUPPORT TEACHING AND LEARNING. (ED 610.02 A2C; INTASC 7, KNOWLEDGE, NASPE 3.7: AAHE III)	Does not meet Target: Does not use any form of technology to support teaching and learning or uses it in ways that are meaningless or ineffective.	Approaching Target: Uses technology effectively during teaching to present information and enhance and extend lessons. Uses technology, including Internet resources, to research and prepare lessons and learning experiences.	Target: Effectively enhances his or her own and the students' learning by using technology in appropriate and meaningful ways. Uses technology in ways that support authentic assessment. Uses technology to locate resources and enhance own understanding of content. Uses technology to manage professional data. Assists students in using technology effectively and appropriately.

	Does not meet Target:	Approaching Target:	Target:
PEDAGOGY 7. USES INSTRUCTIONAL TIME EFFECTIVELY. (ED 610.02 3A; INTASC 8, KNOWLEDGE, NASPE 4.5; AAHE III)	Does not meet Target: Wastes instructional time with meaningless activities or repetitions of ineffective directions. Pacing is poor and not responsive to students. Provides excessive "down time" or social time. Ends class or lesson early or does not complete lesson.	Approaching Target: Generally uses instructional time effectively, though some time may be spent on clarifying directions or expectations. Pacing is suitable for students. Flow of learning is sometimes disrupted in order to accomplish routine tasks.	Target: Structures and paces instructional time effectively and in response to student needs. Demonstrates economy of time by accomplishing routine tasks in ways which do not disrupt the flow of learning. Use of instructional time has a positive impact on student learning.
PEDAGOGY 8. POSITIVELY AFFECTS STUDENTS' LEARNING. (ED 610.02 C1; INTASC 6, KNOWLEDGE, NASPE 6.1; AAHE III)	Does not meet Target: Intern's ineffectiveness is demonstrated based on assessment data that illustrates there is a general lack of student progress toward learning goals.	Approaching Target: Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.	Target: Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.
CLASSROOM ATMOSPHERE 1. CREATES A CLASSROOM COMMUNITY THAT FOSTERS STUDENTS' INTELLECTUAL, SOCIAL, AND PERSONAL DEVELOPMENT. (ED 610.02 A1; INTASC 3, HOLISM, NASPE 4.6; AAHE III)	Does not meet Target: Does not demonstrate warmth or sensitivity toward students. Does not make students feel safe or respected. Allows inappropriate comments or actions. Is not responsive to student interests, questions, or concerns. Does not see the connection between positive relationships and teaching and learning. Does not attempt to build positive relationships with and among students.	Approaching Target: Demonstrates genuine warmth and caring for students. Creates a learning environment that promotes respect for individual differences of ethnicity, race, language, culture, gender, and ability. Is aware of but responds inconsistently to student interests, questions, or concerns. Recognizes that positive interactions with and among students are essential for good teaching and learning and attempts to build positive relationships with and among students.	Target: Demonstrates genuine warmth and caring for students and treats them as individuals worthy of respect. Creates a learning environment that promotes respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Is highly responsive to student interests, questions, and concerns. Understands that positive interactions with and among students are essential for good teaching and learning and builds positive relationships with and among students.

CLASSROOM ATMOSPHERE 2. SETS HIGH EXPECTATIONS AND FACILITATES ALL STUDENTS' ACHIEVEMENT OF EXPECTATIONS. (ED 610.02 A1; INTASC 3, KNOWLEDGE, HOLISM, NASPE 4.5; AAHE II)	Does not meet Target: Does not provide equal access to instruction and learning for all students and fails to promote individual self-worth. Does not foster a classroom culture for learning and demonstrates low expectations for student achievement. Demonstrates low commitment to the content and to students' satisfaction in their work.	Approaching Target: Provides equal access to instruction and learning for all students and conveys the attitude that all students are important and have a right to learning opportunities and attention. Establishes a positive classroom culture for learning and sets high expectations for student learning. Displays interest in the content. Encourages students' persistence and satisfaction in their work.	Target: Ensures that all students have equal access to instruction and learning. Demonstrates that the self-worth of the students is important to him/her and makes all students feel valued. Demonstrates a high degree of interest in the content and commitment to individual students' achievement of high expectations. Encourages students' persistence and pride in their work.
CLASSROOM ATMOSPHERE 3. USES CLASSROOM MANAGEMENT AND DISCIPLINE STRATEGIES TO CREATE AN ENVIRONMENT CONDUCIVE TO LEARNING. (ED 610.02 A3; INTASC 8, HOLISM, NASPE 4.5' AAHE III)	Does not meet Target: Does not establish or effectively follow classroom routines and procedures. Manages group or transition times inappropriately or unproductively. Displays favoritism or a lack of sensitivity to the needs of individual students. Uses ineffective classroom management techniques, overly harsh or overly lax, and applies them inconsistently. Often appears to be overwhelmed by classroom management or ignores behavior issues that crop up.	Approaching Target: Establishes and follows efficient and effective routines and procedures. Manages group and transition times appropriately. Tries to be sensitive to the needs of individual students but may rely heavily on one-size-fits-all discipline techniques. Treats all students fairly. May lack confidence in his/her classroom management and be dependent on the classroom teacher to address problem behaviors.	Target: Establishes and follows routines and procedures that are designed to support student learning. Manages group and transition times effectively to make optimal use of instructional time. Uses fair, effective and responsive classroom management techniques. Takes a proactive rather than reactive approach to problem behaviors and is sensitive to the needs of individual students. Displays justifiable confidence in his/her classroom management.

	Does not meet Target:	Approaching Target:	Target:
REFLECTIVE PRACTICE 1. REFLECTS ON AND EVALUATES THE EFFECTS OF HIS/HER PEDAGOGICAL CHOICES AND ACTIONS ON STUDENTS' LEARNING. (ED 610.02 D1,2; INTASC 9, 10 KNOWLEDGE, NASPE 5.3; AAHE III)	Does not meet Target: Does not reflect on or evaluate the effects of his/her pedagogical choices and actions on students, or these reflections are inaccurate. Is unable to propose ideas for improving instruction. Does not take responsibility for student learning, but attributes success and failure of students to outside factors.	Approaching Target: Reflections on the effects of his/her pedagogical choices and actions are generally accurate. Can identify and implement general strategies for improving instruction. Takes responsibility for success of students but often attributes failures to other factors.	Target: Critiques own teaching accurately and perceptively, set relevant and specific goals, and implements needed changes. Regards difficulties as problems to be solved and takes a researcher's stance in approaching difficulties.
REFLECTIVE PRACTICE 2. REFLECTS ON AND EVALUATES THE RESULTS OF STUDENT ASSESSMENT AND USES INFORMATION TO INFORM INSTRUCTION. (ED 610.02 D1; INTASC 6, 9, KNOWLEDGE, NASPE 5.3; AAHE I)	Does not meet Target: Demonstrates limited or no use of reflective practice during student assessment.	Approaching Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals.	Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction: identifies specific strategies for working with students who are not meeting learning goals; re-assesses; reflects and uses student assessment data to inform new instruction (Reflective Cycle).

PROFESSIONALISM 1. COMMUNICATION (ED 610.02 C3; INTASC 8, KNOWLEDGE, NASPE 4.1; AAHE VI)	Does not meet Target: Verbal and nonverbal communication (body language, facial expressions) often conveys lack of interest or disrespect for the audience. Written and/or oral communication does not model standard English or is unclear or inappropriate for the audience.	Approaching Target: Verbal and nonverbal communication (body language, facial expressions) is respectful but does not always convey interest in the audience. Oral and written communication conforms to standard English and is usually appropriate to the audience but may sometimes require additional explanations or revisions.	Target: Verbal and nonverbal communication (body language, facial expressions) consistently conveys interest in and respect for the audience (students, colleagues, parents, administrators). Oral and written communications conform to standard English and are clear, accurate, and expressive and appropriate to the audience.
PROFESSIONALISM 2. PARTNERSHIPS (ED 610.02 D2; INTASC 10, COLLABORATION, NASPE 6.2; AAHE VI)	Does not meet Target: Does not seek out opportunities to interact or collaborate with school colleagues. Interactions with school personnel are negative or self-serving. Does not seek involvement in school and/or district projects and initiatives.	Approaching Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Actively and productively participates in school and district projects and initiatives when invited.	Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Takes initiative to actively and productively participate in school and district projects and initiatives.
PROFESSIONALISM 3. PROFESSIONAL DEVELOPMENT (ED 610.02 D2; INTASC 9, COMMITMENT, NASPE 6.2; AAHE V)	Does not meet Target: Does not seek feedback and/or responds defensively when it is offered. Does not participate in professional development activities or participates reluctantly. Does not utilize available resources. Expresses limited commitment to the profession, and does not articulate any professional goals	Approaching Target: Accepts feedback but does not always seek it out or respond appropriately. Makes some efforts to improve professional practice and participates in professional development activities, mostly on recommendation of others. Is aware of available resources but uses them inconsistently. Expresses interest in the profession and can describe general professional goals.	Target: Seeks, accepts, and responds to feedback appropriately. Makes continuous efforts to improve professional practice, including using available resources (e.g., colleagues, literature). Demonstrates a commitment to the profession: seeks out and participates in professional development activities; joins professional association; and attends professional conferences, if possible. Establishes a realistic plan for continued professional growth.

PROFESSIONALISM 4. PROFESSIONAL PRESENTATION (ED 610.02 D1 ; INTASC 9, COMMITMENT, NASPE 6.3; AAHE V)	Does not meet Target: Has irregular work habits. Is often late or does not meet commitments. Needs continual prompting from Mentor or supervisor to carry out responsibilities. Appears to have little self-confidence or interest in teaching and may appear disengaged. Displays a lack of professionalism in dress, attitude, and/or behaviors and lack of self-awareness of how his/her demeanor appears to others.	Approaching Target: Is usually well-prepared and organized. Is punctual and dependable but needs some encouragement to be resourceful and flexible. Carries out responsibilities with occasional prompting from Mentor or supervisor. Is generally confident about teaching and engaged in his/her responsibilities. Displays appropriate dress, attitude, and behaviors and is aware of the effect of his/her demeanor on others.	Target: Is consistently well-prepared and organized. Is punctual, dependable, resourceful, and flexible. Carries out responsibilities on own initiative. Is poised and confident and fully engaged in his/her responsibilities. Is self-aware and conveys a professional demeanor through his/her dress, attitude, and behaviors.
PROFESSIONALISM 5. ADHERES TO SCHOOL AND DISTRICT POLICIES AND PROCEDURES. (ED 610.02 D1;INTASC 9, COMMITMENT, NASPE 6.3; AAHE VI)	Does not meet Target: Is not aware of school and district policies regarding such matters as dress, mandated reporting, maintenance of records, etc., or, if aware, does not adhere to these policies. Does not take the initiative to learn more about school and district policies and procedures. Does not comply with school policies, nor does s/he encourage students to comply with school policies.	Approaching Target: Demonstrates awareness of school and district policies and procedures and knows how to access them. Usually knows when it is appropriate to consult school and district policies and procedures before acting but may need reminding. Complies with school policies and encourages students to comply with school policies.	Target: Takes the initiative to find out about policies and procedures. Is knowledgeable about school and district policies and procedures and knows how to access them. Consults school and district policies and procedures when in doubt about the interpretation of a policy. Complies with school policies. Encourages students to comply with school policies and assists students in understanding the reasons for policies and procedures.

PROFESSIONALISM 6. DEMONSTRATES ETHICAL BEHAVIOR. (ED 610 .02 D; INTASC 9, COMMITMENT, HOLISM, NASPE 6.3; AAHE VI)	Does not meet Target: Does not maintain confidentiality. Shows little or no awareness of ethical standards and does not consider ethical aspects of decision-making. Appears to have few resources for dealing with ethical issues and makes these decisions haphazardly. Does not consistently take responsibility for own actions, but often blames others. Often puts own self-interest above the interest of the students and school community.	Approaching Target: Maintains confidentiality. Shows awareness of privacy needs of students, families, and colleagues. Is aware of ethical standards and considers these in making decisions and responding to ethical issues but needs guidance from Mentor or supervisor. Shows awareness of possible consequences of his/her decisions and actions and accepts responsibility for them. Behaves ethically and shows concern for the well-being of students, families, and colleagues.	Target: Maintains confidentiality and respects the privacy needs and concerns of students, families, and colleagues. Is sensitive to ethical issues and considers ethical standards in making decisions and responding to ethical issues. Follows a thoughtful and systematic process in identifying and responding to ethical dilemmas. Takes responsibility for his/her decisions and actions and their consequences. Behaves ethically and in the best interests of students, families, and colleagues.
SECTION V: HEALTH EDUCATION CONTENT KNOWLEDGE (ED 612.09 A) 1. CONTENT KNOWLEDGE. INTERNS DEMONSTRATE THE KNOWLEDGE AND SKILLS OF A HEALTH LITERATE EDUCATOR. (AAHE I F; KNOWLEDGE, 612.C)	Does not meet: Rarely demonstrates knowledge and skills of a health literate health educator by 1) describing the theoretical foundations of health behavior and principles of learning, 2) describing the National Health Standards, 3) describing practices that promote health or safety 4) describing disease etiology and prevention practices, and 5) demonstrating the health literacy skills of an informed consumer of health products and services.	Acceptable: Often demonstrates knowledge and skills of a health literate health educator by 1) describing the theoretical foundations of health behavior and principles of learning, 2) describing the National Health Standards, 3) describing practices that promote health or safety, 4) describing disease etiology and prevention practices, and 5) demonstrating the health literacy skills of an informed consumer of health products and services.	Target: Consistently demonstrates knowledge and skills of a health literate health educator by 1) describing the theoretical foundations of health behavior and principles of learning, 2) describing the National Health Standards, 3) describing practices that promote health or safety, 4) describing disease etiology and prevention practices, and 5) demonstrating the health literacy skills of an informed consumer of health products and services.

2. NEEDS ASSESSMENT. INTERNS ASSESS NEEDS TO DETERMINE PRIORITIES FOR SCHOOL HEALTH EDUCATION. (AAHE II C; KNOWLEDGE, EXPERIENCE, COMMITMENT)	Does not meet: Rarely demonstrates the ability to access a variety of reliable data sources related to health, collect health-related data and infer needs for health education from data obtained.	Acceptable: Demonstrates an ability to access a variety of reliable data sources related to health, collect health-related data and infer needs for health education from data obtained.	Target: Consistently accesses a variety of reliable data sources related to health, collects health-related data and infers needs for health education from data obtained.
3. PLANNING. INTERNS PLAN EFFECTIVE COMPREHENSIVE SCHOOL HEALTH EDUCATION CURRICULA AND PROGRAMS. (AAHE VI A; 612.D COMMITMENT, KNOWLEDGE, EXPERIENCE)	Does not meet: Demonstrates a limited use of or superficial planning when designing strategies for involving key individuals and organizations in program planning for School Health Education, designing logical scope and sequence of learning experiences that accommodate all students, creating appropriate and measurable learner objectives that align with assessments and scoring guides, selecting developmentally appropriate strategies to meet learning objectives, aligning health education curricula with needs assessment data and the National Health Education Standards, and analyzing the feasibility of implementing selected strategies.	Acceptable: Usually well-prepared in designs strategies for involving key individuals and organizations in program planning for School Health Education, designs logical scope and sequence of learning experiences that accommodate all students, creates appropriate and measurable learner objectives that align with assessments and scoring guides, selects developmentally appropriate strategies to meet learning objectives, aligns health education curricula with needs assessment data and the National Health Education Standards, and analyzes the feasibility of implementing selected strategies.	Target: Consistently designs strategies for involving key individuals and organizations in program planning for School Health Education, designs logical scope and sequence of learning experiences that accommodate all students, creates appropriate and measurable learner objectives that align with assessments and scoring guides, selects developmentally appropriate strategies to meet learning objectives, aligns health education curricula with needs assessment data and the National Health Education Standards, and analyzes the feasibility of implementing selected strategies.

4. IMPLEMENTATION. INTERNS IMPLEMENT HEALTH EDUCATION INSTRUCTION. (AAHE IV A; 612.D; COMMITMENT, EDUCATION, KNOWLEDGE)	Does not meet: Limited use of multiple instructional strategies, use of technology and resources that provide instruction for all learners. Rarely exhibits competence in classroom management. Reflection is not evident or limited on their implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.	Acceptable: Demonstrates multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students, utilizes technology and resources that provide instruction in challenging, clear and compelling ways to engage diverse learners. Exhibits competence in classroom management. Reflection is evident on their implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.	Target: Consistently demonstrates multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students, utilizes technology and resources that provide instruction in challenging, clear and compelling ways to engage diverse learners. Consistently exhibits competence in classroom management. Reflection is consistently and accurately noted on their Implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.
5. ASSESSMENT. INTERNS ASSESS STUDENT LEARNING. (AAHE V A; COMMITMENT, EXPERIENCE, KNOWLEDGE)	Does not meet: Rarely develops assessment plans, analyze available assessment instruments, and develop instruments to assess student learning. Rarely implements plans to assess student learning and uses assessment results to guide future instruction.	Acceptable: Evidence of an ability to develop assessment plans, analyze available assessment instruments, and develop instruments to assess student learning. Evidence of implementation plans to assess student learning and uses assessment results to guide future instruction.	Target: Demonstrates the ability to develop assessment plans, analyze available assessment instruments, and develop instruments to assess student learning. Implements plans to assess student learning and uses assessment results to guide future instruction.

6. ADMINISTRATION AND COORDINATION. INTERNS PLAN AND COORDINATE A SCHOOL HEALTH EDUCATION PROGRAM. (AAHE VI A; 612.D,E; CHECK)	Does not meet: Limited or no evidence of a plan for comprehensive school health education within a coordinated school health program. Does not design a plan to collaborate with others.	Acceptable: Demonstrates a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP). Explains how a health education program fits the culture of a school and contributes to the school's mission. Designs a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and implementing health education programs.	Target: Demonstrates a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP). Explains how a health education program fits the culture of a school and contributes to the school's mission. Initiates a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and implementing health education programs.
7. BEING A RESOURCE. INTERNS SERVE AS A RESOURCE PERSON IN HEALTH EDUCATION. (AAHE VII B; 612.09E; COMMITMENT, KNOWLEDGE)	Does not meet: Does not demonstrate or limited use of health information resources, responding to requests for health information, and materials for dissemination. Does not describe ways to establish effective consultative relationships with others involved in Coordinated School Health Programs.	Acceptable: Demonstrates using health information resources, responds to requests for health information, and selects educational resources and materials for dissemination. Describes ways to establish effective consultative relationships with others involved in Coordinated School Health Programs.	Target: Demonstrates using health information resources, responds to requests for health information, and selects educational resources and materials for dissemination. Effectively describes ways to establish effective consultative relationships with others involved in Coordinated School Health Programs.

| 8. COMMUNICATION AND ADVOCACY. INTERNS COMMUNICATE AND ADVOCATE FOR HEALTH AND SCHOOL HEALTH EDUCATION. (AAHE VIII A; 612 E B 2F; CHECK) | Does not meet: Limited use of communication and advocacy to promote school health education.

Evidence of professionalism is lacking or superficial. Responsibilities associated with teaching and written work was limited. Written requirements are not submitted, submitted late or to a level inappropriate for a Intern. | Acceptable: Analyzes and responds to factors that impact current and future needs in comprehensive school health education.

Applies a variety of communication methods and techniques to advocate for school health education.

Demonstrates professionalism. Responsibilities associated with teaching and written work are submitted on time and demonstrates an adequate level of performance. | Target: Consistently analyzes and responds to factors that impact current and future needs in comprehensive school health education.

Effectively applies a variety of communication methods and techniques to advocate for school health education.

Demonstrates professionalism at all times. Carries out responsibilities associated with teaching and written requirements. All written requirements are submitted on time and at a proficient level of performance. |