

Work Teachers Do Rubric	(5)	(3)	(1)
<p><b>INSTRUCTIONAL MODEL:</b>  <i>The textbook's instructional model is described in the teacher's materials and supports teachers to implement the model to organize and sequence learning experiences. Effective instructional models provide opportunities for teaching functional health information (essential concepts); shaping personal values that support healthy behaviors; shaping group norms that value a healthy lifestyle; and developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.</i></p> <p><b>Review the materials to determine if:</b></p> <ul style="list-style-type: none"> <li>• <b>Clear procedures are provided to assist in the implementation of materials</b></li> <li>• <b>Continuity exists between learning experiences that clearly reinforce adopting and maintaining specific health-enhancing behaviors</b></li> <li>• <b>They provide opportunities for students to address individual values and group norms that support health-enhancing behaviors</b></li> <li>• <b>Focus is on increasing the personal perception of risk and harmfulness of engaging in specific health risk behaviors as well as reinforcing protective factors</b></li> <li>• <b>They provide opportunities for students to extend, apply and evaluate what they have learned</b></li> </ul>	<p>The materials <b>frequently</b> guide teachers in using an effective health education instructional model to organize and sequence learning experiences</p>	<p>The materials <b>occasionally</b> guide teachers in using an effective health education instructional model to organize and sequence learning experiences</p>	<p>The materials <b>rarely</b> guide teachers in using an effective health education instructional model to organize and sequence learning experiences</p>
<p><b>EFFECTIVE TEACHING STRATEGIES:</b>  <b>Instructional materials support teacher's use of effective teaching strategies that prompt students to:</b></p> <ul style="list-style-type: none"> <li>• <b>Actively engage in learning to help themselves to personalize information, such as through cooperative learning, group discussions, problem solving, and role playing</b></li> <li>• <b>Provide feedback to their peers and reflect on their own learning</b></li> <li>• <b>Access prior knowledge and skill abilities to further develop functional knowledge and abilities to practice and adopt health enhancing behaviors</b></li> <li>• <b>Recognize the perception that many of their peers engage in unhealthy or risky behaviors, and that this perception is counter to reality</b></li> <li>• <b>Participate and benefit from activities that expand learning opportunities outside of the classroom, such as through family activities, investigative assignments, internet review assignments, and field trips</b></li> </ul>	<p>The materials suggest <b>many</b> effective teaching strategies</p>	<p>The materials suggest <b>some</b> effective teaching strategies</p>	<p>The materials suggest <b>few</b> effective teaching strategies</p>
<p><b>SKILL DEVELOPMENT (Standard 2-8):</b>  <i>The standard 2-8 describe the key processes and skills that students need to promote personal, family, and community health. Curricula build essential skills, including communication, refusal, assessing accuracy of information, decision making, planning and goal-setting, self control, and self-management, that enable students to build personal confidence and ability to deal with social pressures and avoid or reduce risk behaviors. Students should be guided through developmental steps and afforded the opportunities to reinforce health-promoting skills across multiple health topic areas through more than one practice application of a skill set.</i></p> <p><i>(See Reviewer Technical Assistance Guide for complete list of standards and lists of suggested skill and sub-skill examples for health topic areas)</i></p> <p><b>Review textbook materials to generally determine if:</b></p> <ul style="list-style-type: none"> <li>• <b>The textbook materials provide guidance to help the teacher understand the steps required to learn and teach the skill</b></li> <li>• <b>The textbook materials provide guidance for the teacher to model the skill</b></li> <li>• <b>The textbook materials provide guidance to the teacher regarding practicing and rehearsing the skill using real-life scenarios</b></li> </ul>	<p>There are <b>many</b> examples and opportunities for teachers to guide students through the steps of health promoting skill development and practice.</p>	<p>There are <b>some</b> examples and opportunities for teachers to guide students through the steps of health promoting skill development and practice.</p>	<p>There are <b>few</b> examples and opportunities for teachers to guide students through the steps of health promoting skill development and practice.</p>

Work Teachers Do Rubric (cont.)	(5)	(3)	(1)
<ul style="list-style-type: none"> <li>• The textbook materials provide guidance to teachers for providing feedback and reinforcement following practicing of skills</li> </ul>			
<p><b>SUPPORT FOR THE WORK TEACHERS DO:</b></p> <p>Instructional materials support the work teachers do by providing:</p> <ul style="list-style-type: none"> <li>• Pertinent content background information</li> <li>• Examples of typical student conceptions</li> <li>• Explanations of specific instructional models and teaching strategies to improve student understanding</li> <li>• Resources to assist and enhance instruction (e.g., transparencies, videos, DVDs, software, online website and/or resources)</li> <li>• Essential learning materials, handouts, student and teacher text, and other instructional tools necessary to achieve the provided or indicated learning objectives</li> </ul>	<p>Materials provide <b>comprehensive</b> support to help inform and enhance instruction</p>	<p>Materials provide <b>some</b> support to help inform and enhance instruction</p>	<p>Materials provide <b>little</b> support to help inform and enhance instruction</p>

Based on the Centers for Disease Control and Prevention. *Health Education Curriculum Analysis Tool*. Atlanta: CDC; 2007;  
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