WHPE Health Education Teacher of the Year Scoring Rubric

Applicant Name:
# of years as WHPE Member:

Points	Criteria
	The application and criteria essays are presented in effective and clear writing, utilizing professional terminology and grammar, aligned with professional expectations. Criteria essays adhere to the required formatting: Bold heading as criteria prompt, qualifications outlined in paragraph form below the bolded criteria heading. All criteria essays have been submitted as one Word document. **Yes = 3 points Partial = 1 No = 0 points**
	Letters of Recommendation: Yes ____ No ____
	Essays
	Scoring rubric for the following essays: **Exceptional 4** = Presented relevant, detailed, concrete evidence which clearly, convincingly, and thoroughly responds to each component of the stated criteria/prompt. **Good 3** = Presented specific evidence which clearly and consistently addresses the targeted criteria/prompt. **Average 2** = Presented partial evidence to address parts of the stated criteria. The evidence does not clearly, consistently, or convincingly address all of the components of the targeted criteria/prompt **Minimal 1** = Presented minimal or irrelevant evidence, which does not clearly or convincingly address the stated criteria/prompt.
	1. Describe how you design and implement a comprehensive, skills-based health education program that promotes meaningful, relevant, inclusive, and engaging learning experiences for all students. ***Supporting Guidelines:*** *Applicant clearly articulates how instruction is facilitated in a manner that prepares students to become health-literate individuals. The applicant includes examples of how their program:* *• Aligns with the 2024 SHAPE America National Health Education Standards* *• Promotes health literacy and student voice, choice, and engagement* *• Supports lifelong participation in physical activity and movement* *• Creates equitable access and opportunities for all learners* *• Includes instructional practices, teaching strategies, and integration of health-enhancing technology to support skill development, student engagement, and responsible technology use.*
	2. Describe how you use assessment to measure student learning, growth, and meaningful participation in skills-based health education. Include examples.

	Supporting Guidelines: *The applicant includes examples of how they:* *• Utilize formative and summative assessment aligned to standards and learning goals* *• Provide student-centered feedback that supports growth and motivation* *• Engage students in self-assessment, goal setting, and reflection* *• Use assessment data to inform instruction and improve student outcomes* *• Ensure assessment practices are equitable, inclusive, and supportive of all learners, allowing students to demonstrate their learning in multiple ways.*
	3. Describe how you create a health education environment where all students feel represented, supported, and valued. ***Supporting Guidelines:*** *Applicant demonstrates the ability to create lessons which promote and encourage inclusion, support emotional development, and open the door to creating lasting student-teacher relationships. The applicant provides examples of how they:* *• Implement culturally responsive and sustaining instructional practices* *• Ensure equitable participation and access for students of all identities and abilities* *• Foster belonging, respect, and positive peer interactions* *• Adapt instruction and learning experiences to meet individual student needs* *• Promote inclusion, social justice, and student dignity within your program.*
	4. Describe how you demonstrate leadership and advocacy for school health education within your school, district, community, and/or profession. ***Supporting Guidelines:*** *Applicant provides descriptions and evidence of, but not limited to, service to the school or local community and professional organizations. The applicant includes examples of:* *• Advocate for equitable and high-quality school health education programs* *• Support student wellness* *• Engage in professional learning and ongoing reflective practice* *• Contribute to professional organizations, mentorship, partnerships, or collaborative initiatives* *• Drafting or contributing to publications, facilitating presentations, or acquiring funding for programs and services* *• Promote awareness of the value and impact of health education.* *• Other pieces of evidence that demonstrate they advocate or support the profession not listed here.*
Points	**Criteria total: _____ Essays total: _____ Final total: _____/19**

Comments: