



**Annual Assessment Report Template: Learning**  
Academic Year: 2015-2016

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**Name of Department: Office of Health Promotion and Wellness**

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**I. Abstract**

Peer educators have unique positions on their campuses, managing multiple roles and responsibilities, conquering new challenges, and evolving personal beliefs as emerging adults (Dennett & Azar, 2011). Their role requires them to learn and apply many interpersonal skills, cultural competencies, leadership and mentoring abilities, among others capacities (The BACCHUS Network, 2008). These practical and character gains can benefit peer educators in effectively providing the supports required of them on campus as well as improving their own decision-making and self-integration of values (Wawrzynski, et.al., 2011). In order to evaluate the skill-level and confidence of the Health Education Action Team (HEAT) with the Office of Health Promotion and Wellness at DePaul University, an assessment rubric was created and used to conduct observations and self-assessments of these six students. Eight areas of aptitude were evaluated, including (1) empathy when interacting with students, (2) engaging students in conversation, (3) handling sensitive topics with maturity, (4) delivering education with confidence, (5) professionalism during programming, (6) creating a positive learning environment, (7) demonstrating respect to a diverse student population, and (8) demonstrating an open attitude. Results showed that 25% of HEAT members met expectations, with the remaining 75% exceeding expectations on all eight areas of aptitude. High success rates suggest that HEAT members are effectively trained and applying skills necessary to be effective peer educators. However, confidence was rated the lowest in the HEAT members' self-assessments, suggesting more training may be needed to promote confidence in handling challenging scenarios and demonstrating respect for diverse student populations.

**II. Assessment Question**

To what extent do students serving as a peer health educator on the Health Education Action Team (HEAT) demonstrate knowledge, skills and confidence related to health and wellness education?

### **III. Learning Outcome Assessed**

The primary program and related department level learning outcomes evaluated were as follows:

Program Level: Peer Health Educators will discuss accurate information related to health and wellness with their peers.

Department Level: Students who participate in HPW programs will articulate the relationship between societal norms and their perception of their personal health and community well-being.

### **IV. Introduction & Context University Context**

Evaluating the peer health educators on the Health Education Action Team, allows the Office of Health Promotion and Wellness to determine if they are establishing the necessary skills to facilitate accurate health and wellness programing for their peers while also understanding the impact that participation in HEAT may have on their personal and professional growth. On the department level, the Office of Health Promotion and Wellness aims to support HEAT members in establishing the ability to articulate the relationship between societal norms and their perception of their personal health and community wellbeing. For these students, HEAT is one component of many in their college experience. Thus, in following the Student Affairs divisional strategic plan, students participating in HEAT are supported in integrating and applying knowledge gained across curricular and co-curricular experiences in order to advance academic, personal and career growth. The purpose of HEAT is to expand high-quality, easy-to-navigate student services, including those that address student wellness and mental health, and special support services and accommodations. HEAT students providing peer support services allow us to achieve the Vision 2018 goal of focusing the entire community on student learning and success.

#### **Supporting Scholarship**

To understand peer educators, their skill level, and the developmental challenges they face, Azar and Dennett suggest considering Jeffery Arnett's theory of "emerging adulthood" (2011). Due to industrialization, Arnett's theory defines emerging adults as individuals ranging from 18 to 25 years-of-age who were able to delay employment and, thus, are in a unique developmental transition between adolescence and adulthood. College students experiencing emerging adulthood may experience a number of conflicts in their identity, ability to manage responsibilities for themselves and their work, and capacity for independent decision-making. This requires a shift from egocentric thinking to expanding one's perspective of the world while experimenting and defining personal values and ethics.

While there are limitations to the theory, such as its generalized application to all demographics despite variance in experience, Arnett's theory may help professionals in

understanding peer educators' behaviors. As peer educators they take on multiple roles in their college community, such as student, teacher, mentor, presenter, and friend. Managing multiple social and professional roles may assist peer educators in the integration of their adult self as they identify and develop their own belief systems, strengths, and interests. For others, challenges balancing their roles may cause a sense of confusion, isolation from peers, or difficulties with self-care. Additionally, they may experience contradictory messaging of values from peers, family members, or the institution. Due to responsibilities in upholding certain health and wellness standards as peer educators, they may be held to greater accountability and consequences for actions than peers. As a result, peer educators may fluctuate between accepting and rejecting responsibilities or tasks. It is this challenging process and exploration of self that enhances the development of peer educators and their evolution into adulthood (Azar & Dennett, 2011).

Challenges are also encountered by supervisors who are often tasked with training peer educators in adult skills related to leadership, managing multiple tasks and roles, health and wellbeing (Wawrzynski, LoConte & Straker, 2011). They must adapt to the individuals' approach to work and their responses to the guidance offered. Each peer educator may bring different challenges with negotiating and adopting the expectations of their supervisors. It is critical that peer educators be afforded the opportunity to reflect upon their skill development, decision-making, and integration of self as individuals and student leaders. Thus, in order to examine the effectiveness of programming, training, and supervisory support of peer educators, it is necessary to evaluate the peer educators' success in adjusting to their role and adapting the necessary skills for maintaining their responsibilities.

Research shows that a combination of self-esteem, empathic interpersonal skills, professional leadership, and respect for diversity and cultural differences are needed and developed through the experience of being a peer educator (Azar & Dennett, 2011; Wawrzynski et al., 2011). The Certified Peer Educator Training Program by the BACCHUS Network (2008) focuses on empowering students to learn and apply effective empathic listening, intervention, facilitation, leadership, self-care, and diversity and cultural competency skills. To determine skill development as a result of being peer educators and implications for improving these programs, focus groups with undergraduate peer educators and surveys completed by peer educators associated with the BACCHUS Network were conducted as a National Peer Educator Study (Wawrzynski et al., 2011). Focus group data from the study reportedly indicated that peer educators gained an increase of knowledge about health and safety issues, as well as improvements in confidence, sensitivity to diversity, integration of self-values, the use of interpersonal skills, and competence as facilitators. When self-evaluating growth from before to after becoming a peer educator, survey results from the study showed significant gains across six learning domains of "cognitive complexity; practical competence; interpersonal competence; knowledge acquisition, construction, integration, and application; humanitarianism and civic engagement" (Wawrzynski et al., 2011, p.24). Of note, these domains included defined corresponding skills. Peer educators reportedly showed the ability to talk with peers about sensitive topics and risks, understand and

appropriately support others with beliefs different than their own, empathically listen and consider others' perspectives, lead a group and motivate others, and displayed self-esteem and accountability. As indicated in the BACCHUS Network study and other research, peer educators often apply knowledge gained from their programs to their personal lives and choices (Azar & Dennett, 2011; Wawrzynski et al., 2011).

## **V. Data Collection & Methodology**

### **Data Collection**

To evaluate the learning outcomes of peer health educators, all 6 active members of the Health Education Action Team were invited and agreed to participate in an assessment of their skills and confidence as peer health educators. They were informed that they would be observed and evaluated at an unknown time before the end of the 2016 Spring Quarter. Five out of the six participants identified as female, and one identified as male. Five of the participants identified as white and one as Latino. Two participants were sophomore undergraduate students, two were junior undergraduate students, and two were senior undergraduate students.

The National Peer Educator Study (Wawrzynski et al., 2011) and the BACCHUS Network Certified Peer Educator Training Program (2008) was used as a guide for developing a "HEAT Skills Assessment Rubric" (see Appendix B). The BACCHUS Network Certified Peer Educator Training Program is also the certification program that all of the peer health educators achieve as part of their training. The rubric was used to determine the Health Education Action Team (HEAT) members' competence in areas of aptitude, including their ability to (1) empathically interact with students, (2) engage students in conversation, (3) handle sensitive topics with maturity, (4) deliver education with confidence, (5) display professionalism during programming, (6) create a positive learning environment, (7) demonstrate respect to a diverse student population, and (8) demonstrate an open attitude.

The HEAT Skills Assessment Rubric was used twice to collect data for each participant. First, each participating peer health educator was observed by the Graduate Intern/HEAT Supervisor, Caitlin Risk, at one specific programming event in the 2016 spring quarter for approximately one hour of time. No more than two participants were observed at one time. The peer health educator was not explicitly informed that they were the individual being observed. During the HEAT Supervisor's observations, the peer health educators were rated on their skill level in each of the eight areas of aptitude. The rating key for each domain included defined skills that indicated if the participant needs improvement, meets expectations, or exceeds expectations. The HEAT Supervisor notated specific observations regarding the peer health educators' use of skills in a comments section on the rubric.

The HEAT Skills Assessment Rubric was used a second time, as a self-evaluation form completed by each participant. The peer health educators individually indicated their skill level in each of the areas of aptitude according to the rating key. Instructions were given

to the participants by the HEAT Supervisor, and they were asked to rate their self-perceived overall ability versus ability at one event. They were asked to provide additional comments to clarify their experience. Self-evaluation was intended to provide data on the peer health educators' self-awareness and confidence in their skill level.

### **Data Analysis**

Data was analyzed by Caitlin Risk, Graduate Intern/HEAT Supervisor. Peer health educators who received a score of “meets” or “exceeds” expectations on the HEAT Skills Assessment Rubric in all 8 of the 8 areas of aptitude during observation were considered a successful demonstration of learning. Ratings of “meets” expectations signified a suitable skill level, while ratings of “exceeds” expectations signified a high skill level and abilities beyond what was required to be a successful peer health educator. Any indication of “needs improvement” signified a low skill level that required improvement to be successful in their role and responsibilities. Appendix E includes guidelines used for data analysis.

Students who received a score of “meets” or “exceeds” expectations on the HEAT Skills Assessment Rubric in 8 of the 8 areas of aptitude in their self-evaluation were considered a successful demonstration of confidence. Ratings of “meets” expectations signified a suitable amount of confidence, while ratings of “exceeds” expectations signified a high level of confidence. Any indication of “needs improvement” signified low confidence. Observation results showed 6 students (100%) of the peer health educators demonstrating successful learning in all 8 areas of aptitude with an average of 23% meeting expectations, 77% exceeding expectations, and no participants needing improvement. Analysis guidelines can be seen in Appendix E.

Themes were then gathered from the open-ended comments in the HEAT Skills Assessment Rubrics to analyze qualitative reported experiences as they related to each area of aptitude. When three or more comments suggested a similar experience by peer educators or similar observations by the HEAT Supervisor, they were considered a significant theme.

### **Participant Consent**

The assessment project was explained to HEAT members during a weekly staff meeting. Participation was presented as optional. Each member reviewed, agreed to, and signed a consent form to participate in the project. See Appendix A for the consent form.

Precautions were taken to insure all data remained confidential and secure. Completed HEAT Skills Assessment Rubric forms were kept in a locked file in the Office of Health Promotion and Wellness. Sensitive and identifying information gathered included name, age, race, gender, and year as a student of DePaul. The HEAT Skills Assessment Rubric forms used during observations were labeled with the participants' name. No names were written on the HEAT Skills Assessment Rubric forms used for self-assessments but participants provided other demographic information, which was optional and not

required. The overall data from the observations were analyzed separately from the overall self-assessment data. Analysis was based on the group and not identified individual participants. All identifying information was excluded from the compilation of results and formation of results charts.

## **VI. Data & Results**

All six invited peer health educators participated in the assessment, yielding a 100% response rate. Each peer health educator had been a member of the HEAT program for a minimum of three quarters. Five out of the six participants identified as female, and one identified as male. Five of the participants identified as white and one as Latino. Two participants were sophomore undergraduate students, two were junior undergraduate students, and two were senior undergraduate students.

Notably, observation and self-assessment results had the same overall ratings for meeting expectations and exceeding expectations, although there were slight differences in the individual areas of aptitude. Each person received an average score for exceeding expectations and an average score for meets expectations. This score was found by adding the total number of exceeds expectations for each participant by the total number of categories (8). The overall average was found by adding up each individual's percentage and dividing that number by the total number of participants (6). Observation results showed 6 students (100%) of the peer health educators demonstrating successful learning in all 8 areas of aptitude with an average of 23% meeting expectations, 77% exceeding expectations, and no participants needing improvement. Observation results showed the highest ratings, at 100% exceeding expectations, in the areas of "engaging students in conversation," "professionalism during programming," and "demonstrating respect to diverse student populations". The lowest scores, still at 50% meeting expectations and 50% exceeding expectations, were for "creating positive learning environment" in observation results.

The peer health educators' self-assessment results also showed 100% success rate in their level of confidence in all of the 8 areas of aptitude, with an average of 23% meeting expectations and 77% exceeding expectations. In both observation results and self-assessment results, 33.33% exceeded expectations and 66.66% met expectations for delivering education with confidence. No participants demonstrated a need for improvement or low confidence in their skill levels. HEAT members rated themselves lower than their supervisor in their ability to demonstrate respect to diverse student populations. While self-observation ratings showed the peer health educators also ranked themselves at 100% exceeding expectations in the area of "engaging students in conversation," they all perceived themselves as exceeding expectations in the areas of "empathy interacting with students," and "creating positive learning environment." The lowest score, still at 50% meeting expectations and 50% exceeding expectations, was for "professionalism during programming" in self-assessment results. It is also surprising that HEAT members' rated themselves 50% higher than their supervisor on their ability to create a positive learning environment.

Please refer to Appendix C and D for charts on observation and self-assessment results for each of the 8 areas of aptitude.

The overarching themes identified from data suggest the biggest strengths of the HEAT members are in interacting with students and demonstrating respect. The growth areas for HEAT members are in delivering presentations, improving diversity awareness, and creating an inclusive environment. The peer health educators indicated a desire to continue learning and improving in their skills.

| <b>Program Level Learning Outcome</b>  | <b>Department Level Learning Outcome</b>   | <b>Number of Students Assessed</b> | <b>Number of Students with Acceptable or Better Performance</b> |
|--|--|------------------------------------|---|
| Peer Health Educators will discuss accurate information related to health and wellness with their peers. | Students who participate in HPW programs will articulate the relationship between societal norms and their perception of their personal health and community well-being. | 6                                  | 6   |

If students received a score of “meets” or “exceeds” expectations in all 8 areas of aptitude on the HEAT Skills Assessment Rubric on both the observation forms and self-assessment forms, this was considered acceptable performance.

Peer health educators who received a score of “meets” or “exceeds” expectations on the HEAT Skills Assessment Rubric, based on observations of their supervisor, in 8 of the 8 areas of aptitude were considered a successful demonstration of learning. See Appendix C for a chart of observation results.

Students who received a score of “meets” or “exceeds” expectations on the HEAT Skills Assessment Rubric in 8 of the 8 areas of aptitude in their self-evaluation were considered a successful demonstration of confidence. Appendix D includes self-assessment ratings in the form of a chart.

## **VII. Discussion & Interpretation of Results**

Findings indicated that 100% of participants demonstrated acceptable performance, meeting the program level learning outcome that Peer Health Educators will discuss accurate information related to health and wellness with their peers.

It is notable that the HEAT members' ability to deliver education with confidence was rated the lowest during observations by their supervisor as well as in their self-assessments. Comments regarding confidence on their self-assessment forms indicated that some of the HEAT members felt they lacked in experience. This may suggest that their confidence would likely improve as they continue in the HEAT program and practice communicating with and educating peers on health and wellness issues.

Themes suggested they believed they were good at including their audience during events and tabling. However, the HEAT supervisor observed some of the peer health educators to lack skills in mediating tension and uncomfortable comments by their participants. Comments indicated they often tried their best to approach peers in a respectful manner but desired more competency in diversity.

Challenges faced during the assessment included a lack of diversity in the participants, the themes revealed showed similar experiences as well as similar observation results. Additionally, the participants' direct supervisor was the staff member to collect data and observe participants' skill level; thus, it is possible that her perception and on-going relationships with each participant could have influenced her ratings.

The Health Education Action Team is an ongoing initiative. This assessment project will help the Office of Health Promotion and Wellness tailor trainings for future HEAT members. By learning what skills students are obtaining from their training and participation in HEAT as well as their confidence level, we can alter the program and training to better serve their needs.

## **VIII. Recommendations and Plans for Action**

### **Recommendations**

Based on the results of the observations, one recommendation is to include more training in presentation skills for HEAT members. This training should include practice presentations to answer possible audience questions and interruptions. Training should also include different role plays where students act out different challenging scenarios that could arise during presentations. Also based on the confidence level of "Demonstrating Respect to Diverse Student Populations," a diversity workshop should be included in trainings on an ongoing basis throughout the year.

### **Action Plan**

The plan of action to implement results is to lay out the training schedule by August 2016 for the week-long training for HEAT. The training will include a role play each day with difficult scenarios that might happen while working as a HEAT member. Another step will be to reach out to the Center of Identity, Inclusion, and Social Change in order to set up a workshop on diversity, using inclusive language, and being respectful, as part of HEAT orientation. A follow-up workshop on the application of these skills during the winter quarter will also be scheduled. These steps will be taken in order for students to

feel more prepared due to limited experience. HEAT members will also do a role play relevant to the topics covered in each specific quarter throughout the year.

**Implementation Timeline:**

August 1, 2016: Set up summer training and a diversity and inclusion workshop  
August 22-26, 2016: Daily role plays during training to practice difficult scenarios  
August 2016: Diversity and inclusion workshop  
September 2016: Fall Quarter role play. Pre-test assessment.  
January 2016: Diversity and inclusion follow-up workshop  
February 2016: Winter Quarter role play  
March 2016: Spring Quarter role play  
June 2017: Post-test assessment

The potential barriers to implementation will be budgeting and having enough workable hours in order to include the extra training.

**Sharing the results**

Highlights from the results, areas of strength and needed growth areas, as well as recommendations will be shared with the participants via email. Final results and recommendations for HEAT as DePaul's peer health educators will be shared with the Office of Health Promotion and Wellness staff during a staff meeting, as well as Student Affairs leadership, upon completion of the assessment.

Other offices that have student employees can use our findings in order to train their own students to have more confidence when presenting or answering questions about educational material. Findings will be reviewed with the director of Health Promotion and Wellness. The HEAT staff of 2015-2016 will pass on the findings and training plan to the HEAT staff of 2016-2017 and the entire staff of the Office of Health Promotion and Wellness.

References

BACCHUS NETWORK, Peer Education Network. (2008). *The Certified peer educator program facilitator manual, student leader empowerment training*. Denver, CO: Bacchus & Gamma Peer Education Network.

Dennett, C. G., & Azar, J. A. (March 01, 2011). Peer educators in a theoretical context: Emerging adults. *New Directions for Student Services, 2011*, 133.

Wawrzynski, M. R., LoConte, C. L., & Straker, E. J. (June 06, 2011). Learning outcomes for peer educators: The national survey on peer education. *New Directions for Student Services, 2011*, 133, 17-27.

Appendix A

**HPW ASSESSMENT CONSENT FORM**

**CONSENT TO PARTICIPATE IN THE OFFICE OF HEALTH PROMOTION AND WELLNESS ASSESSMENT 2015-2016**

**Project Title:** *Learning Outcomes of Peer Education Action Team*

**Staff Facilitator:** *Caitlin Risk*

**Introduction:** [include what this assessment should inform and why they were selected to participate]

You are being asked to take part in an assessment to help inform the higher education faculty about how the program exposes students to issues and ideas related to social justice. You are being asked to participate based on your position on the Health Education Action Team in the Office of Health Promotion and Wellness.

Please read this form carefully and ask any questions you may have before deciding whether to participate in this assessment.

**Purpose:** [describe purpose and intent of the assessment]

The purpose of the assessment is to gather information about the following: By serving as a peer health educator on the Health Education Action Team within the Office of Health Promotion and Wellness at DePaul, what level of skill do HEAT members have in empathy, public speaking, engaging students, handling sensitive topics, collaboration, and facilitating discussions and what is their level of confidence in utilizing those same skills?

**Procedures:** [basically describe how the focus group/interview will be conducted]

If you agree to participate in the assessment you will be observed during a HEAT programming event for 30 minutes. You will also be asked to fill out a rubric rating your abilities. This will take approximately 30 minutes. You are encouraged to respond openly and honestly to the questions asked of you, although you should only respond to questions you feel comfortable doing so.

**Risks/Benefits:**

There are no known risks involved in participating in this assessment project, although discussions concerning health and wellness may be sensitive for some individuals. Benefits may include improvements to the higher education program and a greater understanding of whether and how participation as a peer health educator cultivates certain skills.

**Confidentiality:**

Your name will not be associated with your responses in the focus group reports. We will compile a report of basic themes and share it with you prior to finalizing it. The information gathered from the assessment will only be shared with members of the higher education faculty.

**Voluntary Participation:**

Participation in this focus group is voluntary. Even if you decide to participate, you are free to withdraw from participation at any time without penalty.

**Contacts and Questions:**

If you have questions about the focus group you can contact *Caitlin Risk* or *Shannon Suffoletto* in the Office of Health Promotion and Wellness at [crisk@depaul.edu](mailto:crisk@depaul.edu) or [ssuffole@depaul.edu](mailto:ssuffole@depaul.edu).

**Statement of Consent:**

Your signature below indicates that you have read and understood the information provided above, have had an opportunity to ask questions, and agree to participate in this focus group. You will be given a copy of this form to keep for your records.

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**Participant's Signature**

**Date** \_\_\_\_\_

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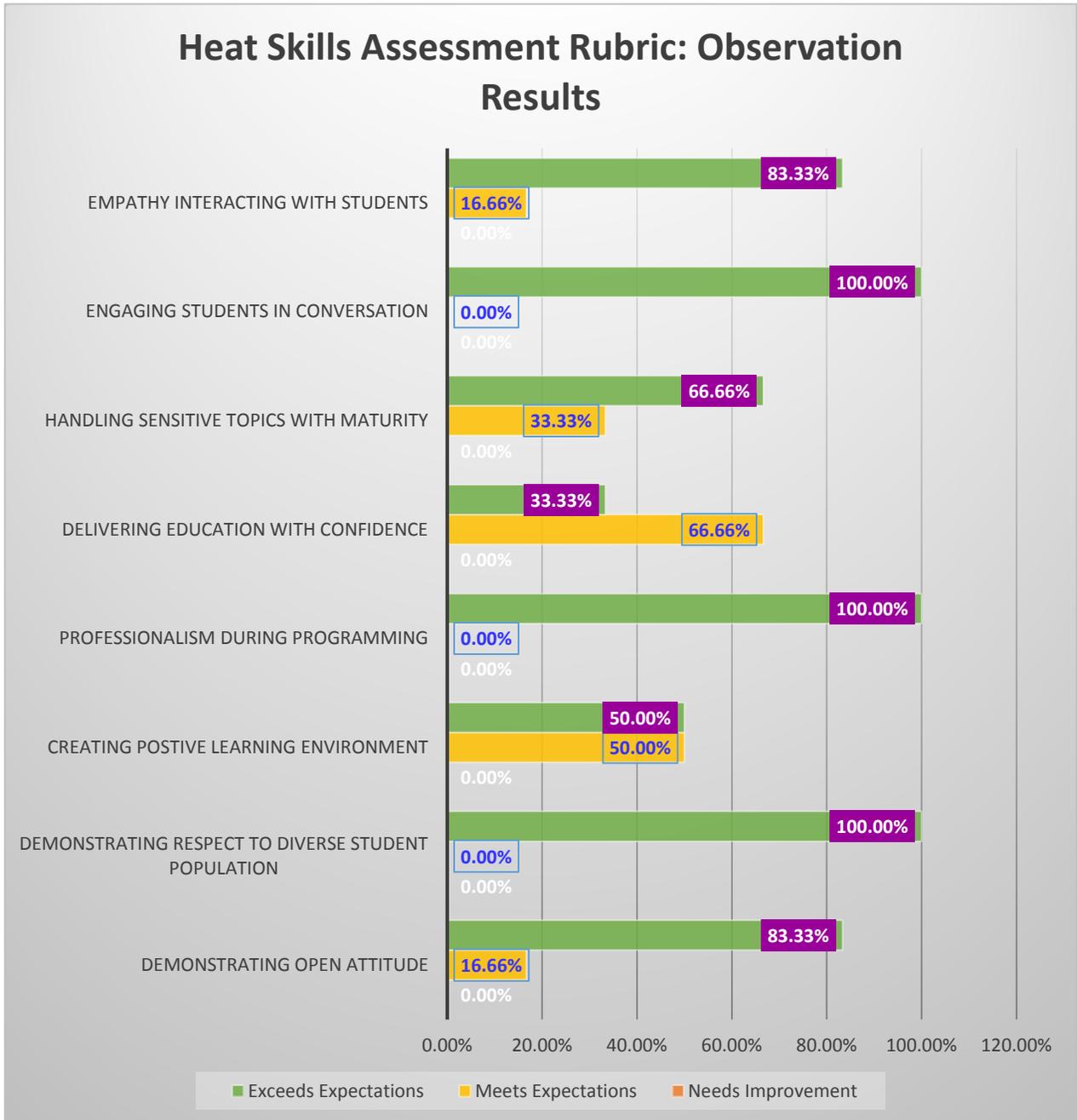
**Staff Facilitator's Signature**

**Date** \_\_\_\_\_

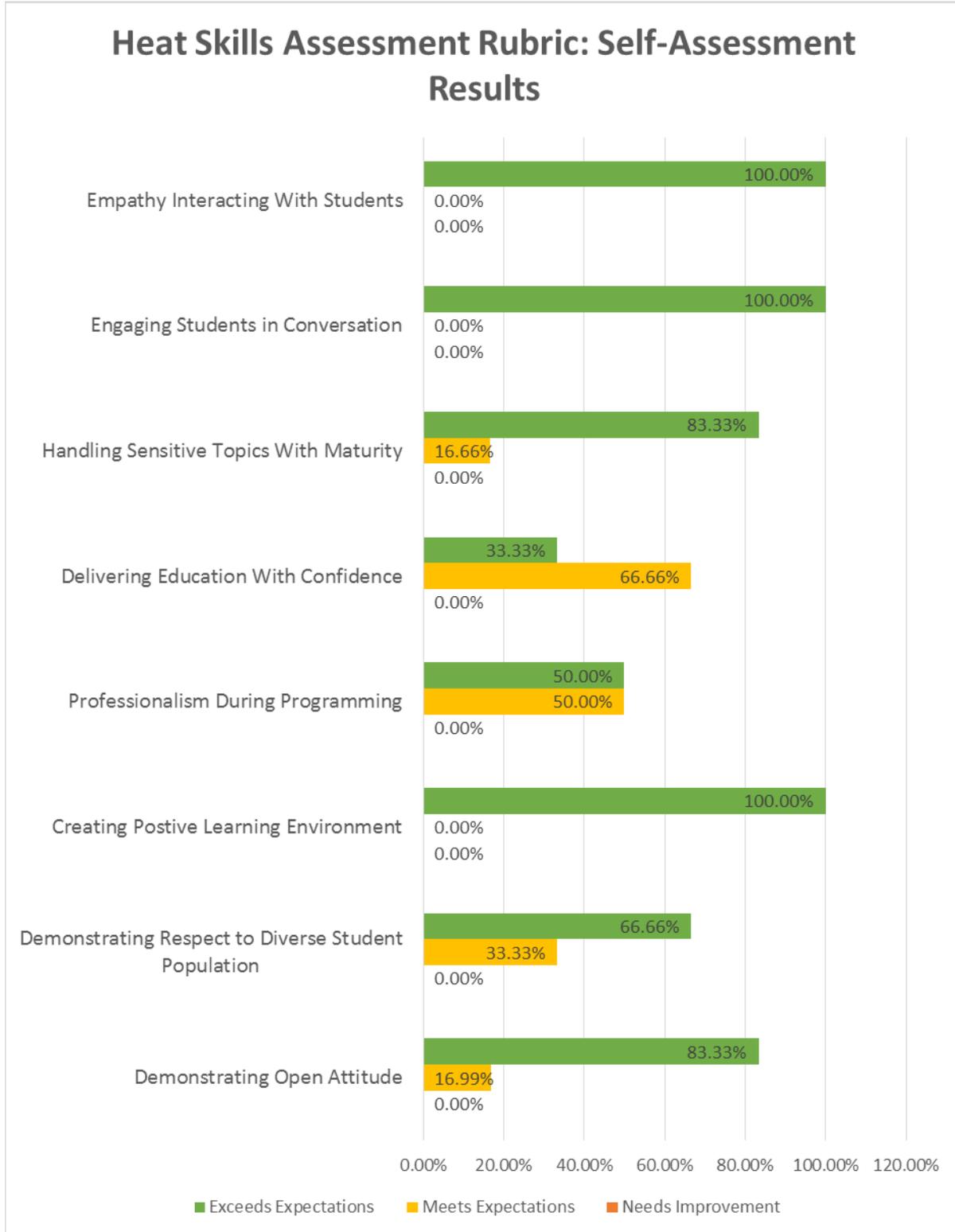
## Appendix B

| <b>HEAT Skills Assessment Rubric</b>  |   |                             |
|---|---|-----------------------------|
| Observer: _____   |   | HEAT Member: _____          |
|   |   | Date: _____                 |
| Rating Key - <b>NI:</b> Needs Improvement, <b>ME:</b> Meets Expectations, <b>EE:</b> Exceeds Expectations |   |                             |
| <b>EMPATHY INTERACTING WITH STUDENTS</b>  |   | <b>Additional comments_</b> |
| <b>NI:</b> _____  | unable to see the perspectives and needs of others                                      |                             |
| <b>ME:</b> _____  | able to see the perspectives and needs of others 50% of the time                        |                             |
| <b>EE:</b> _____  | able to see the perspectives and needs of others by showing care and respect            |                             |
| <b>ENGAGING STUDENTS IN CONVERSATION</b>  |   | <b>Additional comments_</b> |
| <b>NI:</b> _____  | not approachable, does not pay attention to students when speaking                      |                             |
| <b>ME:</b> _____  | friendly 50% of the time, somewhat listens and asks questions                           |                             |
| <b>EE:</b> _____  | friendly and sparks interest, actively listens, asks provoking questions                |                             |
| <b>HANDLING SENSITIVE TOPICS WITH MATURITY</b>  |   | <b>Additional comments_</b> |
| <b>NI:</b> _____  | does not demonstrate interest and respect, not composed, inappropriate language         |                             |
| <b>ME:</b> _____  | demonstrates interest and respect 50% of the time, sometimes not composed               |                             |
| <b>EE:</b> _____  | demonstrates interest and respect, maintains composure, respectful use of language      |                             |
| <b>DELIVERING EDUCATION WITH CONFIDENCE</b>   |   | <b>Additional comments_</b> |
| <b>NI:</b> _____  | excessive shifting/fidgeting, speaks unclearly  |                             |
| <b>ME:</b> _____  | speaks with partial clarity and enthusiasm, semi-confident and attentive                |                             |
| <b>EE:</b> _____  | speaks with clarity and enthusiasm, confident and attentive                             |                             |
| <b>PROFESSIONALISM DURING PROGRAMMING</b>   |   | <b>Additional comments_</b> |
| <b>NI:</b> _____  | not well-groomed, lazy posture, inappropriate language                                  |                             |
| <b>ME:</b> _____  | somewhat well-groomed, okay posture and language usage                                  |                             |
| <b>EE:</b> _____  | well-groomed, straight posture, appropriate language usage                              |                             |
| <b>CREATING POSITIVE LEARNING ENVIRONMENT</b>   |   | <b>Additional comments_</b> |
| <b>NI:</b> _____  | no inclusion of audience, not attentive or enthusiastic, does not mediate tension       |                             |
| <b>ME:</b> _____  | some inclusion of audience, somewhat attentive, sometimes mediates group tension        |                             |
| <b>EE:</b> _____  | inclusion of audience participation, attentive and enthusiastic, mediates group tension |                             |
| <b>DEMONSTRATING RESPECT TO DIVERSE STUDENT POPULATION</b>  |   | <b>Additional comments_</b> |
| <b>NI:</b> _____  | lacks sensitivity to different backgrounds  |                             |
| <b>ME:</b> _____  | partially sensitive to different backgrounds  |                             |
| <b>EE:</b> _____  | sensitive to different backgrounds, cultures, and populations                           |                             |
| <b>DEMONSTRATING OPEN ATTITUDE</b>  |   | <b>Additional comments_</b> |
| <b>NI:</b> _____  | closed attitude, judgemental of diverse student perspectives                            |                             |
| <b>ME:</b> _____  | 50% of the time demonstrates open attitude toward diverse student perspectives          |                             |
| <b>EE:</b> _____  | open attitude that is inclusive and accepting of diverse student perspectives           |                             |
| <b>Age:</b>   |   |                             |
| <b>Gender:</b>  |   |                             |
| <b>Race:</b>  |   |                             |
| <b>Year in School:</b>  |   |                             |

Appendix C



Appendix D



## Appendix E

| <b>HEAT SKILLS ASSESSMENT RUBRIC: ANALYSIS GUIDELINES</b> |                          |  |   |
|---|--------------------------|--|---|
|   | <i>Needs Improvement</i> | <i>Meets Expectations</i>  | <i>Exceeds Expectations</i>                                     |
| <i>Observation Results</i>                                | Low Skill Level          | Suitable Skill Level:<br>Successful<br>Demonstration of<br>Learning      | High Skill Level:<br>Successful<br>Demonstration of<br>Learning |
| <i>Self-Assessment Results</i>                            | Low Confidence Level     | Suitable Confidence<br>Level: Successful<br>Demonstration of<br>Learning | High Skill Level:<br>Successful<br>Demonstration of<br>Learning |