**Healthcare Science Education Industry Certification Evaluation Check-off Form**

**Course Title:** Fundamentals of Exercise Physiology Course 25.49700

**School:**

**Teacher:**

**Date:**

**Evaluator:**

1. Required documentation:

* Print copy of this check off form for each team member evaluating this course
* Highlight the three standards and elements that were selected for evaluation
* Upload to your website:

Lesson plan for **each** standard **and** element

Student work – evidence of teaching/learning – assignments, projects, etc

Evaluation of student work – assessments, rubrics

\*protect student privacy

* Pictures may be used as supporting evidence but do not take the place of rubrics and assessments
* Upload this check off form to your website

1. Teachers and evaluators will use the 3 boxes by the Elements ( ) to check-off the following:

* Lesson Plan has each of the Elements listed
* Each Element is shown in Student Work
* Each Element is shown in the Student Evaluation(s)
* If all elements addressed, evaluators will check off that entire standard has been met
* Evaluators sign completed check off form

1. Return completed check off forms to Sharon Pye

**Health Science Career Cluster Fundamentals of Exercise Physiology Course Number: 25.45400**

# Course Description:

As the third course in the Physical Medicine/Exercise Physiology Career Pathway, this course is appropriate for students wishing to pursue a career in personal training or for those who desire an introduction in the field of exercise physiology. The course will enable students to perform fitness assessments, according to current guidelines, and to use data to develop exercise and training routines, fitness plans, and nutritional programs to fit the needs of clients. The concepts of human kinesiology will be evaluated and fundamental skills of goal setting, record keeping, and instruction techniques will be covered in the course. Proficiency in using and teaching others to use various types of exercise equipment and stretching techniques will be developed. Personal, professional, and ethical skills, as well as the guidelines, and safety practices required within the field of personal training, will be learned and practiced. The ability to create routines and programs for fitness to meet the needs of the general population and to meet the special needs of targeted groups of individuals will be developed. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.

*Successful completion of this course along with any other requirements may lead to a potential eligibility to take the Personal Trainer Exam through a certifying body.*

Mastery of these standards through project-based learning, technical-skills practice, and leadership-development activities of the state supported healthcare career and technical student organization will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

**Course Standard 1**

**HS-FEP-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

# Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

* 1. **Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities**.

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| --- | --- | --- | --- | --- |
| **Person-to-Person Etiquette** | **Telephone and Email Etiquette** | **Cell Phone and Internet Etiquette** | **Communicating At Work** | **Listening** |
| Interacting with  Your Boss | Telephone  Conversations | Using Blogs | Improving  Communication Skills | Reasons, Benefits,  and Barriers |
| Interacting with Subordinates | Barriers to Phone conversations | Using Social Media | Effective Oral Communication | Listening Strategies |
| Interacting with Co-workers | Making and Returning Calls |  | Effective Written Communication | Ways We Filter What We Hear |
| Interacting with  Suppliers | Making Cold Calls |  | Effective Nonverbal  Skills | Developing a  Listening Attitude |
|  | Handling Conference Calls |  | Effective Word Use | Show You Are Listening |

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|  | Handling Unsolicited Calls |  | Giving and Receiving Feedback | Asking Questions |
|  |  |  |  | Obtaining Feedback |
|  |  |  |  | Getting Others to Listen |

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| **Nonverbal Communication** | **Written Communication** | **Speaking** | **Applications and Effective Résumés** |
| Communicating Nonverbally | Writing Documents | Using Language Carefully | Completing a Job Application |
| Reading Body Language and mixed Messages | Constructive Criticism in Writing | One-on-One Conversations | Writing a Cover Letter |
| Matching Verbal and Nonverbal communication |  | Small Group Communication | Things to Include in a Résumé |
| Improving Nonverbal  Indicators |  | Large Group  Communication | Selling Yourself in a Résumé |
| Nonverbal Feedback |  | Making Speeches | Terms to Use in a Résumé |
| Showing Confidence Nonverbally |  | Involving the Audience | Describing Your Job Strengths |
| Showing Assertiveness |  | Answering Questions | Organizing Your Résumé |
|  |  | Visual and Media Aids | Writing an Electronic Résumé |
|  |  | Errors in Presentation | Dressing Up Your Résumé |

* 1. **Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.**

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| --- | --- |
| **Teamwork and Problem Solving** | **Meeting Etiquette** |
| Thinking Creatively | Preparation and Participation in Meetings |
| Taking Risks | Conducting Two-Person or Large Group Meetings |
| Building Team Communication | Inviting and Introducing Speakers |
|  | Facilitating Discussions and Closing |
|  | Preparing Visual Aids |
|  | Virtual Meetings |

* 1. **Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.**

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| **Problem Solving** | **Customer Service** | **The Application Process** | **Interviewing Skills** | **Finding the Right Job** |
| Transferable Job Skills | Gaining Trust and Interacting with  Customers | Providing Information, Accuracy and Double  Checking | Preparing for an Interview | Locating Jobs and Networking |
| Becoming a Problem Solver | Learning and Giving Customers  What They Want | Online Application Process | Questions to Ask in an Interview | Job Shopping Online |
| Identifying a Problem | Keeping Customers Coming Back | Following Up After Submitting an Application | Things to Include in a Career Portfolio | Job Search Websites |
| Becoming a Critical Thinker | Seeing the Customer’s Point | Effective Résumés: | Traits Employers are Seeking | Participation in Job Fairs |
| Managing | Selling Yourself and  the Company | Matching Your Talents to  a Job | Considerations  Before Taking a Job | Searching the  Classified Ads |
|  | Handling Customer Complaints | When a Résumé Should be Used |  | Using Employment Agencies |
|  | Strategies for  Customer Service |  |  | Landing an  Internship |

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|  |  |  |  | Staying Motivated to Search |

* 1. **Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.**

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| --- | --- | --- | --- | --- |
| **Workplace Ethics** | **Personal Characteristics** | **Employer Expectations** | **Business Etiquette** | **Communicating at Work** |
| Demonstrating Good Work Ethic | Demonstrating a Good Attitude | Behaviors Employers Expect | Language and Behavior | Handling Anger |
| Behaving  Appropriately | Gaining and  Showing Respect | Objectionable  Behaviors | Keeping Information  Confidential | Dealing with  Difficult Coworkers |
| Maintaining Honesty | Demonstrating Responsibility | Establishing Credibility | Avoiding Gossip | Dealing with a Difficult Boss |
| Playing Fair | Showing Dependability | Demonstrating Your Skills | Appropriate Work Email | Dealing with Difficult Customers |
| Using Ethical  Language | Being Courteous | Building Work  Relationships | Cell Phone Etiquette | Dealing with  Conflict |
| Showing Responsibility | Gaining Coworkers’ Trust |  | Appropriate Work Texting |  |
| Reducing Harassment | Persevering |  | Understanding Copyright |  |
| Respecting Diversity | Handling Criticism |  | Social Networking |  |
| Making Truthfulness a Habit | Showing Professionalism |  |  |  |
| Leaving a Job Ethically |  |  |  |  |

* 1. **Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.**

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| **Expected Work Traits** | **Teamwork** | **Time Management** |
| Demonstrating Responsibility | Teamwork Skills | Managing Time |
| Dealing with Information Overload | Reasons Companies Use Teams | Putting First Things First |
| Transferable Job Skills | Decisions Teams Make | Juggling Many Priorities |
| Managing Change | Team Responsibilities | Overcoming Procrastination |
| Adopting a New Technology | Problems That Affect Teams | Organizing Workspace and Tasks |
|  | Expressing Yourself on a Team | Staying Organized |
|  | Giving and Receiving Constructive Criticism | Finding More Time |
|  |  | Managing Projects |
|  |  | Prioritizing Personal and Work Life |

* 1. **Present a professional image through appearance, behavior and language.**

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| **On-the-Job Etiquette** | **Person-to-Person Etiquette** | **Communication Etiquette** | **Presenting Yourself** |
| Using Professional Manners | Meeting Business Acquaintances | Creating a Good Impression | Looking Professional |
| Introducing People | Meeting People for the First Time | Keeping Phone Calls Professional | Dressing for Success |
| Appropriate Dress | Showing Politeness | Proper Use of Work Email | Showing a  Professional Attitude |
| Business Meal Functions |  | Proper Use of Cell Phone | Using Good Posture |
| Behavior at Work Parties |  | Proper Use in Texting | Presenting Yourself to Associates |

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| --- | --- | --- | --- |
| Behavior at Conventions |  |  | Accepting Criticism |
| International Etiquette |  |  | Demonstrating Leadership |
| Cross-Cultural Etiquette |  |  |  |
| Working in a Cubicle |  |  |  |

# Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

**L9-10RST 1-10 and L9-10WHST 1-10:**

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 2**

**HS-FEP-2 Fundamentals of Human Movement Science**

**Identify and compare the structures and functions of the major anatomical systems of the human body.**

2.1 Identify and compare the structure and function of the muscular system, the skeletal system, the nervous system, the cardiorespiratory system, and the endocrine system.

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 3**

**HS-FEP-3 Exercise Physiology**

**Identify the functions of exercise physiology within the systems of the body.**

* 1. Identify the basic structure and function of exercise physiology within the:
     + nervous system (e.g., motor units, action potential)
     + muscular system (e.g., sliding filament theory, muscle action spectrum)
     + skeletal system (e.g., arthrokinematics)
     + endocrine system (e.g., feedback mechanisms, responses to exercise)
     + cardiorespiratory system (e.g., cardiovascular physiology and cardiorespiratory physiology)
     + bioenergetics (e.g., energy systems, anaerobic vs. aerobic metabolism)

* 1. Explain and differentiate between the principles of human movement science.

* 1. Describe the functional biomechanics of human movement (e.g., levers, force, torque, planes of motion, joint motion).

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 4**

**HS-FEP-4 Human Kinesiology**

**Explain and compare the principles of human kinesiology.**

* 1. Define the concepts of biomechanics.

* 1. Recognize and use basic biomechanical terminology (e.g., anatomical locations, planes of motion, axes and joint motion.

* 1. Identify and explain the concepts associated with scapular motion.

* 1. Identify and explain how muscle actions and outside forces relate to human movement (e.g., isotonic, isometric and isokinetic motions).

* 1. Identify the concepts associated with the functional anatomy of muscles, including the following:
     + Muscular Force
     + Length-Tension Relationships
     + Force-Velocity Curve
     + Force couple relationships
     + Reciprocal Inhibition
     + Synergistic Dominance
     + Kinetic Chain

* 1. Explain the concepts of motor learning and motor control.
     + Identify the concept of motor behavior
     + Describe motor control, motor learning and motor development and explain their importance in exercise training
     + Define and compare the concepts associated with motor control (e.g., muscle synergies, proprioception, and sensorimotor integration)
     + Define and compare motor-learning concepts (internal and external feedback)

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 5**

**HS-FEP-5 Assessments Associated with Personal Fitness Training**

**Explain and perform the assessments associated with personal fitness training.**

* 1. Explain the regulations and guidelines related to the scope of practice for fitness assessment and personal training.

* 1. Perform a fitness assessment using current guidelines.
     + Demonstrate the ability to interpret and record information using the current guidelines for PAR-Q, medical history, medical risk factors (e.g., medications, surgeries, chronic disease, metabolic syndrome), and lifestyle questionnaire (e.g., sleeping habits, occupation, hobbies, stress level)
     + Demonstrate the ability to perform subjective assessments for special populations such as seniors, youths, prenatal and postnatal individuals

* 1. Demonstrate performing, interpreting, and recording for the following:
     + objective assessments related to the field of personal training
     + postural assessments of the lumbo-pelvic-hip complex and the upper and lower extremities
     + movement assessments including an Overhead Squat Test, Single-Leg Squat Test, Pushing Test, and Pulling Test

* 1. Demonstrate performing and interpreting the following:
     + vital sign examinations including respiration rate, blood pressure, pulse rate, and temperature
     + body composition assessments
     + strength assessments (e.g., maximal submaximal)
     + performance assessments (e.g., stability, balance, power, speed, agility)

* 1. Describe a cardiorespiratory assessment and assess the findings including:
     + maximum heart rate
     + heart rate training zones
     + sub VO2 max test (e.g., step test, Rockport Walk test, heart rate monitoring systems, metabolic testing)

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 6**

**HS-FEP-6 Exercise Technique and Training Instruction**

**Explain the concepts associated with exercise techniques and training instruction.**

* 1. Define and assess the components of exercise execution following the Kinetic Chain Checkpoints (e.g., starting position, ending position).

* 1. Demonstrate and describe the usages for integrated flexibility techniques including Active, Dynamic, Static, and SMR (Self myofascial release).
     + Define flexibility
     + Explain the components of the Human Movement System (HMS).
     + Explain the components of Neuromuscular Efficiency and mechanoreceptors.
     + Explain the scientific rationale associated with flexibility training.
     + Illustrate the three components of the flexibility continuum and describe their importance
     + Demonstrate the proper techniques for performing the following:

1. Stretches associated with myofascial release
2. Static stretching
3. Active isolated
4. Dynamic
   * + Demonstrate knowledge of safety measures for flexibility training.

* 1. Demonstrate and describe the fundamentals of cardiorespiratory fitness training (e.g., base, anaerobic threshold, submaximal).
     + Describe the phases (e.g. warm up cardiorespiratory, and cool down).
     + Develop a cardiorespiratory program using the FITTE guidelines and explain the importance of each component – (FITTE - frequency, intensity, time, type, and enjoyment).
     + Demonstrate the training methods.
     + Compare and contrast the two types cardiorespiratory training methods (Stage training and Circuit training).
     + Describe postural considerations involved in cardiorespiratory training.

* 1. Demonstrate and describe the components of integrated training (e.g., stabilization, strength, and power), including the following:
     + core training
     + balance training
     + reactive (plyometric) training
     + speed, agility, and quickness training
     + resistance training

* 1. Describe select Exercise Modification (pro-/regression), including the following:
     + neurological continuum (e.g., modality selection, extremity symmetry)
     + mechanical/movement patterns
     + bioenergetics

* 1. Demonstrate the ability to follow and implement safe training methods, including:
     + Demonstrating spotting techniques.
     + Explaining environmental considerations.
     + Comparing exercise risk vs. benefit (e.g., behind the neck pulls/presses, dips, upright rows).
     + Monitoring exercise intensity.
     + Identifying medical signs and symptoms that require training modifications.
     + Describing overtraining and the effects on the body.

* 1. Perform effective Kinesthetic, Auditor, and Visual Cueing Techniques to direct the client.

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 7**

**HS-FEP-7 Program Design**

**Apply the following principles of program design.**

* 1. Explain the principle of specificity (SAID), including mechanical specificity, neuromuscular specificity, and metabolic specificity.

* 1. Define the principle of overload and variation.

* 1. Illustrate the components of periodization in the OPT (optimum performance training) model (e.g., linear, undulating).

* 1. Describe the components of stabilization within the OPT model (e.g., stabilization endurance training).

* 1. Illustrate the aspects of strength within the OPT model (e.g., strength endurance training, hypertrophy, maximal strength).

* 1. Describe the concept of power within the OPT model.

* 1. Distinguish between the stages of general adaptation syndrome relating to physical training, including alarm reaction, resistance development, and exhaustion.

* 1. Investigate the acute variables of training when designing an exercise program using each of the following:
     + exercise selection
     + sets
     + repetitions
     + training intensity
     + tempo
     + rest interval
     + exercise order
     + training volume
     + training duration
     + training frequency
     + reputation tempo

* 1. Define, compare and use the components of the integrated training continuum to design an exercise program including each of the following components within a series of exercise routines within the framework of the OPT model:
     + warm up
     + core training
     + balance training
     + reactive training
     + SAQ (speed, agility, and quickness) training
     + resistance training
     + cardiorespiratory Training
     + cool down

* 1. Demonstrate and compare the styles of resistance training systems:
     + single set
     + multiple set
     + super set
     + pyramid set
     + circuit training
     + peripheral heart action
     + metabolic density training
     + split routines
     + horizontal loading
     + vertical loading

* 1. Demonstrate using the principles of FITTE to create a client-specific cardiorespiratory program.

* 1. Demonstrate utilizing physiological considerations and exercise guidelines for the following special populations:
     + diabetes
     + hypertension
     + arthritis
     + coronary heart disease
     + cancer
     + PAD (peripheral artery disease)
     + obesity
     + lung disease (e.g., asthma, COPD)
     + osteoporosis
     + fibromyalgia
     + youth
     + seniors
     + prenatal and postnatal

* 1. Define the following program modifications based on training setting and identify the proper use of each modification:
     + small group personal training
     + boot camps
     + 30-minute sessions
     + high altitude acclimatization
     + temperature acclimatization

* 1. Define and describe the safe and effective use of selected exercise training modalities within the OPT model. (e.g., free weights, tubing, and kettlebells).
     + strength training machines
     + free weights
     + cable machines
     + elastic resistance
     + medicine balls
     + kettlebells
     + body weight
     + suspension body weight
     + stability balls
     + bosu ball
     + vibration training

* 1. Research the Physical Activity Guidelines for Americans.

* 1. Design a client-specific program based upon assessment results.

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 8**

**HS-FEP-8 Considerations in Nutrition**

**Research the concepts related to nutrition and wellness.**

* 1. Evaluate basic nutritional concepts.
     + Research why the body needs carbohydrates, proteins, and fats and evaluate their role in digestion, absorption, and elimination.
     + Investigate the role of water in the regular diet and hydration needs within exercise.
     + Explain the dietary requirements for vitamins and minerals and how it relates to general health and performance enhancement.
     + Explain what a calorie is and how it relates to diet and, general health, weight gain/loss, and performance enhancement.
     + Describe the current Dietary Guidelines for Americans (e.g., myPlate).
     + Explain meal timing and frequency (e.g., pre/post/during workout).

* 1. Research the risks and benefits of nutritional supplements and ergogenic aids.
     + Explain the effects of nutritional supplements on general health (e.g., multi-vitamin, calcium supplement).
     + Evaluate how nutritional supplements and ergogenic aids can alter body composition (e.g., fat loss, mass gain).
     + Describe the effects of performance enhancement aids on the body (e.g., anabolic steroids, caffeine, and creatine).

* 1. Describe weight management concepts.
     + Compare the effects of different types of diets on the body related to healthy menu composition and crash/fad/myth diets.
     + Describe the law of thermodynamics related to diet
     + Explain metabolic rates (e.g., basal, resting)
     + Explain how endocrine abnormalities can affect metabolism and dietary needs.
     + Describe how nutritional guidelines can be used to create a plan for body composition alteration

* 1. Outline the protocols for special dietary considerations.
     + Outline the components for a balanced vegetarian meal plan
     + Explain the dietary modifications necessary for someone who is lactose intolerant
     + Compare dietary considerations and protocols for people with chronic diseases

* 1. Examine the nutritional guidelines for enhancing athletic performance (e.g., anaerobic, aerobic).

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Course Standard 9**

**HS-FEP-9 Client Relations and Behavioral Coaching**

**Research the concepts related to client relations and behavioral coaching.**

* 1. Demonstrate the components of effective communication.
     + Describe the use of verbal and nonverbal communication and demonstrate effective use of each
     + Compare and contrast open-ended and closed-ended questions and explain when and how each should be used
     + Describe techniques for effective listening (e.g., paraphrasing, active listening).
     + Explain how to build client/personal trainer rapport through use of supportive techniques (e.g., showing empathy, validating)

* 1. Facilitate client goal setting strategies and procedures.
     + Explain the stages of the Change Model
     + Demonstrate the ability to facilitate the client in developing effective SMART (Specific Measurable Attainable Realistic Timely) goals as he or she works toward physical fitness and a healthy lifestyle

* 1. Demonstrate implementing lifestyle and behavioral coaching strategies.
     + Demonstrate how to motivate a client’s behavior and actions (e.g., cognitive, affective, and physiological) to improve exercise adherence and to maintain a healthy and physically active lifestyle
     + Explain how to assist a client in developing coping strategies (stress management, time management, interpersonal influences,& external influences)

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**HS-FEP-10 Professional Development, Practice, and Responsibility**

**Course Standard 10**

**Research the concepts and requirements associated with professional development, practice and responsibility.**

10.1 Describe and demonstrate the ability to uphold the NASM-BOC Code of Professional Conduct. • Describe ways to maintain competencies through continuing education

• Explain ways to adhere to safe and ethical training practices (e.g., OSHA)

• Outline the components of proper facility maintenance (e.g., equipment, safety, layout, and disinfection)

• Understand protocols with respect for special considerations for training diverse clientele (e.g., age, gender, cultural background, and ability)

• Clearly define the role and professional limitations of a personal trainer (e.g., referral to registered dietitians, allied health care professionals)

• Explain the importance of adhering to the following standards of professionalism and ethical business practices:

a. liability insurance

b. record keeping

c. medical clearance

d. physical appearance and attire

e. timeliness

f. sexual harassment awareness

g. client confidentiality (e.g., HIPAA)

10.2 Demonstrate the ability to follow proper procedures in an emergency situation, including:

• Renewing CPR and First Aid certifications

• Developing an effective emergency action plan for various fitness settings (e.g. commercial fitness facilities, in home personal training, and privately owned facilities)

10.3 Demonstrate implementing personal and professional goal setting strategies and procedures related to the career of personal training

**Lesson Plan (The Standard and all Elements are listed.)**

**Completed Student Work noted (All standards and elements addressed as listed)**

**Completed Student Evaluation forms noted (All standards and elements addressed as listed)**

**Evaluator signature and title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comments:**