

## The Challenge: Preparing Health Educators

Educators and public health practitioners are trained in isolation, yet the two fields have tremendous impact on each other. To partner effectively with schools, future public health educators need:

- Hands-on teaching experience
- In-depth understanding of how people learn
- Practice developing relationships with teachers and school leaders
- Time to experience and reflect on the complex realities of schools
- Practice developing and adapting health education materials



Lilly Beck-Palmer teaches Pre-K kindergarten students about planting and eating healthy foods.

## Classroom to Community Goals

- Equip public health students with the knowledge and skills needed to become effective health educators and school partners.
- Inspire a passion for teaching and a drive towards public health leadership.

## Using Teach For America (TFA) teachers as partners and mentors

TFA focuses on growing the movement of leaders who work to ensure that children growing up in poverty get an excellent education. In addition to training teachers and placing them in under-resourced schools, TFA invests in corps members by training them as leaders.

C2C is about creating health educators and leaders – people with the skills and passion to teach and work in careers that address the connection between health status and educational attainment.

Students from the Rollins School of Public Health are paired with TFA corps members in Metro Atlanta's PreK-12 schools. They engage in hands-on health education opportunities and receive mentorship on teaching and leadership development throughout the program.

Rollins students spend time in their partner teacher's classroom doing observations and assisting with lessons. During the last few weeks, Rollins students develop and teach their own health education classes, tailored to the needs of the students.



## Classroom to Community (C2C) Curriculum

The course uses TFA's Teaching as Leadership framework to teach MPH students how to create and teach skills-focused health education lessons. The course specifically teaches:

- The **inside scoop on how schools really work** so that students can become more effective community partners.
- The **psychology behind how people learn** so that students can become more effective health educators and communicators.
- **Backwards planning** and **creating objective-driven lesson plans** to ensure students learn critical health information and skills.
- Methods for **tailoring health education materials** and **adapting teaching methods** for a wide variety of audiences.
- Strategies for developing a **growth mindset for continuous reflection and improvement** – critical skills for leadership and community engagement.

Additional guest lectures foster a contextual understanding about the importance of coordinated school health and community engagement. The class culminates in a final dinner to celebrate achievements, reflect on lessons learned, and network with experienced professionals in health and education.



MPH students and TFA teachers celebrate collaboration at the final dinner, April 2014.

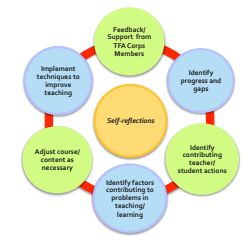
## What is Teaching as Leadership (TAL)?

TAL is Teach For America's framework used to foster strong leadership in education. It is a set of principles and actions for highly effective teaching in order to achieve academic gains. The table below demonstrates how several components of TAL are applied in Classroom to Community.

### Teaching as Leadership Principles Applied in Classroom to Community

TAL Principle	Application in TFA	Application in Classroom to Community
Create a vision	Setting ambitious, measurable, and meaningful goals for PreK-12 students	MPH students are taught to assess baseline health knowledge of classroom students, then set overarching measurable goals for health education lessons. Goals are then used to prioritize content and determine when success is achieved or when progress is not being made.
Plan purposefully	Focusing on where students are headed, how success will be defined, and what path to students' growth is most efficient	MPH students begin with the end in mind, using backwards planning to create a roadmap to achieving objectives. This process includes developing objective-driven lesson plans and creating assessments to determine whether or not learning objectives have been met.
Execute effectively	Monitoring progress and adjusting course to ensure that every action contributes to student learning	MPH students learn and practice strategies for clearly presenting health education content and for understanding during lessons. MPH students also learn and practice strategies for facilitating group work and class discussions, in addition to methods for evaluating student performance.
Continuously increase effectiveness	Reflecting critically on progress, identifying root causes of problems, and implementing solutions	MPH students engage in bi-weekly written reflections throughout the course. The model to the right illustrates the key areas of reflection during teaching sessions.

### Using Self-Reflection to Increase Teaching Effectiveness



## Impact of Classroom to Community on MPH students

### Key Classroom to Community Skills and Experiences

What were the most important skills you gained in C2C?	What experiences in C2C helped develop these skills?
<ul style="list-style-type: none"> <li>• Using backwards planning and creating skills-focused lesson plans</li> <li>• Time management and classroom management</li> <li>• Checking for understanding (during and after a lesson)</li> <li>• Adapting health education materials for different populations</li> <li>• Learning to receive feedback</li> <li>• Learning to reflect on practice and improve skills</li> <li>• Becoming an effective school partner</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the philosophies behind skills-based teaching</li> <li>• Hands-on teaching experience</li> <li>• Feedback/debriefing time with partner teacher</li> <li>• Classroom observations</li> <li>• Creating lessons and getting feedback</li> <li>• Structured written self-reflections</li> <li>• Building relationships with others committed to social justice</li> </ul>



Student work on environmental health

"Because of C2C, I know I definitely want to aim for a position in public health leadership down the road... Because of C2C, I know that I want to work with students and professors, go back to school, and continue to work on a career that I can incorporate education, teaching, and mentorship into."

### What MPH students say about C2C:

"I learned so much about lesson planning, curriculum development, and teaching. I can definitely say that it was the continuous feedback, the opportunity to collaborate with my TFA partner, the dynamic C2C lessons, the guest speakers, and (most importantly) the time in the TFA classrooms that have exposed me to the connection between health and education."

"This class has enhanced my appreciation for teachers and made me realize why it is so important to integrate health into schools."

"My TFA partner teacher taught me so much about the health issues his students face. The feedback/debriefing sessions were incredibly helpful. I have learned so much about the art of teaching and instruction through this partnership. This has been one of the more unique components of C2C!"

"Awesome, awesome, awesome. C2C inspires me and brings me so much joy."



Erika Rees teaches about the effects of acid rain

