

Date of request: 03-OCT-2020

Request ID: E-2020-HPHE-96

College: E

Department: HPHE

Initiator name: Lori Reichel

Initiator email: [lori.reichel@wmich.edu](mailto:lori.reichel@wmich.edu)

Proposed effective term: 202140

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: U

Proposed course data:

Change Course HPHE 4480

Specific Course Change type selected: Credit hours Specific Course Change type selected: Pre or Co-requisites

1. Existing course prefix and number:  
HPHE 4480

2. Existing credit hours:  
4.00

3. Proposed credit hours:  
3

4. Existing course prerequisites:  
Prerequisites and Restrictions:  
(HPHE 2400 Minimum Grade of C OR  
HPER 2400 Minimum Grade of C) AND

(HPHE 2950 Minimum Grade of OR  
HPER 2950 Minimum Grade of ) AND

(HPHE 2980 Minimum Grade of OR  
HPER 2980 Minimum Grade of ) AND

(HPHE 3150 Minimum Grade of OR  
HPER 3150 Minimum Grade of ) AND

(HPHE 3460 Minimum Grade of OR  
HPER 3460 Minimum Grade of )

5. Proposed course prerequisites:

Prerequisites and Restrictions:

(HPHE 2400 Minimum Grade of C OR  
HPER 2400 Minimum Grade of C) AND

(HPHE 2950 Minimum Grade of OR  
HPER 2950 Minimum Grade of ) AND

(HPHE 2980 Minimum Grade of OR  
HPER 2980 Minimum Grade of ) AND

(HPHE 3150 Minimum Grade of OR  
HPER 3150 Minimum Grade of ) AND

(HPHE 3460 Minimum Grade of OR  
HPER 3460 Minimum Grade of )

6. Existing course corequisites:

No Corequisites exist for HPHE 4480 in term 202140.

7. Proposed course corequisites:

HPHE 4485 Physical Education Pre-Internship

8. Proposed course prerequisites that may be taken concurrently (before or at the same time):  
none

9. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):  
C

10. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates,  
or both?

Not Applicable

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

Yes

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being  
submitted for the new WMU Essential Studies program. Please respond No if it is neither.

No

D. Explain briefly and clearly the proposed improvement.

This is a 4-credit pre-internship course for Physical Education which is proposed to be 3-credit course with a co-requisite one-credit internship course, HPHE 4485.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

This proposal is to keep consistent with other educational programs at Western (3+1) and to ensure students understand they need to be working with schools in a pre-intern capacity when taking this course.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

1. Application of management skills (e.g., contingencies of reinforcement, differences among types of reinforcement, Premack Principle, etc.) and behavioral principles;
2. Development, implementation and evaluation of lesson plan and instructional skills (e.g., developmentally appropriate content & delivery of material using Mosston's techniques, task analyses, lesson and unit plans);
3. Examples of teacher and student use of time during instruction using systematic observation;
4. Application of feedback (systematic and informal observation) to critically reflect on one's own teaching;
5. Health enhancing personal fitness as delineated in the NASPE K-12 standards;
6. Select, implement, record and interpret student assessments in a practical setting

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

No formal assessment was utilized for this proposed revision.

Informal assessments and a conversation with the Associate Dean (Dr. Fетters) support this revision for the PHEJ program; this revision will allow our program to be consistent with other educational programs at Western.

The PHEJ program will begin utilizing this revision as soon as possible in which formal assessments will begin/continue.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. No other programs will be impacted by this change. No duplication either. The PHEJ program is the only existing one at Western that trains future Physical and Health education teachers.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

No other programs will be impacted, as this course will enroll only PHEJ majors.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This revision will not create conflicts in students' programs or graduation requirements. This is a simple alteration of four required credits hours to 3 + 1 credits hours.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Our current program includes 38 undergraduate students. Due to COVID 19, numbers could have decreased, yet we are proud to see consistent numbers. We anticipate an increase in enrollment due to other programs within the state ending/closing.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) N/A - resource needs will remain the same.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

There are no formal PHEJ articulation agreements and students will still be able to transfer appropriate courses into the PHEJ program. The advising office will work on new transfer guides for the PHEJ program.

O. Current catalog copy:

This course provides information and experiences which allow the student to plan and implement effective physical education curricula in K-12 school settings and to self-assess teaching performance using reflective systematic skills.

Prerequisites & Corequisites: Prerequisite: HPHE 2400 (with a minimum grade of "C" or better), HPHE 2950, HPHE 2980, HPHE 3150, AND HPHE 3460.

Credits: 4 hours

Notes: Restricted to majors in Physical Education: Teacher/Coach, Physical and Health Education Teacher Education: K-12, Health Education: School, and minors in Physical Education: Secondary Education.

P. Proposed catalog copy:

This advanced course is designed to provide information and experiences that will enable the student to implement effective K-12 physical education curricula. Curricula will be based on the National/Michigan Physical Education Standards and support the Whole School Whole Community Whole Child framework. This is the final Physical Education methods course designed to prepare the teacher candidate for the final internship experience.

Prerequisites & Corequisites: Prerequisite: HPHE 1500, HPHE 2400 (with a minimum grade of “C” or better), HPHE 2950, HPHE 2980, HPHE 3150, AND HPHE 3460. Corequisite: HPHE 4485

Credits: 3 hours

Restrictions: Restricted to Physical Education and Health Education majors.

When Offered; Fall, Spring

Department Curriculum Chair approver: Carol Weideman

Department Curriculum Chair comment:

Date: 13-OCT-2020

Department approver: Yuanlong Liu

Chair comment:

Date: 13-OCT-2020



**HPHE 4480 (+ HPHE 4485 Pre-internship)**  
**Physical Education: Teaching Skills and Strategies**  
**[future semester]**

This syllabus will be used as a reference guide for descriptions and expectations to both HPHE 4480 and your pre-internship (HPHE 4485). The expectation is that you read this syllabus and reference this prior to asking questions regarding course guidelines, assignments, and grading.

**INSTRUCTOR:**

**OFFICE:** SRC

**OFFICE HOURS:** T, R: 10:00-11:30a & by appointment

**COURSE LOCATION:** 3012 SRC

**COURSE WEB SITE:** e-learning, Google drive

**EMAIL:**

**PHONE:** 269-387-

**FAX:** 269-387-

**COURSE DESCRIPTION:** This advanced course is designed to provide information and experiences that will enable the student to implement effective K-12 physical education curricula. Curricula will be based on the National/Michigan Health Education Standards and support the Whole School Whole Community Whole Child framework. In addition to attending class sessions, students are required to complete 30 pre-internship hours with local health educators and reflect on their pre-internship experiences. HPHE 4480 is the final Physical Education methods course designed to prepare the teacher candidate for the final internship experience.

**PRE-REQUISITES:** HPHE 2400 (C or better), 2950, 2980, 3150, and 3460. Teacher candidates must co-enroll in HPHE 4470 and HPHE 4480. Physical and Health Education Teacher Education (PHETE) majors must earn a “C” or better in both the course and the individual unit assignment with all course requirements successfully completed to be eligible for the final internship experience. Teacher candidates who do not complete all assignments will receive an “E” for the course. It is the candidate’s responsibility to make arrangements to complete the course.

**Corequisite:** HPHE 4485

**COURSE MATERIALS:**

-Rink, J.E. (2009). Teaching physical education for learning (6<sup>th</sup> ed.). New York, NY: McGraw-Hill. **RECOMMENDED**

-Membership in a local, state or national professional physical education organization

**PROGRAM GOALS:**

Western Michigan University's Physical and Health Education Teacher Program prepares pre-service teacher candidates to be certified to teach both physical education and health education in grades K-12. The overarching goal of this dual-major degree program is to assist teacher candidates in acquiring the skills, knowledge and real-world experiences necessary to become effective, competent and committed physically- and health-literate professionals in today’s society. The Physical and Health Education Teacher Program is recognized nationally as an approved program by the National Council for the Accreditation of Teacher Education.

**COURSE OBJECTIVES:** Each candidate will attain a minimum criterion of 70% to demonstrate the following competencies. Identify on a written test and/or demonstrate in a practical experience:

1. Application of management skills (e.g., contingencies of reinforcement, differences among types of reinforcement, Premack Principle, etc.) and behavioral principles  
**SHAPE America Initial Teacher Elements 4.a, 4.b, 4.c, 4.d, 4.e**

2. Development, implementation and evaluation of lesson plan and instructional skills (e.g., developmentally appropriate content & delivery of material using Mosston's techniques, task analyses, lesson and unit plans)  
**SHAPE America Initial Teacher Elements 1.b-e, 3.a, 3.c-d, 4.a-e, 5.a-c**
3. Examples of teacher and student use of time during instruction using systematic observation  
**SHAPE America Initial Teacher Elements 5.a-c**
4. Application of feedback (systematic and informal observation) to critically reflect on one's own teaching  
**SHAPE America Initial Teacher Elements 5.c, 6.b**
5. Health enhancing personal fitness as delineated in the NASPE K-12 standards  
**SHAPE America Initial Teacher Elements 2.b**
6. Select, implement, record and interpret student assessments in a practical setting  
**SHAPE America Initial Teacher Elements 5.a-c**

#### **SHAPE America Initial Teacher elements targeted in HPHE 4480**

- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity, and fitness for preK-12 students.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity, and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity, and fitness for preK-12 students.
- 2.b Achieve and maintain a health-enhancing level of fitness throughout the program.
- 3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state, and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 3.c Plan for and manage resources to provide active, fair, and equitable learning experiences.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 4.a Demonstrate verbal and non-verbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations, and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks needed to further student progress.
- 4.d Implement transitions, routines, and positive behavior management to create and maintain a safe, supportive, and engaging learning environment.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.
- 5.a Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.
- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.
- 6.a Engage in behavior that reflects professional ethics, practice, and cultural competence.
- 6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.

**ATTENDANCE:** Students are expected to attend all course-related sessions to earn available points. In case of an absence, assigned class work will be accepted only if prior arrangements are made with the

instructor. Individual circumstances will be given consideration only if the instructor is contacted before the day of the absence. Call or email. **Class begins promptly at 8:00am EST (check classroom time).**

### **APPROPRIATE ATTIRE:**

During all field experiences, candidates must wear appropriate physical education attire. Clean physical education footwear is required. Warm up suits/sweats, dress shorts or nice khaki pants and a **golf shirt** are required during practicum (**NO** t-shirts). Dress and act professionally. Bring your WMU student identification card to all off-campus class-related activities.

### **ACADEMIC INTEGRITY/DISHONESTY:**

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies

addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

This particular class includes several take-home and group/partner assignments. Although you may discuss these with others in this class, **the final answers that you turn in for grading must be written independently by you, and reflect your own efforts, knowledge, understanding and expression of ideas.** Examples of work that should be generated independently include, but are not limited to: diagrams, TAs, ITIPs, objectives, evaluation plans. Use of others' work without full referencing constitutes academic dishonesty (plagiarism), so ensure complete and accurate citations of all material submitted but not produced by you to avoid penalty. In addition, offering or providing your work to others is also a form of academic dishonesty (complicity). If you have questions or are confused about what is or is not appropriate regarding this, or other issues of academic integrity, please consult with me during office hours or after class. I am available at those times to discuss anything pertaining to this course. The WMU Writing Center can give you additional help with paraphrasing and citing sources correctly. If you observe other students in this class engaging in any form of academic dishonesty (<https://wmich.edu/conduct/honesty/definitions>) I invite you to approach me in confidence about it. **If you are found responsible for academic dishonesty, you will be assigned a failing grade in this course. Successful completion of this course is required to enroll in the final internship experience.**

Students and instructors are responsible for making themselves aware of and abiding by the "Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures" related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see [www.wmich.edu/sexualmisconduct](http://www.wmich.edu/sexualmisconduct).

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct [www.wmich.edu/conduct](http://www.wmich.edu/conduct)
- Division of Student Affairs [www.wmich.edu/students/diversity](http://www.wmich.edu/students/diversity)
- University Relations Office [www.wmich.edu/registrar/calendars/interfaith](http://www.wmich.edu/registrar/calendars/interfaith)
- Disability Services for Students [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices)

### **PEDAGOGICAL APPROACH:**

This course will require you to complete content-related preparation prior to attending class. All podcasts are on the course ELearning website (Desire 2 Learn or D2L) and will be the topic of discussion and class



activities as indicated on the tentative block plan. I will not be presenting this information in class, as you will have already carefully read and thought deeply about the information before class. Your advance preparation should enable you to engage with the content more fully during class and understand how the content relates to teaching Physical/Health Education. Failure to complete assignments and readings prior to class will notably limit the likelihood of successful participation in class-based activities, which represents 25% of the final course grade.

### **ACADEMIC REQUIREMENTS :**

Candidates are expected to be present for every class-related meeting (on- and off-campus). **No late work will be accepted without prior arrangement.** Unless otherwise stated, all assignments are due on the indicated date before the beginning of class, whether on D2L or in class, as specified on the syllabus. If a candidate is dissatisfied with a grade, any discussion of that grade must occur within one week of receipt to be reconsidered. NO grades will be changed after that one week 'grace period.'

**To successfully complete this course each candidate must successfully complete the following tasks:**

**(1) Earn at least 70% in the whole course AND on the group unit assignment which will serve as the class-based practicum, including full participation (e.g., plan, instruct, assess, reflect, etc.)**

**(2) Document an ACTIVE professional membership\*, and**

**(3) Complete 20 hours over the course of at least seven weeks at the outside-class placement.**

**\*Active memberships: PEK=consistent attendance at chapter meetings and participation in one major service project, SHAPE Michigan=attendance at state conference (fall semester), SHAPE America=1x/mo statement about Et Cetera newsletter to Dr. Ayers via e-mail.**

<u>GRADE COMPONENT</u>	<u>% OF GRADE</u>	<u>GRADING SCALE</u>
In-class practicum (includes individual planning)	50	93 - 100% = A
Assignments/Class activities	25	88 - 92% = BA
TK20 Assignments	15	83 - 87% = B
Quizzes	10	78- 82% = CB
		70- 77% = C
		<70% = E

\*Outside-class packet (D2L) contains details, expectations, and related forms.  
It will be necessary to begin the 7-week, 20-hr attendance prior to the in-class visit to PCMS.

Color Themes: Readings, Assignments, PCMS

#### HPHE 4480 Tentative Block Schedule

Date	Tuesday	Date	Thursday
	-Course Orientation/ <b>Pedagogy (H.O.T.S.)</b> -Unit assignments, due dates, format -Field Experience ( <b>20 hrs over 7+ weeks</b> ) -Core practices: What, why, how? <b>3.b, 6.a</b> -InTASC Standards <b>Assigned Reading:</b> Core Practices ppt <b>DUE:</b> <b>In:</b> PCMS teams		-Operant Principles <b>4.a-e</b> -Unit content and formatting (parts, need, how to use and why) <b>3.a, 3.c, 3.d</b> <b>DUE:</b> <b>B4:</b> OP ppt (e-learning Module 5), 3-5 rules for PCMS units & justification <b>In:</b> scenario sharing, reference sharing with unit partner, PCMS^
	-Developing/Maintaining a Learning Environment <b>4.a-e</b> -Management/Discipline/Bullying -Unit development: *essential skill selection *block/content map *connecting content to K-12 standards <b>DUE:</b> <b>In:</b> rule sharing, +/- of Hellison's model, group dev't of <i>draft</i> PCMS block plans, select Mi K-12 standards for unit		<b>Quiz 1: Op Prs, L'ing Env, Mgmt/Discipline</b> -Assessment & Evaluation <b>5a-c 3a, 3c, 3d</b> *Assessment plan (need, focus) *Start w/ the end in mind (content) *Domains, weights, tools <b>Assigned Reading:</b> Rink, ch. 11 <b>DUE:</b> <b>B4:</b> draft ideas for LP1 <b>In:</b> PCMS block plan, <i>draft</i> LP1, TAs, K-12 MI stds related to LP1objs, <b>Q/A</b>
	Unit development: *Task Analyses *Lesson Plan construction *Assessment plan (need, focus) <b>DUE:</b> <b>In:</b> PCMS grade scheme and A/E plan development		-Student Behaviors <b>5.c, 6.b</b> <b>Assigned Reading:</b> bring to class WMUSOM (D2L) <b>DUE:</b> <b>B4:</b> preview WMUSOM definitions consider PCMS grade schemes <b>In:</b> draft assessment plan/toolsz
Date	Tuesday	Date	Thursday
	-Teacher Behaviors and Instructional Strategies <b>5.c, 6.b</b> <b>Assigned Reading:</b> bring to class WMUSOM (D2L) <b>DUE:</b> <b>B4:</b> professional membership		<b>Quiz 2: Student &amp; Teacher Behaviors</b> Observing, Interpreting Observation Data/Graphing Results (GoREACT) <b>5.c, 6.b</b> <b>DUE:</b> <b>In:</b> draft assessment measures
	Practicum Observation Meet at Portage Central Middle School <b>7:00 am</b>		Sense-making (Plan1): <b>3.a, 3.c, 3.d</b> -Observations, PCMS T information, etc.
	Practicum planning on campus (Plan2): <b>3.a, 3.c, 3.d</b> -Unit development (skills, cog, PS, grade scheme) *Essential skill selection *Block/content map *Connecting content to K-12 standards *Assessment plan (need, focus)		Practicum Planning on campus (Plan3): <b>3.a, 3.c, 3.d</b> *Task Analyses *Lesson Plan construction *Draft pre-test and D1 LP
	Practicum Planning on campus (Plan4): <b>3.a, 3.c, 3.d</b>		Practicum Planning on campus (Plan5): <b>3.a, 3.c, 3.d</b>

-Finalize assessments (grading scheme, skill & cognitive test protocol, P-S assessment) -Collaborate on pre-test & D1 LP <b>DUE</b> (by end of class): grade scheme & assessment tools, forms, and procedures	-Discuss and revise pre-test plan -Print recording forms & assessments -Pre-test <b>dry-run</b> 1076 SRC  <b>DUE</b> (by end of class): Pre-test & D1 LP <b>Before:</b> 20-hr observation forms (D2L)
Administrative work (Plan6): -Collate forms, grade book, -Print nametags, forms	Practicum pre-test at PCMS 3.c, 5.a, 5.b <b>7:00 am</b> <b>DUE:</b> D2 LP, <b>pre-test reflection</b> (Google & D2L)
<b>Break</b>	<b>Break</b>
PCMS D1 3.a,c,d, 4.a-e, 5.a-c <b>DUE:</b> D3 LP (Google & D2L)	PCMS D2 3.a,c,d, 4.a-e, 5.a-c <b>DUE:</b> D4 LP, D1 reflection (Google & D2L)
PCMS D3 3.a,c,d, 4.a-e, 5.a-c <b>DUE:</b> D5 LP, D2 reflection (Google & D2L)	PCMS D4 3.a,c,d, 4.a-e, 5.a-c <b>DUE:</b> D6 LP, D3 reflection (Google & D2L)
PCMS D5 skill/cog assessments 3.a,c,d, 4.a-e, 5.a-c <b>DUE:</b> D4/post-test reflection (Google & D2L)	PCMS D6 3.a,c,d, 4.a-e, 5.a-c <b>DUE:</b> D5 reflection (Google & D2L)
Practicum discussion on campus: -Finalize grades for progress reports <b>DUE:</b> PCMS reflection (Google & D2L)	Practicum discussion on campus (Plan7): -Finalize progress reports
T/S Behaviors GoREACT 5.c, 6.a, b Individual video coding <b>DUE:</b> e-progress reports (for each student)	T/S Behaviors GoREACT 5.c, 6.a, b Individual meetings
T/S Behaviors GoREACT 5.c, 6.a, b Individual meetings <b>DUE:</b> final unit (Google Drive)	Health-related Fitness Assessment 2.b 4/5 HFZ to intern teach FitnessGram® -Review protocols, software use
<b>SHAPE America Conference</b>	<b>SHAPE America Conference</b>
<b>DUE:</b> Completed unit posted on Google (by ...)	

### **H.O.T.S. (Higher Order Thinking Skills)**

*Analytic Reasoning and Evaluation* (look at the data)

*Problem Solving* (use information to reach conclusion or solve a problem)

*Writing Effectiveness* (cite data as support for arguments)

*Writing Mechanics* (grammar, spelling, tense, etc.)

At the end of each class, ask yourself two questions:

1) What do I know?

2) What do I still need to learn?

2017 Michigan K-12 Physical Education Standards:

[https://www.michigan.gov/mde/0,4615,7-140-74638\\_74639\\_29234---,00.html](https://www.michigan.gov/mde/0,4615,7-140-74638_74639_29234---,00.html)

2013 National K-12 Physical Education Standards:

<http://www.aahperd.org/naspe/standards/nationalStandards/>

^ **Appropriate professional journals in PETE include:**

Journal of Physical Education, Recreation and Dance (JOPERD)

Strategies

Physical Educator

Journal of Teaching in Physical Education (JTPE)

Research Quarterly for Exercise and Sport (RQES)

**Pre-internship (HPHE 4485)**

This course (HPHE 4480) and the pre-internship (HPHE 4485) are requirements of the Physical and

Health Education Program; specifically HPHE 4480 and 4485 align with the Physical Education pre-internship experiences. The Office of Clinical Experiences (OCE) and/or your instructor will place students with a mentor teacher. You will be notified of this placement within the first three weeks of after the start of the semester. You and your mentor will receive an email from OCE/your instructor. Within 48 hours of receiving the email, it is your responsibility contact your mentor teacher (email/phone), and to set up a meeting (F2F or virtual) to discuss your schedule for the semester as well as the goals you have for the pre-internship experience. *The overall goal of the pre-internship is to provide students with the opportunity to interact with a health education teacher and their students in an authentic educational setting.*

**Absences in your Pre-Internship:** Be aware that your absence may affect your mentor's instructional lesson. Absences should only occur in emergency situations and are a reflection of your professional commitment.

If you are ill and need to be absent from your pre-internship, you must email your instructor and mentor prior to the start of the school day. This pre-internship should be a priority in your life; please treat this as a professional commitment.

Midterm and final evaluations are based on the MI-InTASC standards and CTPs set forth in the Program Goals and Indicator Reference Guide. Become familiar with these standards and practices prior to the start of your internship. You will be asked to set goals for your internship, based on these standards. An outside WMU observer will come into your classroom twice during your internship to discuss your progression, based on the goals set. Failure to successfully complete this field experience will result in failure of HPHE 4475. If you do not successfully complete the pre-internship, your progress in the program will be delayed.

Evidence of successful completion includes:

1. Positive Professional Dispositions Form; scored 1-3 (Submitted by mentor to TK20\*)
2. Positive Final Evaluation; scored proficient to emerging (Submitted by mentor to TK20\*)
3. Completed participation log indicating a minimum of 30 hours of involvement in your mentor's classroom/school (Submitted by pre-intern to TK20\*)
4. Completed/compiled pre-intern packet including ALL of the following – reference the Pre-Internship Portfolio of Assignments: (Submitted to Google Classroom, last week of classes)
  - a. Professional communications
  - b. Core Teaching Practice Evidence
  - c. Completed daily journals (submitted weekly)
  - d. Lesson outline from observation (turned in at the second observation)
  - e. Lesson reflection (based on observational feedback and personal reflection)