

Date of request: 03-OCT-2020

Request ID: E-2020-HPHE-99

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:

New Course HPHE 4475

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:  
HPHE 4475

2. Proposed credit hours:  
1

3. Proposed course title:  
School Health Education Pre-Internship

4. Proposed course prerequisites:  
HPHE 1500, HPHE 2400, HPHE 2950, HPHE 2980, HPHE 3120, HPHE 3150.

5. Proposed course corequisites:  
HPHE 4770 Teaching Health Education: K-12 Methods

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):  
HPHE 2950, HPHE 2980, HPHE 3150

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

8. Major and/or minor restrictions:  
Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

PHEJ

10. Classification restrictions:

Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

none

12. Level restriction:

Not Applicable

13. List the level (undergraduate, graduate) that is to be included or excluded.

Not Applicable

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

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Health Education Pre-Intern

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

Yes

19. Select class type:

Supervision or Practicum

20. How many contact hours per week for this course?

2-4

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 one credit internship course, taken with the revised HPHE 4470 (3 credit hours), will meet the same requirements but will make the expectations clearer to students.

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 credit hour courses) 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.

In alignment with HPHE 4470, students will:

1. develop course curriculum using the Understanding by Design framework in accordance with the appropriate curriculum standards (e.g. MHES, NHES).
2. construct developmentally appropriate student outcomes.
3. plan for instruction based on intended student outcomes.
4. differentiate instruction to meet the needs, abilities, and interests of diverse students.
5. assess student learning and evaluate the effectiveness of instructional practices.
6. build respectful relationships with students by speaking with and learning about students cultural, religious, family, intellectual, and personal experiences.
7. develop lesson plans, with supplementary materials, that incorporates appropriate instructional strategies/activities (see 2-6 above) based on your identified student outcomes.
8. critically reflect on teaching practices in the field
9. develop an understanding of the role of teachers in the classroom, in the community, and in the profession.

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 Feters 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 PHETE 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 from 4 credit 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:  
n/a

P. Proposed catalog copy:  
This course is the pre-intern experience for pre-service health teachers in the Physical and Health Education program. This field experience is a supervised placement in a preK-12 grade school setting with a mentor teacher. Candidates will spend a minimum of 30 hours in the schools. This course must be taken with HPHE 4470. May repeat course one time only.

Prerequisites & Corequisites: HPHE 1500, HPHE 2400, HPHE 2950, HPHE 2980, HPHE 3120, HPHE 3150. Corequisite: HPHE 4470

Credits: 1 hour

Restrictions: Restricted to Physical Education and Health Education majors.

When Offered; Fall, Spring

Notes: Graded on a Credit/No Credit basis.

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 4470 (+ HPHE 4475 Pre-internship)**  
**Teaching Health Education: K-12 Methods**  
**[future semester]**

*"Better than a thousand days of diligent study is one day with a great teacher." --Japanese proverb*

This syllabus will be used as a reference guide for descriptions and expectations to both HPHE 4470 and your pre-internship (HPHE 4475). The expectation is that you read this syllabus and reference this prior to asking questions regarding course guidelines, assignments, and grading.

**COURSE INFORMATION:**

**Class Time:**

**Class Location:**

**Instructor:** Dr. Lori Reichel, Assistant Professor, Human Performance & Health Education Department

**Email:** [lori.reichel@wmich.edu](mailto:lori.reichel@wmich.edu)

**Remind Texting:** *please text through our other course code*

**Office:**

**Phone:** 269-387-

**Office Hours:**

**Course Website:** eLearning (D2L)

**Prerequisites:** HPHE 1500, HPHE 2400, HPHE 2950, HPHE 2980, HPHE 3120, HPHE 3150, and HPHE 3460.

**Corequisite:** HPHE 4475

**Required Texts:**

Benes, S., & Alperin, H. (2016). *The essentials of teaching health education: Curriculum, instruction, and assessment*. Champaign, IL: Human Kinetics. ISBN: 9781492558040.

Benes, S., & Alperin, H. (2016). *Lesson planning for skills-based health education*. Champaign, IL: Human Kinetics. ISBN-13: 9781492507635.

**Reading Materials:**

Michigan Curriculum ([www.michigan.gov](http://www.michigan.gov) → Education → Educators → Curriculum Planning → *choose appropriate content standards link*) I will have links to all current state curriculum posted on eLearning. WMU Pre-internship Resources (located in eLearning under pre-internship documents tab)

**\*Pay particular attention to the mid-term and final evaluation forms\***

Other reading assignments will be provided throughout the semester and provided by the instructor.

**GoReact video/feedback:** <https://app.goreact.com/join/5c4bcd55-641d-467c-8a65-12e951569cc0>

**PROGRAM'S MISSION:**

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

### **COURSE DESCRIPTION:**

This advanced course provides student health education content to allow students to plan, implement, and assess effective health education curricula in the K-12 school setting. 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.

<b>Course Understandings</b>	<b>Course Essential Questions</b>
School health educators incorporate numerous skills into their daily practice.	How do you plan, instruct, and <b>assess</b> health education in the K-12 school setting?
Many resources are available supporting the success of future and current school health educators.	What resources exist to support your success?

### **COURSE COMPETENCIES:**

By the end of the semester, future school health educators enrolled in this course will be able to demonstrate the following competencies:

- understanding National Health Education Standards (NHES), Michigan Health Content Standards (MHCS), Michigan Model for Health, and Health Education Comprehensive Analysis Tool (HECAT)
- assessing the needs of K-12 students with regard to knowledge and skills for whom instructional lessons will be designed, and then evaluate improvement in knowledge and skills.
- using backward design approach to design and plan unit and lesson plans consistent with specified state, school, and program standards and learning expectations based on a needs assessment
- appropriately integrating best practice guidelines to incorporate accurate and functional health information and knowledge in teaching units and lessons
- accessing, examining, and critiquing health education curricula resources
- selecting developmentally appropriate and culturally-sensitive methods and media best suited to implement units and lesson plans for diverse learners based on their abilities and previous experiences;
- developing and implementing formative and summative assessments to determine student achievement of outcomes and guide modifications of instruction
- applying a variety of effective teaching strategies during instruction
- establishing effective classroom management rules and routines

### **InTASC Standards:**

**Standard #1: Learner Development:** The pre-intern teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences:** The pre-intern teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet standards.

**Standard #4: Content Knowledge:** The pre-intern teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she/he teaches and creates learning experiences that make the discipline accessible and meaningful for learners.

**Standard #5: Applications of Content:** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment:** The pre-intern teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to inform ongoing planning and instruction.

**Standard #7: Planning for Instruction:** The pre-intern teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies:** The pre-intern teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

**Standard #9: Professional Learning and Ethical Practice:** The pre-intern teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Professional Teaching Standards and Practices**

The teacher education programs function under the oversight of the Department of Education of the State of Michigan (MDOE) and are reviewed and accredited by the Council for the Accreditation of Educator Preparation (CAEP). The State of Michigan supports Core Practices, taken from Dr. Deborah Ball's Teaching Works High Leverage Practices. A full description can be found at the end of the syllabus. You can also learn more about them here (<http://www.teachingworks.org/work-of-teaching>). These are critical practices for all effective teachers and will be a consistent theme throughout your coursework and internship experiences. The 19 practices have been organized in five groups for ease of use, and are listed below.

CAEP uses the Council of Chief State School Officers Interstate Teacher Assessment and Support Consortium (InTASC) standards. A full description can be found at the end of the syllabus. You can also find more information at: ([https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf))

### **Michigan Core Teaching Practices/CTPs**

Groups into five major categories (\*indicates a focus for ED4060/4065)

#### **Relationships**

\*10. Building respectful relationships with students.

\*12. Learning about students cultural, religious, family, intellectual, & personal experiences for use in instruction.

\*11. Talking about a student with parents or other caregivers.

#### **Assessment**

\*15. Checking for understanding during and at conclusion of class



- \*16. Selecting and designing formal assessments.
- \*18. Providing oral and written feedback
- \*4. Diagnosing particular common patterns of student thinking and development in a subject matter domain
- \*17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments

#### Organization

- 5. Implementing norms and routines for classroom discourse and work
- 7. Specifying and reinforcing good student behavior
- 8. Implementing organizational routines

#### Planning and Instruction

- \*13. Setting long- and short-term learning goals for students
- \*14. Designing single lessons and sequences of lessons
- \*2. Explaining and modeling content, practices, and strategies
- \*3. Eliciting and interpreting individual students' thinking
- \*6. Coordinating and adjusting instruction during a lesson
- \*19. Analyzing instruction for the purpose of improving it

#### Participation structures

- \*1. Leading a group discussion
- 9. Setting up and managing small group work

### **TK20 SUBSCRIPTION**

The TK20 is a tool to help candidates create a record of their accomplishments toward their teaching license. Using TK20, the candidates will be able to create portfolio of their work. The university will also use the database for program accreditation and to verify that Teacher Candidates are making appropriate progress to meet SHAPE America/CAEP beginning teacher standards and receive K-12 licensure in H/PE in the State of Michigan.

### **LAPTOP:**

As this class work involves planning, website searching, etc., please bring a laptop to each classroom class-beginning the second week.

### **PROFESSIONALISM**

All candidates are expected to demonstrate **PROFESSIONALISM** during the class and field placement. By professionalism, it refers to:

- Always attend class on time.
- Always attend predetermined field placement **at least 20 minutes** before class time.
- Be responsible for assigned tasks (both class assignments and team work) and complete on time.
- Address and communicate with the instructor and classmates in a polite and appropriate manner
- Be responsible to check WMU emails and Respond to instructor's emails in a timely manner (except emergency) (within 24 hours is highly recommended).
- Inform instructor, cooperative teacher, and/or teammates within a timely manner if there is any possible delay or any emergency for any assigned task.

- Only use WMU email to communicate with the instructor and mentor/cooperative teacher. Personal email WILL NOT be welcomed .

**\*NOTE.** Most school districts have guidelines about what teachers can wear and how they should dress. The Teacher Candidates placed in these schools are expected to also conform to any district and/or school dress guidelines that are not included in our dress policy.

### **ATTENDANCE**

Every student in this course is expected to attend **ALL** course-related sessions to meet the academic requirements. An absence tracking sheet has been set up on E-learning to track candidates' attendance status in this course. It is candidates' responsibility to keep tracking candidates' attendance and clear any confusion about the record with the instructor.

For any excused absences (see below for the four situations of excused absences), it is the candidates' responsibility to inform the instructor **AHEAD** of time and make necessary arrangements to make up missing assignments or content.

- Observation of a religious holiday
- Illness or injury preventing class participation
- Participation in a documented University sanctioned event
- Documented death in the family

## ACADEMIC REQUIREMENTS

To successfully complete this course, teacher candidates are required to complete two components: **Course Assignments and a minimum of 30-hours of field visits.** All assignments are to be uploaded onto eLearning Dropbox or other designated area by noted due dates. Late assignments will not be accepted. A Zero will be assigned to late or missing assignments. Teacher candidates need to communicate with the instructor in the event of specific circumstances ahead of time and arrangements will be made accordingly.

**Course Assignments:** Your grade will be based on evidence of your work throughout the semester including contribution/participation and different assignments. Detailed assignments and grading rubrics will be provided in separate documents throughout the semester on eLearning. Ungraded assignments are required and will be evaluated using a plus, check, or minus system.

<b>Grade Categories:</b>	<b>Points:</b>
Class Contribution	<b>10 pts.</b>
Assignments (provided throughout semester)	<b>10 pts.</b>
Two completed UbD Templates for two HE Units	5 pts each; <b>10 pts total</b>
Assessments for One Formerly Created Unit*	<b>10 pts total</b>
Two full Units (to be completed within groups) (including Lesson Plans, Supplemental Materials, Possible Assessments)	10 pts each; <b>20 pts total</b>
Notebook (3 Sections; one section for journaling)	10 pts.
Final	10 pts
<b>Total=</b>	<b>100 pts.</b>

***Course expectations/norms will be created by the teacher candidates and instructor the first/second week of the semester. Examples of expectations are below:***

- a. This is to be a safe classroom.
- b. Respect each other.
- c. Be open minded.
- d. You have the right to ask for what you need, including the right to “pass.”
- e. Be actively engaged.
- f. Take notes.
- g. Be careful of generalizations.
- h. Ideas and opinions may be challenged, but individuals are to be respected.
- i. You are enough.
- j. It’s okay to not know answers. Our learning is not a competition.
- k. One “put-down” equals two “put-ups.” “Ouch “ rule.... “Don’t yuck my yum...”
- l. Personal stories stay between us; general information can be shared.
- m. Specific personal stories (3 types) will be shared with other professionals. \*\*\*
- n. All cell phones need to be turned off or put on vibrate, except for emergency situations. Please provide your instructor with a “heads up” for why your phone is out (she does not need the details, only that there is an emergency).
- o. If a personal computer is in use, only note taking programs or requested programs should be used during class. This means no use of Facebook, twitter, etc.... unless asked to do so. Recording of class lectures/discussions is also not allowed without permission.

## FINAL GRADING SCALE:

<i>Letter Grade</i>	<i>Percentage Equivalent</i>
A	93-100%
BA	88-92%
B	83 – 87 %
CB	78 -82 %
C	70 - 77 %
DC	65 – 69 %
D	60 -64 %
E	59 % - below

#### **LATE ASSIGNMENTS:**

Assignments are due on the dates indicated in the Tentative Course Schedule. For extenuating circumstances impacting your ability to meet deadlines or participate in class activities, you are responsible for alerting the instructor as soon as possible. Also, please notify your instructor of absences and any errors noted on e-learning.

#### **EXPECATIONS OF GRADED WORK:**

I will provide teacher candidates feedback and/or scores on assignments requiring individualized grading before a further assignment of a similar format is due. Generally, I return work that requires individual feedback within 14\* days from the date the work was due. I will notify you if I am unable to grade the work within the 14-day timeframe, and will identify a revised return date. If you submit work after the due date, it may not be returned within 14 days. Your graded coursework will be returned in compliance with FERPA regulations, such as in class, during my office hours, or via the course management system through which only you will have access to your grades

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

Academic honesty is central to WMU's educational mission. It enables each of us to fulfill our potential, learn effectively with and from one another, acquire specialized knowledge and skills, become informed, responsible and creative thinkers and have pride in our institution's standing. To these ends we require that teacher candidates in this class represent their own work accurately and truthfully without cheating, fabrication, falsification or forgery, multiple submission, plagiarism, complicity and computer misuse, according to the policies 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 an opportunity to review the charge(s). If you believe you are not responsible you will have the opportunity for a hearing.

This particular class includes lesson planning and teaching experiences. Although you may discuss these with others, **the final work submitted must be created independently by you, and reflect your own efforts, knowledge, understanding and expression of ideas.** Use of others' work constitutes academic dishonesty. 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 teacher candidates in this class engaging in any form of academic dishonesty, I invite you to approach me in confidence about it. **If you are found responsible for academic dishonesty, you will fail this course.**

Teacher candidates 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).

Please see the following links 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/teacher candidates/diversity](http://www.wmich.edu/teacher_candidates/diversity)
- Registrar’s Office <http://www.wmich.edu/registrar/calendars/interfaith>
- Disability Services for Teacher candidates [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices)

## Pre-internship (HPHE 4475)

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This course (HPHE 4470) and the pre-internship (HPHE 4475) are requirements of the Physical and Health Education Program; specifically HPHE 4470 and 4475 align with the Health 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 to 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)

### **Tentative Class Schedule and Course Content:**

<u>Week</u>	<u>Topic</u>	<u>Reading/Work due for week</u>
<b>Week 1:</b>	Fairy Godparent Activity Classroom Expectations Lesson Plan Template (for modeled lesson) Bloom's Taxonomy "They are doing what?" List from 2016	Chapter 1 Alperin & Benes
<b>Week 2:</b>	Remind and Flipgrid What skill is most important? Syllabus – ALL PARTS Health Education Standards – Review (Introduction) NHES Standard 1 vs. Functional Health Knowledge Review of Understanding by Design (template) Where do we begin with unit planning?	Chapters 1 & 2 Alperin & Benes <b>Twelve questions -Chapters 1 &amp; 2</b> Read Chapters 11 & 12
<b>Week 3:</b>	Where do we begin with unit planning? Starting at the Beginning with Data Sample Introductory Unit (created by us)	<b>Twelve questions-Chapters 11/12</b> <b>Exploration - YRBS</b> Other Resources Chapter 9 Alperin/Benes (HC)
<b>Week 4:</b>	Steps for Developing Health Education Skills Our First Unit – did we do these items?	Chapter 12 Alperin/Benes(HC) Chapter 2 of New Book
<b>Week 5:</b>	Assessments ☺ Formative vs. Summative	Chapter 13 Alperin/Benes(HC)
<b>Week 6:</b>	Assessment Work Teaching Skill Development (5 steps) Unit # 1 Development Work	<b>Assessments Due</b> Assigned Readings
<b>Week 7:</b>	Unit # 1 Work Lesson Creation Assessments Creation Supplemental Items Creation	<b>UbD &amp; Unit Template Due</b> Assigned Readings
<b>Week 8:</b>	Sharing of Created Units Unit/Lesson/Etc. Work	<b>Notebooks are due</b> <b>All Items for Unit 1 Due</b> Assigned Readings

From this week on, each of us will choose one instructional strategy for a health education class and teach it. (2 each)

<b>Week 9:</b>	Unit # 1 Work	<b>UbD &amp; Unit Template Due</b>
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	Lesson Creation Assessments Creation	Assigned Readings
<b>Week 10:</b>	Supplemental Items Creation (Unit 2) Teaching	<b>All Items for Unit 2 Due</b> Assigned Readings
<b>Week 11:</b>	Catch-Up Work	Assigned Readings
<b>Week 12:</b>	Theories in School Health Education What theory is within our units?	Video Clips on HE Theories Theories at A Glance Assigned Readings
<b>Week 13:</b>	Student Motivation Realities of Children and Youth	Assigned Readings Chapter 3 Alperin & Benes <b>Required Paperwork</b>
<b>Week 14:</b>	Implementing a Skill-based Approach How Successful Were We?	Chapter 15 Alperin & Benes <b>Notebook due for Whole</b>
<b>Semester</b>		
<b>Week 15:</b>	Your Final 😊	

**Late work – IF late work is accepted, time is needed to update items. Please do not expect instant results.**