

**FORMAT 2**

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
*Attach a syllabus, except if dropping a course.*

**SUBMITTED BY:**

<b>Department</b>	Elementary Education	<b>College/School</b>	School of Education
<b>Prepared by</b>	Jann Laiti/Carol Barnhardt	<b>Phone</b>	6447/6457
<b>Email Contact</b>	<a href="mailto:jmlaiti@alaska.edu">jmlaiti@alaska.edu</a> <a href="mailto:cabarnhardt@alaska.edu">cabarnhardt@alaska.edu</a>	<b>Faculty Contact</b>	Carol Barnhardt

**1. COURSE IDENTIFICATION: As the course now exists.**

<b>Dept</b>	ED	<b>Course #</b>	F417	<b>No. of Credits</b>	2
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<b>COURSE TITLE</b>	Physical and Health Education for Elementary Teachers
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**2. ACTION DESIRED: Changes to be made to the existing course.**

<b>Change Course</b>	x	If Change, indicate below what change.	<b>Drop Course</b>	
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<b>NUMBER</b>		<b>TITLE</b>		<b>DESCRIPTION</b>	
<b>PREREQUISITES</b>				<b>FREQUENCY OF OFFERING</b>	
<b>CREDITS (including credit distribution)</b>		3			<b>COURSE CLASSIFICATION</b>
<b>CROSS-LISTED</b>		<b>Dept.</b>		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
<b>STACKED (400/600) Include syllabi.</b>		<b>Dept.</b>		<b>Course #</b>	
<b>OTHER (please specify)</b>	To take effect <del>summer</del> 2013 ^FALL 2013				

**3. COURSE FORMAT**

**NOTE:** Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

<b>COURSE FORMAT:</b> (check <u>all</u> that apply)		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6 weeks to full semester</b>	x
<b>OTHER FORMAT (specify all that apply)</b>													
<b>Mode of delivery (specify lecture, field trips, labs, etc)</b>													

**4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)**

H = Humanities  S = Social Sciences

<b>Will this course be used to fulfill a requirement for the baccalaureate core?</b>	<b>YES</b>		<b>NO</b>	x
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**IF YES, check which core requirements it could be used to fulfill:**

O = Oral Intensive,  W = Writing Intensive, Format  Natural Science, Format



Format 6 also submitted

7 submitted

8 submitted

**5. COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDIT S

**6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

ED F417 Physical and Health Education for Elementary Teachers

2 Credits

Introduction and application of the relationship between physical fitness and good health in a school setting. Includes introducing students to fundamental movement activities and games. Includes incorporating health curriculum and first aid procedures into practices and policies, and issues specific to the Alaska context. Concurrent internship required. Prerequisites: Admission to the Internship Year. (1+2)

**7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike-through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

ED F417 Physical and Health Education for Elementary Teachers

2 ~~3~~ Credits

Introduction and application of the relationship between physical fitness and good health in a school setting. Includes introducing students to fundamental movement activities and games. Includes incorporating health curriculum and first aid procedures into practices and policies, and issues specific to the Alaska context. Concurrent internship required. Prerequisites: Admission to the Internship Year. (~~1.5+2.0+1.5~~) (1.5+0+12)

**8. IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO  No If Yes, DEPT  NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

**9. GRADING SYSTEM: Specify only one**

LETTER  PASS/FAIL:



**10. ESTIMATED IMPACT**

**WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.**

No impact.

**11. LIBRARY COLLECTIONS**

*Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.*

No  Yes  No change.

**12. IMPACTS ON PROGRAMS/DEPTS:**

**What programs/departments will be affected by this proposed action?**

*Include information on the Programs/Departments contacted (e.g., email, memo)*

None other than the School of Education.

**13. POSITIVE AND NEGATIVE IMPACTS**

*Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.*

None.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

*Teacher education programs are under a great deal of scrutiny to assure policy makers and the general public that future elementary teachers have sufficient content knowledge and skills in the areas in which they have teaching responsibilities and that they have clearly defined coursework to assure that they also have opportunities to acquire the methods needed to successfully teach and develop meaningful curriculum in multiple content areas.*

*UAF elementary teacher education interns (i.e., students in their senior year of the BA in Elementary Education degree and elementary post-baccalaureate students completing their year-long internship) currently DO have these opportunities and requirements but this has not been accurately reflected in the current distribution of credits during their internship year. As an artifact of the process of development of the original BAE degree, the number of hours that interns spend in their elementary classroom placements and in their university methods and curriculum development courses has never been accurately reflected in the course credit allocations.*

*It is important that we correct these inaccuracies now for the following reasons:*

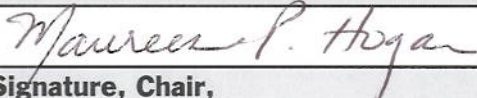
*1. External agencies (political entities and accreditation groups) now want more specific evidence that elementary teacher education students have dedicated coursework and internship requirements to prepare them to teach Reading, Writing, Math, Science, PE/Health and the Arts. This evidence needs to be reflected more directly and more accurately on our program requirements than it has been. Some of the work currently completed by students as part of ED 468 (a 6 credit course currently co-taught by 4 instructors) is being distributed to other courses so that the content of the courses is more clearly evident to reviewers.*

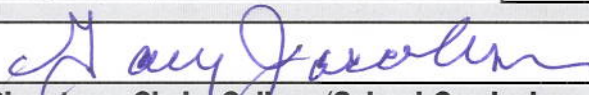
*2. To be eligible for the newly created Alaska Performance Scholarship, university students must be enrolled in 30 credits per academic year. The intern year requirements in the current BA in Elementary Education degree include only 26 credits. These 26 credits are not an accurate representation of the amount of coursework and fieldwork that students actually complete.*



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**APPROVALS:** (Additional signature blocks may be added as necessary.)

	Date	9-17-12
Signature, Chair, Program/Department of:	<u>Carol Barnhardt, Elementary Program</u>	

	Date	9/24/12
Signature, Chair, College/School Curriculum Council for:		

	Date	9-26-12
Signature, Dean, College/School of:	<u>Allan Morotti</u>	

	Date	
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Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date	
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Signature, Chair, UAF Faculty Senate Curriculum Review  
Committee

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
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Signature, Dean, College/School of:

University of Alaska, Fairbanks  
School of Education

*“Preparing professional educators who are culturally responsive, effective practitioners”*

**ED417: Physical & Health Education for Elementary Teachers - 3 Credits**

Spring

Selected Wednesdays, 12:00-2:00pm ~ Audio-Conference Lecture/Elluminate

**1-800-570-3591**

Participant PIN **2774373**

*During the elementary internship year students are required to participate in university coursework with UAF faculty and in aligned internship year responsibilities in an elementary classroom with a qualified mentor teacher. The internship year follows the school district calendars for teachers (approximately 190 days per academic year) and during each school day, interns are required to be in their elementary classroom whenever they are not participating in university required coursework with their UAF instructor or UAF supervisor. There are additional evening and weekend requirements for students during the internship year.*

*Following the UAF formula for credit distribution, ED 417 includes approximately 20 hours of “lecture” (i.e., face-to-face instruction and individual e-mail interaction with a UAF instructor and with a UAF supervisor) and 180 hours of internship time in the assigned elementary classroom with a qualified mentor teacher. In the catalog, the credit distribution for this 3 credit class is shown as ED 417 (~~1.5+0+12~~) (1.5+0+12)*

Diane Kardash, Instructor

Office Hours by appointment

Email: [diane.kardash@alaska.edu](mailto:diane.kardash@alaska.edu)

FAX: 1- 866-561-8031

Website: [classes.uaf.edu](http://classes.uaf.edu)

The Mission of the School of Education is to prepare professional educators who are culturally responsive, effective practitioners for Alaska’ Schools. Such educators have the following professional characteristics.

They

- respond to the individual needs of the child,
- seek to develop the classroom as an inclusive community of learners,
- work collaboratively within the community of which the school is a part, and
- affirm the varied cultures and languages of Alaska’s children.

This course supports the UAF School of Education’s mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska’s students, schools, and communities. Emphasis is placed upon the development of literacy of Alaska students through thoughtful instruction based on current research and responsiveness to student needs.

**COURSE DESCRIPTION:**

ED 417 will provide interns with an introduction and application of the relationship between physical fitness and good health in a school setting. Interns will participate in fundamental movement activities and games with students at the school site. Interns will incorporate health curriculum and first aid procedures into practices and policies, and issues specific to the Alaska context. Through class discussions, written responses to course readings, and observing and teaching physical education and health lessons, ED417 interns will begin to develop a philosophy of education in respect to physical education and health based on current research and personal experience.

**COURSE OBJECTIVES:**

This course is designed to provide students who will be teaching in elementary classrooms the opportunity to:

- Identify the purposes, values and objectives of elementary school physical education and health programs;



- Clarify and expand their understanding of the values, goals, and place of physical education, physical activity and health in the community, the educational system, and the individual student's development;
- Learn how to integrate physical education and health across the curriculum in a meaningful way;
- Increase personal skills in physical education and health through individual practice and interaction in physical education/health classes and activities;
- Understand how to establish and maintain an effective teaching/learning environment in a physical education and/or health education setting;
- Understand what is developmentally appropriate elementary physical education and health education

<b>UAF/Alaska Teacher Standards designed to prepare Culturally Responsive, Effective Practitioners</b>	
<p>The Alaska Teacher Standards and the Alaska Standards for Culturally Responsive Schools serve as the basis for all UAF School of Education programs. Elementary faculty developed additional performances and competencies using these UAF/AK Teacher Standards. These define what a UAF student should understand and demonstrate by the time they complete their elementary teacher preparation program. All graduates should be able to demonstrate that they are culturally responsive, effective practitioners. During the Elementary Internship year, students must demonstrate competency in each AK/UAF competency standard to earn licensure and meet degree requirements. The following rows include the standards and competencies related to this course.</p> <ul style="list-style-type: none"> <li>• Click <a href="http://tinyurl.com/AK-SOE-Elem-Standards">http://tinyurl.com/AK-SOE-Elem-Standards</a> for the complete list of the UAF/Alaska Teacher Standards designed to prepare graduates to be "Culturally Responsive, Effective Practitioners."</li> <li>• Click <a href="http://tinyurl.com/UAF-Elem-Competencies">http://tinyurl.com/UAF-Elem-Competencies</a> for the list of all competencies.</li> </ul>	
<b>ED417: Physical &amp; Health Education for Elementary Teachers</b>	<b>Competencies</b>
<b>Standard I: Philosophy and Application to Practice</b> The teacher can describe his/her philosophy of education and demonstrate its relation to his/her practice.	1-1
<b>Standard IV: Knowledge of Content Area and How to Teach It</b> The teacher knows the appropriate subject matter content and how to teach it in the ten student content areas: English /Language arts; Mathematics; Science; Government & Citizenship; Geography; History; Arts; World Languages; Skills for a Healthy Life; Technology	4-1 4-4
<b>Standard V: Multiple Assessments Linked with Varied Instructional Strategies &amp; Resources</b> The teacher facilitates, monitors and assesses student learning	5-2 5-5
<b>Standard VI: Effective Learning Environments Created</b> The teacher knows how to create and maintain a learning environment in which all students are actively engaged and contributing members.	6-5
<b>Standard VIII. Participation in and Contributions to the Teaching Profession</b> The teacher participates in and contributes to the teaching profession.	8-5

### **SCHEDULED MEETINGS AND TENTATIVE TOPICS:**

January 11	What are Physical Education and Health Education? Course Overview Begin PE Observations – 4 total (at least 2 in February and 2 in March)
January 25	Your Curricula for Health and PE; Alaska State Priorities
February 22	Issues in Health Education Plan and teach four lessons: two for Health and two for PE by April 27
March 21	Issues in Physical Education Developing your Philosophy of Education relating to Physical and Health Education
April 25	Sharing philosophies and plans for further professional development

### **READINGS and RESOURCES:**

- ✦ District Physical Education and Health Curricula
- ✦ Alaska State Standards for Physical Education and Health Education  
<http://www.eed.state.ak.us/ContentStandards/>
- ✦ Alaska Physical Education Objectives <http://www.eed.state.ak.us/tls/schoolhealth/PEStandards.html>
- ✦ AlaskaKids – Get Active! <http://www.alaskakids.org/index.cfm?section=Get-Active>



- ✦ Healthy Reading Kits <http://www.eed.state.ak.us/tls/schoolhealth/HealthyReading.html>
- ✦ Alaska Digital Sandbox <http://akln.schooltown.net/ui/login.aspx?>  
(*user name: first name.lastname password: alaska*)
- ✦ National Standards for Physical Education – *National Association for Sport and Physical Education*  
[http://www.aahperd.org/naspe/template.cfm?template=ns\\_index.html](http://www.aahperd.org/naspe/template.cfm?template=ns_index.html)
- ✦ National Standards for Health Education – *American Association for Health Education*  
[http://www.aahperd.org/aahe/template.cfm?template=natl\\_health\\_education\\_standards.html](http://www.aahperd.org/aahe/template.cfm?template=natl_health_education_standards.html)
- ✦ Alaska Children’s Trust – *Working to prevent child abuse and neglect in our state*  
<http://hss.state.ak.us/ocs/ChildrensTrust/default.htm>
- ✦ PE Central – *Recommended site by Fairbanks teachers* <http://www.pecentral.org>
- ✦ BAM! Body and Mind – *site for youth with excellent Teacher’s Corner* <http://www.bam.gov/>
- ✦ My Pyramid – *site for the USDA’s resources relating to diet* - <http://www.mypyramid.gov/index.html>
- ✦ Alaska’s Digital Pipeline – *Use to access articles and information from newspapers, journals and magazines* <http://sled.alaska.edu/databases/home.html> (*username: library password: iaminak*)
- ✦ United Streaming - *Video Resources to support health and PE instruction - check with your school district about availability* <http://streaming.discoveryeducation.com>

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## REQUIRED ACTIVITIES:

### 1. Class Participation

ED417 students are expected to attend all class meetings and actively discuss and share learning activities that support healthy living for elementary students. Each intern will be required to tell two brief jokes appropriate for elementary students – one at the beginning of class and one at the end of class – to promote well-being. (see <http://www.mayoclinic.com/health/stress-relief/SR00034> and <http://kids.yahoo.com/jokes>)

### 2. Individual Reading Plans and Presentations

January (Curriculum Areas for Health, PE Program in your school), February (Health Education), March (Physical Education) and April (Intern’s Choice –either or both)

Each month, interns will research an area of health/physical education related to current classroom health issues, needs or curriculum to share with classmates and build background for teaching. Readings will be self-selected each month. Interns will create one presentation related to the assigned focus topic to share in class. PowerPoint presentations should include:

- Rationale for topic - Why is this topic important in your classroom?
- 5-10 slides of information regarding topic
- Slide of resource links

### 3. Physical Education Observations

Each intern will complete 4 observations, participating as appropriate, in physical education classes and reflect on your experience. Observations must cover the entire class period. The observations must involve two primary (K-3) and two intermediate (4-6) grade classes. These observations must be completed before you can schedule your PE lesson because the observations will prepare you for teaching, acquainting you with the physical education program at your school. Please record your observations using the ED417 PE Observation form [available here](#) and on Blackboard.

### 4. Teaching: Health and Physical Education

Each intern will create and teach at least four lessons: **two developmentally appropriate physical education lessons and two health education lessons**. For the physical education, interns will schedule the dates for instruction with their mentor teacher and school PE teacher, if necessary. Students will work cooperatively with the PE teacher or mentor teacher to develop lessons that will benefit students.



Lessons must be submitted to the instructor for review prior to teaching the lesson. The lesson format should follow the guidelines provided in the Internship Year Handbook with the optional addition of a section that includes short descriptions of at least two cross-curricular correlative or follow-up activities.

For the health lessons, informal feedback notes from the mentor teacher are encouraged but not required. For the PE lessons, at least one PE Lesson Observation Feedback form is required ([available here](#) and on Blackboard). The lesson plans, student work samples (as appropriate), reflections and mentor feedback are due to the instructor one week after teaching.

#### 5. Philosophy of Physical Education and Health Education

How do you plan to encourage your students develop healthy lifestyles? ED 417 interns will develop a one page philosophy of Physical Education and Health Education that will help to guide interns in their implementation of Physical Education or Health Curricula.

**All assignments will be turned in via the Blackboard or email unless other arrangements have been made. When submitting assignments always include your last name within the name of the file. For example, kardash\_health\_lessonplan.doc**

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### GRADING

Feedback on assignments will be in narrative form. The final grade will be based on the course rubric (see page 5) feedback scores as follows:

**A** = All competencies are rated at the meets or target level. **All assignments were completed on-time and overall feedback scores were 90% or higher;** no more than 1 needed to be redone

**B** = All competencies are rated at the meets or target level by the end of the course; most assignments were turned in on time and overall feedback scores were 80% or higher.

**C** = All competencies are rated at the meets or target level by the end of the course; more than three assignments were submitted late overall feedback scores were 70% or higher.

**D** = One or more competencies were not rated at the meets or target level; assignments were often submitted late, needed to be redone overall feedback scores were 60% or higher .

**F** = Most assignments were not completed; little or no effort was evident from intern.

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### **OTHER POLICIES:**

#### **Attendance Policy**

Students are expected to attend all classes and be actively involved in class discussions and class projects. In case of absence students are responsible for getting information from other students. Due to the high level of student group work involved in this class, *regular attendance is very important and will be included in determination of the course grade.* All handouts will be posted on the Blackboard site. Students are expected to submit all assignments on time. Late assignments will be accepted only when students have an occasional legitimate and excused absence.

#### **Plagiarism**

The following is excerpted from the **UAF Student Code of Conduct (BOR POLICY 09.02.02)**:

As with all members of the university community, the University of Alaska requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably



interferes with the learning environment or that violates the rights of others is prohibited by the standards and guidelines described in this section and in University Regulation and MAU rules and procedures, collectively referred to as the Student Code of Conduct, or Code. Students and student organizations will be responsible for ensuring that they and their guests comply with the Code while on property owned or controlled by the university or at activities authorized by the university.

Disciplinary action may be initiated by the university and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of prohibited forms of conduct including *cheating, plagiarism, or other forms of academic dishonesty*.

The University has established procedures for enforcing the UA code of conduct. Each student at the University shall be afforded due process in all disciplinary matters. For a complete guide to these procedures, please refer to Regents regulation 09.02. Copies of this are available at

<http://www.alaska.edu/bor/policy/09-02.doc> and the library.

### **Support Services**

<http://www.uaf.edu/rural/students/>

<http://www.uaf.edu/rural/students/genresource/>

The College of Rural and Community Development (CRCDD) provides academic and vocational education and outreach that promote workforce preparation, economic development, life-long learning, and community development through Alaska, with an emphasis on Alaska Natives and underserved communities.

CRCDD geographically serves nearly two-thirds of the state, representing more than 160 primarily Native Alaska communities. The college is also the center for support and development of distance delivery of education throughout the university. The main office is located in the Brooks Building on the University of Alaska Fairbanks (UAF) campus.

### **Disabilities Services**

<http://www.uaf.edu/disability/>

The University of Alaska Fairbanks is committed to equal opportunity for students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations. Disability services also provides assistance to the university's rural campuses; Tanana Valley Campus, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

The staff of Disability Services works with faculty in arranging appropriate services in the classroom. Questions should be directed to the Director of Disability Services at (907)-474-5655.

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**ED417: Physical & Health Education for Elementary Teachers**  
**Course Competency Rubric – Final Letter Grade will be posted on Blackboard**

<b>ESSAP Competency</b>	<b>Related Assignments</b>	<b>Meets</b>	<b>Target</b>
8-5 Integrate effective practices and strategies based upon professional readings or dialogue with other professionals	<ul style="list-style-type: none"> <li>▶ Class Participation</li> <li>▶ Individual Reading Plans and Presentations</li> <li>▶ Observations</li> <li>▶ Physical/Health Education Lessons</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intern attends most sessions and interacts with instructor and peers.</li> <li>✚ Intern completes Individual Reading Plan and participates in the class discussion.</li> <li>✚ Intern documents dialogue with PE teacher, mentor teacher, and /or liaison in reflections and other submissions, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intern attends all sessions and interacts with instructor and peers.</li> <li>✚ Intern completes Individual Reading Plan and participates in the class discussion. Intern makes connections between ideas and understandings given by others to own experience. Intern cites professional readings when appropriate.</li> <li>✚ Intern documents dialogue with PE teacher, mentor teacher, and /or liaison in reflections and other submissions, as appropriate.</li> </ul>
4-1 Develop and teach a series of lessons (e.g. unit) in each major content area as defined by ACEI that demonstrates knowledge of the content (i.e. reflects accurate information in the subject area), knowledge of central concepts (i.e. focuses on an important area of the subject that is recognized as valuable to teach), knowledge of tools of inquiry (i.e. reflects “best practices” approaches to teaching that subject area	<ul style="list-style-type: none"> <li>▶ Individual Reading Plans</li> <li>▶ Observations</li> <li>▶ Physical/Health Education Lessons</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intern documents observations of four physical education classes: two for primary (K-2) and two for intermediate grades (4-6) and details class management procedures.</li> <li>✚ Intern chooses study questions for the Individual Reading Plan that relate to possible classroom instruction, relating the classroom to the selected readings in the summary.</li> <li>✚ Intern develops four lessons – two in physical education and two in health following the Lesson Plan Format in the Internship Year Handbook.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intern documents observations of four physical education classes: two for primary (K-2) and two for intermediate grades (4-6) and details class management procedures. Intern reflects on how the procedures might impact instruction when intern teaches a PE lesson.</li> <li>✚ Intern chooses study questions for the Individual Reading Plan that relate to possible classroom instruction, relating the classroom to the selected readings in the summary.</li> <li>✚ Intern includes more questions for further study.</li> <li>✚ Intern develops four lessons – two in physical education and two in health following the Lesson Plan Format in the Internship Year Handbook.</li> </ul>
4-4 Help students make connections within and across disciplines	<ul style="list-style-type: none"> <li>▶ Physical/Health Education Lessons</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intern includes short descriptions of at least two cross-curricular correlative or follow-up activities.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intern includes short descriptions of at least two cross-curricular correlative or follow-up activities.</li> <li>✚ Intern implements one of the activities documented in a lesson plan and reflection.</li> </ul>
5-2 Develop and use instructional plans (e.g. lessons, units, projects) that are directly aligned with the district’s and state’s standards and curriculum	<ul style="list-style-type: none"> <li>▶ Physical/Health Education Lessons</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intern includes references to district and state standards and curriculum in lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intern includes references to national, district and state standards and curriculum in lesson plans</li> </ul>
5-5 Select, adapt, develop, and use a variety of types of formal and informal assessment tools and strategies that reinforce student learning and that help students develop an ability to reflect on their progress	<ul style="list-style-type: none"> <li>▶ Physical/Health Education Lessons</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intern evaluates and documents student participation in physical education and health lessons.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intern evaluates and documents student participation and achievement in physical education and health lessons.</li> <li>✚ Intern shares evaluation with students and documents in lesson reflection.</li> </ul>
6-5 Write lesson and unit plans that have clear expectations for students.	<ul style="list-style-type: none"> <li>▶ Physical/Health Education Lessons</li> </ul>	<ul style="list-style-type: none"> <li>✚ Objectives for students in physical education and health lessons are clear.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Objectives for students in physical education and health lessons are clear and communicated to students explicitly as demonstrated in lesson procedures or reflection.</li> </ul>
1-1 Articulate his/her general philosophy of education, and briefly explain the experiences and/or knowledge base that has contributed to the formation of those beliefs	<ul style="list-style-type: none"> <li>▶ Individual Reading Plans and Presentations</li> <li>▶ Observations</li> <li>▶ Philosophy of Physical/Health Education</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intern describes philosophy of physical education and health education, citing professional sources and personal experiences. Intern includes 2-3 questions for continued personal study.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Intern describes philosophy of physical education and health education, citing professional sources and personal experiences. Intern includes 2-3 questions for continued personal study. Intern details plans for further study.</li> </ul>