

HED 445 HEALTH EDUCATION PROFESSIONALISM

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Course Description:

The major thrust of the teacher education program of Central Washington University is to prepare committed individuals as facilitators of learning for a diverse world. Consistent with this all-encompassing purpose and consistent with the WAC 180-79-131(2) and WAC 180-79-136(1,2), this course will provide an opportunity for the learner to assess and to fine-tune student teaching and job readiness.

Course Outcomes:

Each student will have the opportunity to develop proficiency in the following:

1. Design and create a professional resume that will highlight job readiness.
2. Demonstrate job interview skills.
Demonstrate professional competencies and student teaching readiness by developing a professional portfolio that includes but is not limited to: table of contents; recommendations; resume; philosophy of health education statement; samples of professional work involving writing, lesson plans; evaluation; use of technology in teaching; presentation skills; other items that graphically show your professionalism and job readiness.
3. Demonstrate job search knowledge and skills.
4. Become emotionally and intellectually ready for student teaching.

Topics to be Emphasized:

- A. Resume
 1. Different styles.
 2. Content
 3. Cost.
 4. Development and delivery
- B. Job Interview
 1. Appearance.
 2. Non-verbal communication.
 3. Verbal communication.
 4. Expected questions.
 5. Follow-up.
 6. How to get an interview
- C. Portfolio
 1. Different styles
 2. Essential sections.
 3. Graphic presentation in portfolio of work samples.
 4. A-V presentation in portfolio of work samples.
 5. Presentation of portfolio
- D. Job Search
 1. Locating jobs
 2. Placement services.
 3. Recommendations.
- E. Professional Ethics
 1. Integrity and honesty.
 2. Role-modeling.

F. Student Teaching

1. Placements.
2. Curricula demands.
3. Management of time.
4. Establishing effective relationships with students, supervising
5. Hopes and fears.

Activities and Methods:

Lecture, discussion, demonstration, role play, guest speakers.

Assignments to Accomplish Outcomes:

1. Attend all classes and vitally participate (25 points)
2. Develop a hardcopy portfolio that demonstrates job readiness (100 points) – see criteria sheet.
It's required that you submit your portfolio on Life Text. Details given in class.
3. Complete health education competency assessment. (25 points)
4. Demonstrate interview skills in simulation interview (25 points)

GRADING SCALE (Based on percentage of total points accumulated)

94-100% of total points = A
92-93% of total points = A-
84-91% of total points = B
82-83% of total points = B-
74-81% of total points = C
72-73% of total points = C-
64-71% of total points = D
62-63% of total points = D-

PROFESSIONAL EXPECTATIONS

You are expected to act professionally and show respect for yourself and others in the class by:

- Show up on time and attending all sessions unless prior arrangements are made.
- Participate enthusiastically.
- Demonstrate principles of listening and politeness.
- Complete all assignments on time with 20% off for late assignments unless other arrangements are made with Dr. Briggs prior to the due date.
- Type all assignments unless otherwise indicated.
- Comply with the principles of academic integrity by following the Student Judicial Code.

Grading Criteria for Portfolio Notebook

- **NOTEBOOK:** Professional design and style that does not expose tabs. Cover page is optional.
- **TITLE PAGE:** Professional design and style. To be placed on the first page inside the notebook.
- **INTRODUCTION OF PORTFOLIO:** Succinct introduction that briefly describes who you are and what the reader of the portfolio will be exposed to.
- **TABLE OF CONTENTS:** Section by section list with corresponding pages and tabs that correlate with table of contents.
- **RESUME:** A detailed resume that is job ready and meets criteria described in class.
- **LETTERS OF RECOMMENDATION:** This is a required space in your portfolio but you do not need to supply letters. These letters should be added following your student teaching experience.
- **PHILOSOPHY:** A 2 page philosophy statement that describes your basic principles of teaching.
- **PROGRAM SUMMARY:** A list of all the professional courses that you took in teacher education and your endorsement areas. Categorize them and make it look nice.

- **FIVE YEAR PLAN:** Describe your professional activities that you see yourself involved in within the next five years. No longer than one page.
- **CLASS MANAGEMENT PLAN:** Summary of your plan for classroom management and discipline. The goal here is to convince the reader that you know how to manage a classroom and handle discipline problems. List your classroom rules and describe how you will discipline problem students. Describe your basic room arrangement for each day; how you will take attendance and what your students do while you do so; how you will generally open class and greet your students; how you will handle homework; how you will handle make-up work; how you will involve parents; how you will accommodate special needs students; how you will pass out materials; how you will quiet students and give directions for learning activities
- **SYLLABUS:** Copy of your syllabus you might use to teach health that includes a welcome paragraph, course description, learning outcomes, grading assessment, behavior expectations, etc. Make it look great and present a friendly but professional flavor.
- **SAMPLES OF WORK**
 - Lesson plans:** At least 3 different comprehensive lesson plans that you have designed to teach health.
 - Presentations:** At least one sample of a presentation you have given to promote health that includes a brochure, handouts, and transparency masters.
- **EALR'S:** A clean and current copy of the Health/Fitness EALR's (This is optional)
- **Other:** Other samples of your work from which an employer might be impressed. A good thing to include would be sample of letters you might use to communicate with parents about your students grades, behavior, successes, or curriculum information.
- **STYLE:** Nice looking notebook, section breaks with tabs and typed labels, graphics or quotes on section pages (optional), clean and neat, organized to match table of contents. It desperately needs to have a nice professional look and feel to it.

50 points

Scoring Criteria for Portfolio submitted on LiveText

Submit Portfolio on Life Text using the following criteria 50 points

	LiveText Portfolio Rubric		
	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Title Page (1, 2%)	Professional font; title reflects contents; professional design with excellent font or border or quote; author's name looks professional and stands out; clean and neat	Professional font; title reflects contents; author's name stands out; clean and neat.	Average font; title does not reflect contents; author's name does not stand out; clean. OR it is missing
Introduction of Portfolio (1, 2%)	Introduction includes a friendly introduction of the author; effectively describes the basic	Introduction effectively describes the basic contents of the portfolio;	Introduction does not include a friendly introduction of the author; effectively

	contents of the portfolio; invites the reader to peruse and enjoy the portfolio		does not adequately describe the basic contents of the portfolio OR it is missing
Table of Contents (1, 2%)	Professional design with graphic or border or quote; effectively describes the contents.	Describes the contents.	missing
Resume (7, 15%) CWU-CTL.1.4 WA-COMP.HEA.1 WA-COMP.HEA.8	1. Name stands out with professional look. 2. Contact info includes address, phone numbers, and e-mail. 3. Objective describes professional quest. 4. Education includes most recent first and listed in a very readable way. 5. Professional related experience shows that you have worked with children with most recent first. 6. Professional development activities listed. 7. References included. 8. Resume is easily read and has excellent professional design.	1. Name stands out with professional look. 2. Contact info includes address, phone numbers, and e-mail. 3. Objective describes professional quest. 4. Education includes most recent first and listed in a very readable way. 5. Professional related experience shows that you have worked with children with most recent first. 6. Resume is easily read and has fair professional design.	1. Name is included 2. Contact info includes address, phone numbers, and e-mail. 3. Objective is missing. 4. Education includes most recent first and listed in a very readable way. 5. Professional related experience shows that you have not worked with children with most recent first.
Letters of Recommendation (1, 2%) CWU-CTL.1.5	Has a place for letters of recommendation with a professional looking title page.	Has a spot for letters of recommendation	No section place
Philosophy (3, 6%) CWU-CTL.1.3 CWU-CTL.1.4 CWU-CTL.1.8 WA-COMP.HEA.2 WA-COMP.HEA.3 WA-COMP.HEA.4	1. Succinctly and accurately describes at least two of the following teaching philosophies: constructivism, brainbased learning, principles of learning, multiple intellegences. 2. Describes how one's teaching of health is impacted by	1. Succinctly and accurately describes at least one of the following teaching philosophies: constructivism, brainbased learning, principles of learning, multiple intellegences. 2. Describes how one's teaching of health is impacted by	1. Describes at least one of the following teaching philosophies: constructivism, brainbased learning, principles of learning, multiple intellegences.

	these learning theories. 3. Describes the importance of respect in the classroom. 4. Describes how the National Standards of Health Education and the EALR's will impact the teaching of health. 5. Describes the importance of role modelling when teaching health.	these learning theories.	
Program Summary (1, 2%) CWU-CTL.1.1 WA-COMP.HEA.1	Lists all Health, PE, and Educational classes; designed to easily see courses; design looks professional	Lists all Health and PE classes;	lists only one discipline OR missing
Five Year Plan (1, 2%) WA-COMP.HEA.8	At least 2 paragraphs that describes at least 3 professional development activities that you will do in the next 5 years to make you a better health/fitness teacher	At least paragraph that describes at least 2 professional development activities that you will do in the next 5 years to make you a better health/fitness teacher	At least 1 paragraph that describes at least 1 professional development activity that you will do in the next 5 years to make you a better health/fitness teacher
Class Management (6, 13%) CWU-CTL.1.3 CWU-CTL.1.4 CWU-CTL.1.5 CWU-CTL.1.8 WA-COMP.HEA.2 WA-COMP.HEA.4 WA-COMP.HEA.5 WA-COMP.HEA.7 WA-COMP.HEA.8 WA-COMP.HEA.9	Convincingly describes the following classroom management activities and principles: 1. How you will arrange your classroom to maximize learning. 2. How you will assess student learning and assign grades. 3. List your classroom rules. 4. Discipline plan and ladder for disruptive students. 5. How you will communicate with parents on sensitive health topics, student performance, and field trips. 6. How you will	Convincingly describes the following classroom management activities and principles: 1. List your classroom rules. 2. Discipline plan and ladder for disruptive students. 3. How you will assess student learning and assign grades.	Convincingly describes the following classroom management activities and principles: 1. List your classroom rules.

accommodate special needs students. 7. How you will handle late work, absences, tardies. Plan must be convincing that you know how to manage a classroom.

Syllabus (2, 4%)
CWU-CTL.1.3 CWU-CTL.1.8 WA-COMP.HEA.3 WA-COMP.HEA.4 WA-COMP.HEA.5 WA-COMP.HEA.6 WA-COMP.HEA.7

Syllabus includes the following and is written in a fun and professional manor: 1. Name of health class you are teaching 2. A friendly welcome and introduction from you about how pleased you are to be teaching this class. 3. List of at least 10 learning outcomes for the class. 4. List of topics to be covered with predicted number of classes on each topic. 5. List of grading assignments and how grades will be assigned (mention that specific rubrics will be given for each assignment). 6. Lists or describes classroom rules and classroom learning behavior expectations. 7. Has a signature spot that proves parents have read the syllabus.

Syllabus includes the following and is written in a fun and professional manor: 1. Name of health class you are teaching. 2. List of at least 5 learning outcomes for the class. 3. List of topics to be covered. 4. List of grading assignments and how grades will be assigned

Syllabus includes the following and is written in a fun and professional manor: 1. Name of health class you are teaching. 2. List of at least 4 learning outcomes for the class. 3. List of topics to be covered.

Samples of Work (12, 27%)

CWU-CTL.1 CWU-CTL.1.1 CWU-CTL.1.2 CWU-CTL.1.3 CWU-CTL.1.5 WA-COMP.HEA.1 WA-COMP.HEA.2 WA-COMP.HEA.3 WA-COMP.HEA.4 WA-COMP.HEA.5 WA-COMP.HEA.6 WA-COMP.HEA.7

Includes at least 3 health lesson plans written in one of the following styles: The ED 311 model; the "Mathias" model; the Briggs HED 422 model. Also includes a comprehensive health unit plan of topics and sub-topics that will be included in your health class.

Includes at least 2 health lesson plans written in one of the following styles: The ED 311 model; the "Mathias" model; the Briggs HED 422 model

Includes at least 1 health lesson plans written in one of the following styles: The ED 311 model; the "Mathias" model; the Briggs HED 422 model

	(remember HED 345)		
Other (5, 11%) CWU-CTL.1.2 WA- COMP.HEA.1	Includes at least 2 other samples of your work that shows your readiness to teach health. Examples include but not limited to the following: sample letters to parents; A-Z role modeling assignment that describes your qualities as a teacher; 20 ice breakers, trust builders, energizers, volunteer log and learning outcomes; curriculum planning ideas for teaching controversial issues; etc	Includes at least 1 other samples of your work that shows your readiness to teach health. Examples include but not limited to the following: sample letters to parents; A-Z role modeling assignment that describes your qualities as a teacher; 20 ice breakers, trust builders, energizers, volunteer log and learning outcomes; curriculum planning ideas for teaching controversial issues; etc	None included
Style (3, 6%)	Section breaks have title pages that have professional design with excellent font & a graphic elements, border or quote; portfolio is clean and neat throughout.	Section breaks have title pages that have professional design.	Section breaks have title pages that lack professional design.

Standards

CWU-CTL.1	DOMAIN: I) Evidence of Candidate Learning: Candidates demonstrate subject matter knowledge in areas of endorsement
CWU-CTL.1.1	STANDARD: Candidates demonstrate subject matter knowledge in areas of endorsement
CWU-CTL.1.2	STANDARD: Candidates demonstrate a thorough understanding of pedagogical content knowledge
CWU-CTL.1.3	STANDARD: Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills
CWU-CTL.1.4	STANDARD: Candidates reflect dispositions expected of professional educators
CWU-CTL.1.5	STANDARD: Candidates demonstrate a positive impact on student learning.
CWU-CTL.1.6	STANDARD: The CTL collaborates with school partners on evaluation of field experiences
CWU-CTL.1.7	STANDARD: The CTL designs, implements, and evaluates field experiences
CWU-CTL.1.8	STANDARD: The CTL designs, implements, and evaluates curriculum

	experiences, field experiences, and clinical experiences relative to diversity
CWU-CTL.1.9	STANDARD: Candidates have opportunities to learn from a diverse representation of faculty.
CWU-CTL.1.10	STANDARD: Candidates have opportunities to learn with a diverse representation of candidates
CWU-CTL.1.11	STANDARD: Candidates have opportunities to work with a diverse representation of P-12 students.
WA-COMP.HEA.1	STANDARD: Common Core: Content Knowledge A health/fitness teacher understands health/fitness content, disciplinary concepts, and tools of inquiry related to the development of a physically educated and health literate person.
WA-COMP.HEA.2	STANDARD: Common Core: Growth and Development A health/fitness teacher understands how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.
WA-COMP.HEA.3	STANDARD: Common Core: Diverse Learners A health/fitness teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences.
WA-COMP.HEA.4	STANDARD: Common Core: Management and Motivation A health/fitness teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
WA-COMP.HEA.5	STANDARD: Common Core: Communication A health/fitness teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the learning environment.
WA-COMP.HEA.6	STANDARD: Common Core: Planning and Instruction A health/fitness teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated and health literate individuals.
WA-COMP.HEA.7	STANDARD: Common Core: Learner Assessment A health/fitness teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners.
WA-COMP.HEA.8	STANDARD: Common Core: Reflection A health/fitness teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and professionals in the learning community) and seeks opportunities to grow professionally.
WA-COMP.HEA.9	STANDARD: Common Core: Collaboration A health/fitness teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well-being.