### General Information

<table>
<thead>
<tr>
<th>Course Bulletin Listing/Subject Area</th>
<th>Education: Phys Act &amp; Ed Svc</th>
</tr>
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<tbody>
<tr>
<td>Fiscal Unit/Academic Org</td>
<td>Schl of Phys Act &amp; Educ Serv - D1270</td>
</tr>
<tr>
<td>College/Academic Group</td>
<td>Education &amp; Human Ecology</td>
</tr>
<tr>
<td>Level/Career</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Course Number/Catalog</td>
<td>4189.30</td>
</tr>
<tr>
<td>Course Title</td>
<td>Practicum in K-12 Health Education</td>
</tr>
<tr>
<td>Transcript Abbreviation</td>
<td>Prac Health Ed.</td>
</tr>
<tr>
<td>Course Description</td>
<td>An advanced field experience designed to give practice in teaching K-12 health education in schools.</td>
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<td>Semester Credit Hours/Units</td>
<td>Fixed: 3</td>
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### Offering Information

<table>
<thead>
<tr>
<th>Length Of Course</th>
<th>14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)</th>
</tr>
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<tbody>
<tr>
<td>Flexibly Scheduled Course</td>
<td>Never</td>
</tr>
<tr>
<td>Does any section of this course have a distance education component?</td>
<td>No</td>
</tr>
<tr>
<td>Grading Basis</td>
<td>Letter Grade</td>
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<tr>
<td>Repeatable</td>
<td>No</td>
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<tr>
<td>Course Components</td>
<td>Field Experience</td>
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<tr>
<td>Grade Roster Component</td>
<td>Field Experience</td>
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<tr>
<td>Credit Available by Exam</td>
<td>No</td>
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<tr>
<td>Admission Condition Course</td>
<td>No</td>
</tr>
<tr>
<td>Off Campus</td>
<td>Always</td>
</tr>
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<td>Campus of Offering</td>
<td>Columbus</td>
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</table>

### Prerequisites and Exclusions

| Prerequisites/Corequisites         | EDUPAES 4743, or permission of instructor. |
| Exclusions                         | None                                           |

### Cross-Listings

| Cross-Listings                  | None |

### Subject/CIP Code

| Subject/CIP Code                | 13.1307 |
| Subsidy Level                   | Baccalaureate Course |
| Intended Rank                   | Junior, Senior |

### Quarters to Semesters

| Quarters to Semesters           | New course |
| Give a rationale statement explaining the purpose of the new course | This class is a required class in our new health licensure program. |
| Sought concurrence from the following Fiscal Units or College | |

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Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Plan and implement health education lessons in elementary and secondary school settings
- Document student learning in health education lessons in elementary and secondary school settings
- Reflect on students' learning experiences in health education

Content Topic List

- Health education curriculum
- Health education methods
- Assessment of student learning health education
- Analysis of health education instruction
- Teacher worksample
- Reflective analysis

Attachments

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Ward, Phillip C</td>
<td>10/16/2011 01:53 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Revision Requested</td>
<td>Wheaton, Joe Edward</td>
<td>10/16/2011 04:49 PM</td>
<td>Unit Approval</td>
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<tr>
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<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
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<td>10/16/2011 04:51 PM</td>
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<td>Pending Approval</td>
<td>Achterberg, Cheryl L</td>
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<td>Blount, Jackie Marie</td>
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<tr>
<td></td>
<td>Zircher, Andrew Paul</td>
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The Ohio State University
College of Education
School of Physical Activity and Educational Services
PAES 4189 Practicum in K-12 Health Education

Instructor: Phillip Ward, Ph.D.
Office: 256 PAES biding
Ph: 688-8435 (office)
Email: ward.116@osu.edu

Office Hours: By Appointment

Class Meetings: See Schedule

The Mission of the College of Education and Human Ecology:
The mission of the College of Education and Human Ecology of The Ohio State University is to build upon a tradition of excellence in promoting outstanding teaching, research, and outreach and engagement that impacts and influences our global society in meaningful ways.

Mission of the Educator Preparation Unit at The Ohio State University:
The mission of the educator preparation unit of The Ohio State University is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing Teacher Candidate learning across all P - 12 school age and demographic groups.

Course Description:
The purpose of this course is to introduce students to teaching and management strategies which have been linked to student learning, the design of instructional materials and techniques, and strategies for working with a diversity of learners in various contexts. This course is designed to teach effective instructional skills in health education. This course will study, discuss, and apply effective teaching skills.

Rationale:
The Physical Education Sport and Physical activity major offers the opportunity to earn a license to teach P-12 health education in the State of Ohio. A requirement for licensure is the ability to demonstrate competency relative to both content and pedagogy applied to students in P-12 health education contexts.

Relationship to Other Course/Curricula:
This course will be a part of a lock-step sequence of courses offered for prospective physical education students in the Physical Education Sport and Physical activity major in the School of PAES.

Rationale: This is a practicum course in elementary middle and high school health education.

During this quarter you will spend third of your time in elementary, middle and high school settings teaching health education settings. Central to this experience, is the development of a work sample. The focus of the work sample on establishing expectations about what we want students in our schools to know, understand and be able to do at different stages of schooling. These expectations are defined variously by national standards together with state and district curriculum frameworks, as well as specific school goals. The work sample is similar to a unit plan, but it is distinguished from a unit plan by
two critical features. First, there is an emphasis on providing a coherent rationale for teaching a specific unit of instruction in the context of the curriculum, the school and the community. In short, the questions answered include “Why teach this particular unit of instruction? “What is its relationship to curriculum, the school and the community?” and “Of what value is this content to the student?” Second, the work sample requires that the preservice teacher provide multiple and repeated measurement and evidences of student learning relative to lesson objectives and unit goals in the three learning domains.

Course Objectives. The following are expectations for the course. Students:

1. will extend their skills in systematic observation and reflection, so that they can analyze instances of behavior (both their own as a teacher and those of their students) in different settings to enable them to maintain, change, or modify their teaching practices as a health educator.

2. to develop their teaching skills including those of planning, class and student management, instruction, and evaluation.

3. will produce a work sample that demonstrates the effectiveness of their teaching.

4. will participate in the school community as a professional by demonstrating judgments and behaviors expected of teachers.
Policies Regarding Incomplete / Uncompleted Work, Absences, and Late Submissions.

- Unit plans: Unit plan should be seen by cooperating teacher and the your university supervisor at least one week prior to teaching—failure to do so will result in a “Incomplete” grade being awarded and you will need to retake this class.
- Lesson Plans (a) no plan -no teach [Incomplete” grade]; (b) lesson plans should be seen by mentor teacher prior to teaching-the specific arrangements you will need to determine with your mentor teacher. If your plan is incomplete or unsatisfactory you will be asked to redo it. My expectation is that after completing your elementary experience you have a good sense of the standard expected of lesson plans.
- Absences are to be avoided. Teachers do not miss classes. You will need a medical certificate to excused from teaching--however you will be asked to make up classes or to repeat the class if this is not possible. In case of emergency the you must call your mentor teacher, your university supervisor and Dr. Ward PRIOR to the absence.
- One of the pressures on you during this quarter is the need to interview for a future job. Please do not commit to interview during your teaching day. During this quarter you have a responsibility to the students you are teaching, their teacher and the school. Most teachers in schools looking for new jobs are unable to interview during the day without breaching their contract. Districts know this. Districts also know that you must meet state requirements for time in school during your internship. Thus, you ought to be able to negotiate a time when you can come to interview that doesn’t violate your responsibilities during spring quarter.
- Please keep your unit plan, lesson plans, and data with you during internship so that your university supervisor, mentor teacher, or others (e.g. the principal) may have assess them.
- You must follow all school regulations and policies.
- Please arrange to be at school when the teachers are expected to be there and leave when they are expected to leave.

These policies stress an important message:

BE PREPARED and BE PROFESSIONAL

Evaluation. There are three components of evaluated in this internship experience. Students MUST perform adequately in each component to receive a grade. Inadequate level of performance may result in an incomplete grade.

Component 1: Teaching Objectives-- 50% grade
The secondary internship teaching objectives on which the intern teacher will be evaluated can be found on the form Evaluation of Teaching Performance. These headings include (see form for specific detail):

1. Context
2. Teacher Interaction
3. Knowledge of subject matter
4. Planning: Lessons/Units/Seasons
5. Class and Student Management
6. Class Control
7. Instructional Effectiveness
8. Student Progress
9. Intern’s Professionalism
10. Strengths of Intern to Date
11. Areas to Focus to Improve

The framework provided below is to be used as a guide to assess the students’ ability to demonstrate the secondary internship objectives described above. The reason for the flexibility provided in this framework is to allow for the varying contextual issues faced in the “real world” setting.
A,A- The student is judged excellent to outstanding in almost all if not all aspects of the evaluation. During field experience she/he was prepared and demonstrated the objectives for secondary internship consistently and efficiently.

B+,B,B- The student was above average in attending to objectives for secondary internship. He/she was prepared and many objectives were consistently demonstrated while others were observed but not yet a consistent part of the repertoire.

C+,C,C- The student did an average job in field experience thought they had some difficulty attending to the goals of secondary internship. They were adequately prepared though few objectives were demonstrated consistently.

D+,D,D- The student had a weak field experience. His/her planning was inadequate and few of the objectives were demonstrated.

Fail The student was not prepared to teach. When prepared to teach he/she was frequently unsuccessful in establishing and maintaining cooperation of students in the gym. Little if any progress was made in managing and organizing a class of students.

Component 2: Work Sample-- 50% grade
See Teacher Work Sample Methodology Document for details.
Teacher Work Sample Methodology

History
Over the last few decades, society has looked more carefully at the achievements of students in schools. The focus has shifted from the systemic inputs to education such as funding levels and administrative organization - to a more explicit focus on defining, measuring and reporting on the outcomes achieved by students, schools and districts. Concomitant with increasing pressures for education to serve more instrumental purposes, have been calls for greater accountability by schools and school systems for the use of public resources. Within the decentralized educational system of the United States, this demand for greater accountability has manifested itself in calls for reporting of student outcomes on standardized tests. To exacerbate the situation further student performance on standardized tests have been tied to “high stakes”. High stakes include such contingencies as requiring students to pass proficiency tests in order to advance to the next grade level; tying teacher salaries and in some cases teacher employment to their students’ performance, and tying school funding to school performance. Within this context the public and politicians have asked the question “How ready are our teachers to teach?”. Some states (e.g., Oregon) now require preservice teachers to demonstrate their proficiency in moving students toward stated educational objectives. One way institutions and states require preservice teacher proficiency to be demonstrated is called Teacher Work Sample Methodology (TWSM).

What is a work sample
Work samples include a unit of instruction, evidence about student learning within the unit and use of student data for future instructional and reporting plans. A work sample displays, among other things, the objectives, instructional and assessment procedures, student performance data and interpretation of the success of a unit of instruction. Work sample methodology is designed to align assessment with instructional objectives with the goal of providing information relevant to instruction and achievement. Central to the methodology is the view of teachers as reflective practitioners. We believe this is essential to a teacher’s growth as a professional. You will also be responsible for interpreting and reflecting on your accomplishments in fostering student learning and for describing how this information will inform future practice.

Rubric (Score/ Description)
6 Exemplary Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem-solving approaches and solutions.
5 Strong Work at this level exceeds the standard. It is thorough, complex and consistently portrays exceptional control of content, skills and problem-solving strategies.
4 Proficient Work at this level meets the standard. It is strong, solid work that has many more strengths than weaknesses. Work at this level demonstrates mastery of content, skills and problem-solving strategies and reflects considerable care and commitment.
3 Developing Work at this level shows basic but inconsistent mastery and application of content and skills. It shows some strengths but tends to have more weaknesses overall.
2 Beginning Work at this level is often superficial, fragmented or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance.
1 Exploring Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.

Notes:
- This is an overall rubric and will be used to make a final determination of a student’s grade.
- Each element of the work sample has a rubric that distinguishes among indicators of quality work.
- Standard in the above rubric refers to the specific work sample element descriptions.
- Scores 4 5 & 6 are passing grades.

Use of Technology: Throughout this experience you will be using technology such as word processing and PowerPoints to complete assignments, lesson plans and activities that you design. You will also utilize digital /videotape to analyze your teaching styles and skills to enhance your lessons.
Diversity: A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of course work is raising candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are ethnicity, race, socioeconomic status, gender, giftedness, disability, language, religion, family structure, sexual orientation, and geographic region. An emphasis on cognitive style differences provides a background for the consideration of cultural context. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Teacher candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of course work is raising teacher candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are ethnicity, race, socioeconomic status, gender, giftedness, disability, language, religion, family structure, sexual orientation, and geographic region.