California State University, Long Beach
College of Education
Department of Teacher Education
Fall 2019

EDEL 413 Developmentally Appropriate Teaching Practices

Instructor: Kim Weber Hall	Office: Online
Email: Kim.Hall@csulb.edu	Phone: 626-201-4220
Virtual Office: post any course related questions to the Virtual Office on BB Monday – Thursday (9am-5pm) and Fridays (9am-3pm).	
Class Days/Times: Modules will be posted Sunday night; Assignments and Posts due Wednesdays; Response to Posts due Fridays.	
Class Location and Format: Online and Asynchronous	

Vision: Equity & Excellence in Education

Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Required Texts/Readings

*Jones, V.F. & Jones, L. (2016). *Comprehensive Classroom Management: Creating communities of Support and Solving Problems*, Boston, MA: Allyn and Bacon, 11th Edition.

*Telljohann, S.K., Symons, C.W. & Miller, Paterman, B. (2020). *Health Education: Elementary and Middle School Applications.* Boston: McGraw-Hill, 9th Edition.

+California Department of Education. (2003). *Health Framework for California Public Schools. Sacramento*: Author.

+California Department of Education. (2009). *Physical Education Framework for California Public Schools*. Sacramento: Author.

* This text will be available digitally as a "Day One Digital Access" on the first day of class. The text must be accessed via BeachBoard, and by the add/drop deadline. You will have the opportunity to purchase the digital text for a significantly reduced price.

+These are available online, as well as links on BeachBoard.

Recommended Readings
See Selected Bibliography*

University Catalog Course Description
Research-based theories and principles of human development, learning, and motivation; educating the "whole child;" developmental characteristics of the following age groups: 5-8 years, 9-11 years, and 12-14 years; developmentally appropriate teaching practices; subject-specific pedagogy in health and physical education; the child, the family, and the school; effects of family involvement on teaching, learning and academic achievement; effective communication with families; student health and safety; creating respectful, effective learning environments; using technology in the classroom (e.g., basic principles of operation, basic troubleshooting and Acceptable Use Policies). ***A minimum of ten hours of fieldwork in classrooms where at least 25% of the students are classified as English learners***. Traditional grading only.

Student Learning Outcomes (SLO)
The following Student Learning Outcomes (SLOs) are aligned with the MSCP SLOs, which are based on the *California Standards for the Teaching Profession* (CSTPs), the *Teaching Performance Expectations* (TPEs, revised and adopted March, 2013); Common Core State Standards (revised March, 2013).

Upon successful completion of the course, students will:

SLO 1-Engaging & supporting all students in learning (CSTP 1; TPEs 4, 5, & 6)
1-1   Describe diverse family structures and child rearing practices.
1-2   Describe effects of family involvement on teaching, learning and academic achievement.
1-3   Identify resources and practices for all students including special needs and English language learners with attention to the following: (a) effective communication with all families; (b) traditional and innovative strategies for parents, communities, and schools working together; (c) models for parent-school community partnerships; and (d) appropriate use of peer coaching models.

SLO 2-Creating & maintaining effective environments for student learning (CSTP 2; TPEs 10 & 11)
2-1   Demonstrate knowledge necessary for using technology in the classroom   including basic principles of operation of computer hardware and software, basic troubleshooting techniques and issues related to copyright, privacy, security, safety and Acceptable Use Policies.
2-2   Develop a personal approach to creating a respectful, effective learning environment based upon a review of a variety of approaches described in the professional literature (e.g., Glasser's control theory; Kounin's lesson management; Ginott's communication approach; Dreikurs's democratic teaching; Canter's Assertive Discipline; Gordon's Discipline as Self-Control, Nelsen's Positive Discipline, and Kohn's Beyond Discipline).

SLO 3-Understanding & organizing subject matter for student learning (CSTP 3; TPE 1)

3-1   Investigate the research-based theories and principles of human development and learning including differentiated instruction for students based on cognitive levels and physical ability.

3-2   Describe developmental characteristics of the whole child (e.g. physical, cognitive linguistic, emotional, social, moral) within the following three school grade categories and relevant age groups: K-2 (5-8 years); 3-5 (9-11 years); and 6-8 (12 –14 years).

3-3   Analyze how theories inform practices and policies in school settings and how these affect student conduct, attitudes and achievement.

SLO 4-Planning instruction & designing learning experiences for all students (CSTP 4; TPEs 7, 8, 9; Reading Standards for Literature K–5, Informational Text K–5, & Foundational Skills K–5; RICA Domain 1)

4-1   Demonstrate understanding of the concept of developmentally appropriate teaching practices.

4-2   Demonstrate an ability to design and implement developmentally appropriate teaching practices in health and physical education using state-approved standards and goals.

4-3   Apply CCSS standards-based lesson design components including Specially Designed Academic Instruction in English (SDAIE) for English language learners.

4-4   Apply differentiated instruction based on cognitive levels and physical abilities.

SLO 5-Assessing student learning (CSTP 5; TPEs 2 & 3)

5-1   Describe and analyze (a) school factors influencing students' learning and behavior; (b) basic psychological needs of students; (c) issues of power, control, order and caring; (d) positive teacher-student relationships; (e) positive peer relationships; (f) students' motivation to learn; (g) ways to minimize disruptive behavior and increase learning by effective classroom management and organization; and (h) crisis prevention and conflict management and resolution.

SLO 6-Developing as a professional educator (CSTP 6; TPEs 12 & 13; RICA Domain 1)

6-1   Demonstrate knowledge of (a) major laws, concepts and principles related to student health and safety; (b) impact of student health on academic achievement; (c) effective strategies for encouraging healthy nutrition of children and youth; (d) physiological and sociological effects of alcohol, drugs, and tobacco; and (e) referral and support services for healthy families and children.

Outline of Subject Matter

1) Research-Based Theories and Principles of Human Development and Learning (SLOs 1 & 3)

    a) Prevailing contemporary theories of development and learning
        i)   Theories of learning
        ii) Theories of motivation
    b) Educating the whole child (e.g. intellectual, moral/ethical, social/emotional, physical, personal)

      i) Developmental characteristics of the following age groups: K-2 (5-8 years); 3-5 (9-11 years); 6-8 (12-14 years)
- c) How theories inform practices and policies in school settings and the effect of student conduct, attitudes and achievements
- d) Developmentally appropriate practices
  - i) Concept defined
  - ii) Analysis of developmentally appropriate and inappropriate practices

2) Subject-specific Pedagogy in Health and Physical Education (SLO 4)
   - a) California curriculum frameworks for Health and Physical Education
     - i) Goals of the physical education program
     - ii) Goals of the health education program
   - b) Developmentally appropriate instruction in health and physical education in grades K-2, 3-5, and 6-8
   - c) State-adopted instructional materials
   - d) Resources for lesson planning

3) Creating a Supportive, Healthy Environment for Student Learning (SLO #2 & 5)
   - a) The Child, the Family, and the School
     - i) Diverse family structures and child rearing practices
     - ii) Effects of family involvement on teaching, learning and academic achievement
     - iii) Effective communication with all families
     - iv) Support and resource roles of families
     - v) Traditional and innovative strategies for parents, communities, and schools working together
     - vi) Models for parent-school-community partnerships
   - b) Student Health and Safety
     - i) Major laws, concepts and principals related to student health and safety
     - ii) Health status of children and youth
     - iii) Impact of student health on academic achievement
     - iv) Common chronic and communicable diseases of children and adolescents
     - v) Effective strategies for encouraging healthy nutrition of children and youth
     - vi) Physiological and sociological effects of alcohol, narcotics, drugs and tobacco

   - c) Referral and Support Services for Healthy Families and Children
     - i) Identification of children suffering from physical, psychological, emotional or social health problems
     - ii) Community-based service agencies

   - d) Respectful, Effective Learning Environments
     - i) School factors influencing students' learning and behavior
     - ii) Students' personal needs
     - iii) Issues of power, control, order and caring
     - iv) Establishing positive teacher-student relationships
     - v) Creating positive peer relationships
     - vi) Enhancing students' motivation to learn

vii) Minimizing disruptive behavior and increasing learning by effective classroom organization and management

viii)   Crisis prevention and conflict management and resolution

ix) Individual, classroom, and school-wide student management programs

x) Basic principles of operation of computer hardware and software

xi) Basic troubleshooting techniques for computer systems and related peripheral devices

xii) Issues including copyright, privacy, security, safety and Acceptable Use Policies

4) Field Experiences (SLO 6)
   a) Analysis of school settings in terms of research-based theories of growth and learning

   b) Identification of developmentally appropriate and inappropriate practices

   c) Students will observe and analyze the following in a school setting: lessons in health and physical education, forms of parent involvement and communication, student management programs in classrooms and school-wide.

   d) Students will select one grade level in one of the three categories (K-2, 3-5, 6-8). Assess five children in the same grade level in terms of the Physical Fitness Test. Record your information and analyze the information in terms of the developmental characteristics of physical development for that age group. Note individual differences in development. Using the frameworks and standards and the assessment data, design and implement a developmentally appropriate lesson for the small group of five children. Submit a reflective essay along with your lesson plan and establish goals for your own professional growth in terms of teaching effectiveness and subject matter and knowledge.

   e) Students will develop and implement a developmentally appropriate lesson plan that relates to the goals of health education as stated in the Health Framework. Students will utilize their knowledge developed through course readings, class discussions, and observations of health education programs in their field experience, suggestions for other class peers and their cooperating teachers, and other professional sources of information in the development and preparation of the lesson design.

   f) Students will interview one of more teachers at a school site about the following (a) community-based agencies for referral and support to encourage healthy children and families; (b) classroom management approaches including procedures for routine tasks and managing transitions (including technology integration); (c) personal experiences related to inappropriate or violent student behavior and what steps were taken to help the student; (f) drug and tobacco prevention programs employed at the school.

Computer Access

Two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer. Visit the Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html website for an extensive list of all available software installed in both computer labs.

BeachBoard Access

To access this course on BeachBoard - https://bbcsulb.desire2learn.com/ you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to BeachBoard - https://bbcsulb.desire2learn.com/ with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to CSULB - http://www.csulb.edu/'s homepage and clicking on the BeachBoard link at the top of the page. Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their online form - http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/ or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

Statement Regarding Students with Disabilities

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room110 and can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Student Affairs Services and Programs for Students

http://web.csulb.edu/divisions/students/programs.html

Student Affairs: Student Emergency Intervention and Wellness Program

http://web.csulb.edu/divisions/students/studentdean/emergency_grant/

The CSULB Student Emergency Intervention and Wellness Program (part of the Basic Needs Program) is a comprehensive initiative that identifies and immediately serves some of CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis, such as the following:

- Student Emergency Grant
- The Meals Assistance Program (Feed a Need)
- Short-Term Emergency Housing Program

Criteria for eligibility include: Be an enrolled CSULB student; Be able to demonstrate an urgent financial need (Supporting documentation is helpful where appropriate); and Must have exhausted all sources of financial assistance and aid.

Assignments

Assignment Description	Linked to SLO	Points
Assignment # 1 Weekly written responses to the text and presentations (Discussion Board)	SLO #3	18

Assignment # 2 Text Chapter Presentation Each of you will be assigned to a learning team. Each learning team will present a chapter from the text.	SLOs # 1 & 4	20
Assignment # 3 IRIS Module and Reflection	SLO #3	5
Assignment # 4 Observation of a PE or Health Lesson Observe a PE or Health lesson. Write a one-page reflection about the lesson: What was the lesson? Was it standards-based? Was it developmentally appropriate for the grade level? What visuals/hands-on materials were used?	SLO # 5	10
Assignment # 5 IRIS Module and Reflection	SLO #3	5
Assignment # 6 Physical Education or Health Lesson Plan and Presentation Teach a PE lesson at your fieldwork site. Using the PE Framework for California Public Schools and PE Content Standards, P.E. Central (on the internet), design and implement a developmentally appropriate lesson for the students.	SLO # 2 & 4	20
Assignment # 7 Minimum 10 hours of classroom observation, fieldwork verification form and fieldwork questions answered.	SLO #6	10
Assignment # 8 Final Assessment write a three to five page paper demonstrating understanding of specific topic.	SLO #6	20

Course Grading Scale

107 - 97 Points = A   Mastery of the relevant course standards.
96 - 86 Points   = B   Above average proficiency of the relevant course standards.
85 - 75 Points   = C   Satisfactory proficiency of the relevant course standards.
74 - 70 Points   = D   Partial proficiency of the relevant course standards.
69 - 0 Points   = F   Little or no proficiency of the relevant course standards.

Explanation of Assignments

Discussion Board (Participation Credit)

Since this online class is asynchronous, the entire class is responsible for creating a community that supports, shares, celebrates and learns from one another. Regularly posting, responding and responding back will be key to building a supportive online classroom environment. Each week you will reply to a prompt posted in the discussion board forum. Your initial response should be substantive (a minimum of 100 words, reference course readings, theory, or personal experience). You must reply to the initial discussion post by Wednesday each week. You must respond to at least one other candidate's post on or before Friday each week. Failure to do so will result in a deduction of points. In addition to a weekly class discussion board, each student is also expected to post a thoughtful comment about each Health Chapter Presentation. Authors of the presentation are expected to comment to each post.

Course Assignments
You will find assignment guidelines or directions for all assignments under the Content Tab on BeachBoard.

Health Text Chapter Presentation
Randomly assigned groups will be given a text chapter. Your group will outline important concepts and ideas using PowerPoint, Prezi, or any type of presentation tool. If using PowerPoint, you should include a minimum of 30 slides plus references. You MUST use bullet points on the slides and include the key information in the NOTES section. If using a different presentation tool, you should create a handout to guide our learning. Post the presentation to the appropriate forum on the Discussion Board.

IRIS Module
Complete the IRIS module:
- Module: SOS: Helping Students Become Independent Learners
- Module: Collaborating with Families (Collaboration)

Observation of a PE **or** Health Lesson
Observe a PE or Health lesson. Write a one-page reflection about the lesson answering the following questions: What was the lesson? Was it standards-based? Was it developmentally appropriate for the grade level? What visuals/hands-on materials were used? Post your reflection to the Dropbox.

Physical Education or Health Lesson Plan and Presentation
Teach a PE **OR** a Health lesson at your fieldwork site. Using the PE Framework for California Public Schools and PE Content Standards, P.E. Central (on the internet), or the Health Content Standards, design and implement a developmentally appropriate lesson for the students. Submit the following to the Dropbox:
(1) Lesson plan in format listed below
(2) One-page reflection explaining how the students responded to your lesson, what you might do differently, and how you addressed developmental appropriateness.

Lesson Plan Format

<u>Objective</u> – What will your students be able to do? Begin with the words, "Students will…"
<u>California Standards</u> – Insert the standards
<u>Grade Level</u> – Insert the grade level you are working with
<u>Activate Prior Knowledge</u> – What questions will you ask to learn about what your students already know about the topic?
<u>Materials for the Lesson</u> – List all materials necessary for the lesson
<u>Direct Instruction</u> – Teach the lesson, model by providing demonstrations. Begin with the words, "Teacher will…
<u>Guided Practice</u> – Students practice together while being scaffolded and supported and guided by the teacher.
<u>Independent Practice</u> – Students have an opportunity to practice the new skills or use new information on their own. Begin with the words, "Students will…"
<u>Assessment</u> – How will you assess the students' attainment of the objectives? Will you keep observational records? Use a rubric? Create a checklist?

Things to Keep in Mind: English learner strategies, multiple intelligences, behavior management, groupings, time, and materials for the lesson, special needs students and adaptations

<u>Fieldwork</u>:
You will observe and analyze the following in a school setting: lessons in health or physical education, forms of parent involvement and communication, student management programs in classrooms and school-wide. In addition, you will assess children in the same grade in terms of their Physical Fitness, and analyze the information in terms of the developmental characteristics of physical development for that age group, as well as note individual differences in development.

<u>Final Assignment</u>
Write a three to five-page paper (Times New Roman, 12-point font, double spaced) demonstrating understanding of one of the following **topics and ALL subtopics** (cite textbooks, external resources, and personal experience):

Choice 1: <u>Research-Based Theories and Principles of Human Development and Learning</u> (SLOs 1, 3)

- A. Prevailing contemporary theories of development and learning
    - i. Theories of learning
    - ii. Theories of motivation
- B. Educating the whole child (e.g. intellectual, moral/ethical, social/emotional, physical, personal)
    - i. Developmental characteristics of the following age groups: K-2 (5-8 years); 3-5 (9-11 years); 6-8 (12-14 years)
- C. How theories inform practices and policies in school settings and the effect of student conduct, attitudes and achievements
- D. Developmentally appropriate practices
    - i. Concept defined

ii. Analysis of developmentally appropriate and inappropriate practices

Choice 2: Subject-specific Pedagogy in Health and Physical Education (SLO 4)

    A. California curriculum frameworks for Health and Physical Education

        i. Goals of the physical education program
        ii. Goals of the health education program

    B. Developmentally appropriate instruction in health and physical education in grades K-2, 3-5, and 6-8
    C. State-adopted instructional materials
    D. Resources for lesson planning

Choice 3: Creating a Supportive, Healthy Environment for Student Learning (SLO #2 & 5)

    A. The Child, the Family, and the School

        i. Diverse family structures and child rearing practices
        ii. Effects of family involvement on teaching, learning and academic achievement
        iii. Effective communication with all families
        iv. Support and resource roles of families
        v. and innovative strategies for parents, communities, and schools working together
        vi. Models for parent-school-community partnerships

Choice 4: Student Health and Safety

    A. Major laws, concepts and principals related to student health and safety
    B. Health status of children and youth
    C. Impact of student health on academic achievement
    D. Common chronic and communicable diseases of children and adolescents
    E. strategies for encouraging healthy nutrition of children and youth
    F. Physiological and sociological effects of alcohol, narcotics, drugs and tobacco

Choice 5: Referral and Support Services for Healthy Families and Children

    A. Identification of children suffering from physical, psychological, emotional or social health problems
    B. Community-based service agencies

Choice 6: Respectful, Effective Learning Environments

    A. School factors influencing students' learning and behavior
    B. Students' personal needs

C. Issues of power, control, order and caring
D. Establishing positive teacher-student relationships
E. Creating positive peer relationships
F. Students' motivation to learn
G. Minimizing disruptive behavior and increasing learning by effective classroom organization and management
H. Prevention and conflict management and resolution

Course Policies and Requirements

Communication Policy

For all course and assignment related questions, students should post questions to the *Virtual Office* in the Discussion Board on BeachBoard. If it is a private matter, students may contact the instructor via email.

Assignments/Late work/Make-up policy

All assignments are to be typed in Times New Roman; 12-point font, double spaced, and uploaded to BeachBoard except when otherwise indicated.

Assignments are performance-based and graded according to specific criteria as stated on Assignment Rubrics.

Prior to doing any assignment, use the rubric as a checklist for your work.
The instructor is more than willing to clarify any questions about assignment criteria.

Partial or off-topic assignments will not be accepted for grading.

Late assignments, turned in after the due date stated in the syllabus, will be assessed a 20% grade point penalty. No assignments will be accepted one week or more after the initial due date. No late assignments will be eligible for extra credit points.

No late assignments will be accepted one week before the final day of class, or thereafter.

Keep a copy of each assignment for your own records.

At the instructor's discretion, students will be given the opportunity to rewrite no more than two (2) assignments during the semester. No late papers, off-topic, or incomplete assignments are eligible for rewriting. Inattention to the assignment criteria in the rubric sheet disqualifies a paper for rewriting. No extra credit is assessed to rewritten assignments.

Students choosing to rewrite an assignment will have a one-week deadline. For example, once an assignment is returned, the student will have seven days to rewrite and submit it for a change of grade. Rewritten assignments are not eligible for full credit. They will automatically be deducted 20%.

Plagiarism/Academic Integrity Policy

Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades - http://www.csulb.edu/depts/enrollment/student_academic_records/grading.html). Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. Please refer to the CSULB Course Catalog - http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html to get familiar with the policy.

Attendance Policy

You are expected to check BeachBoard daily for new posts. You must participate on BeachBoard for a minimum of two days a week (discussion response and reply).
Please refer to and get familiar with the
CSULB Attendance Policy -
http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

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Student Affairs: Student Emergency Intervention and Wellness Program

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Student Emergency Grant

The Meals Assistance Program (Feed a Need)

Short-Term Emergency Housing Program

Criteria for eligibility include: Be an enrolled CSULB student; Be able to demonstrate an urgent financial need (Supporting documentation is helpful where appropriate); and Must have exhausted all sources of financial assistance and aid.

*Selected Bibliography

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Improving School Health: A Guide to School Health Councils (1999). Developed by Christin P. Bellian. Atlanta: American Cancer Society.

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I LOOK FORWARD TO A SUCCESSFUL SEMESTER!

Tentative Course Outline (*subject to change*)

Module/Dates	Course Topics	Fieldwork Tasks	Assignments
1 August 26 – 30	Introductions: Establishing an Online Community Getting Acquainted with the Asynchronous Forum	Begin to look for a Fieldwork Location where you can observe Physical Education and/or Health Lessons	Complete Mini-Bio and Learning Styles Inventory. See my example on BB. Post by Wednesday, reply to at least one classmate's post by Friday.
2 September 3 – 6	Classroom Management in Perspective	Determine your Fieldwork Location	Read Jones Chapter 1 Reply (Due Wed) and Respond (Due Fri) on the Discussion Board Begin the IRIS Module
3 September 9 – 13	Understanding Students' Basic Psychological Needs	Secure your Fieldwork Location	Read Jones Chapter 2 Reply (Due Wed) and Respond (Due Fri) on the Discussion Board IRIS Module Reflection and Screenshot (Due to the Dropbox Wed)
4 September 16 – 20	Establishing Positive Student-Teacher Relationships Whole School, Whole Community, Whole Childe: A Collaborative Approach to Learning and Health	Observe a Physical Education or Health lesson and take notes on the learning environment	Read Jones Chapter 3 and Telljohann Chapter 1 Reply (Due Wed) and Respond (Due Fri) on the Discussion Board Team PowerPoint (Due Wed) Responses (Due Fri)

5 September 23 – 27	Creating Positive Peer Relationships Comprehensive School Education: Applying the Science of Education to Improving Health Instruction	Observe a Physical Education or Health lesson and take notes on students' motivation to learn	Read Jones Chapter 4 and Telljohann Chapter 2 Reply (Due Wed) and Respond (Due Fri) on the Discussion Board Team PowerPoint (Due Wed) Responses (Due Fri)
6 September 30 – October 4	Working with Parents Standards-Based Planning, Teaching and Assessment in Health Education	Speak to host teacher to identify (a) effective communication with all families; (b) traditional and innovative strategies for parents, communities, and schools working together; (c) models for parent-school-community partnerships.	Read Jones Chapter 5 and Telljohann Chapter 3 Begin the IRIS Module ~ Collaborating with Families Team PowerPoint (Due Wed) Responses (Due Fri)
7 October 7 – 11	Developing Standards for Classroom Behavior and Methods for Maximizing On-Task Student Behavior Building and Managing the Safe and Positive Learning Environment	Observe a Physical Education or Health lesson and take notes on developmental characteristics of the whole child (e.g. physical, cognitive, linguistic, emotional, social, moral)	Read Jones Chapter 6 and Telljohann Chapter 4 Reply (Due Wed) and Respond (Due Fri) on the Discussion Board IRIS Module Reflection and Screenshot (Due to the Dropbox Wed) Team PowerPoint (Due Wed) Responses (Due Fri) Begin One-page reflection on one of the lessons you have observed

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8 October 14 – 20	Enhancing Student Motivation to Learn Promoting Mental and Emotional Health	Observe a Physical Education or Health lesson and take notes on effective teaching practices and motivating students to learn.	Read Jones Chapter 7 and Telljohann Chapter 5 Reply (Due Wed) and Respond (Due Fri) on the Discussion Board Team PowerPoint (Due Wed) Responses (Due Fri) One-page reflection on one of the lessons you have observed (Due Wed)
9 October 21 – 25	Responding to Behavior that Disrupts the Learning Process Promoting Healthy Eating	Observe a Physical Education or Health lesson and take notes on the impact of student health on academic achievement.	Read Jones Chapter 8 and Telljohann Chapter 6 Reply (Due Wed) and Respond (Due Fri) on the Discussion Board Team PowerPoint (Due Wed) Responses (Due Fri)
10 October 28 – November 1	Using Problem-Solving to Resolve Behavior Problems Promoting Physical Activity	Observe a Physical Education or Health lesson and take notes on ways to minimize disruptive behavior. Meet with host teacher to review your notes and your Physical Education or Health Lesson Plan	Read Jones Chapter 9 and Telljohann Chapter 7 Reply (Due Wed) and Respond (Due Fri) on the Discussion Board Team PowerPoint (Due Wed) Responses (Due Fri)

11 November 4 – 8	Developing Individual Behavior Plans Promoting Personal Health and Wellness	Conduct a Physical Education or Health Lesson	Read Jones Chapter 10 and Telljohann Chapter 9 Reply (Due Wed) and Respond (Due Fri) on the Discussion Board Team PowerPoint (Due Wed) Responses (Due Fri)
12 November 12 – 15	Veteran's Holiday Mental Break	Fieldwork Completed	No Discussion Board Prompt
13 November 18 – 22	Promoting Safety and Preventing Unintentional Injury Preventing Intentional Injuries and Violence	Fieldwork Completed	Read Telljohann Chapters 8 and 10 Reply (Due Wed) and Respond (Due Fri) on the Discussion Board Lesson Plan and Reflection (Due to the Dropbox Wed) Team PowerPoints (Due Wed) Responses (Due Fri)
Thanksgiving Break November 25 – 29	Fall Recess	Enjoy Thanksgiving with friends and family.	No Discussion Board Prompt
14 December 2 – 6	Chapter 11: Tobacco Use and Electronic Nicotine Delivery Systems Prevention Chapter 14: Managing Loss, Death and Grief	Fieldwork Completed	Read Telljohann Chapters 11 and 14 Team PowerPoint (Due Wed) Responses (Due Fri) Fieldwork and Verification Form due Friday.

15 December 9 – 13	Alcohol and Other Drug Use Prevention Promoting Sexual Health Completing the Final Assignment	Fieldwork Completed	Read Telljohann Chapters 12 and 13 Team PowerPoints (Due Wed) Responses (Due Fri)
16 December 16 - 18	Completing the Final Assignment		Final Assignment (Due to the Dropbox Wednesday). Discussion Board Prompt (optional)