

University of Alaska Anchorage
College of Education
3211 Providence Drive
Anchorage, Alaska 99508-8269

EDPE 590
Healthy Futures for Elementary Educators

1 Credit, Graded A-F

Fall 2018

Course Sponsor: ASD/ Melanie Sutton and Healthy Futures

Primary Grading Instructor: Alyse Loran
Co-Instructor: Shelley Romer
Educational Resource: Melanie Sutton, ASD

Contact Information

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Course Meeting Information

Location: Online

Start and End Date: September 1st to December 10th, 2018

Class Day(s) & Time(s): Every other Tuesday, 4:00 to 7:00

Final Paper Due: December 10th, 2018

Course Description: This course explores the essential components of the Healthy Futures program and encourages collaboration between teachers in providing resources to support and enhance physical education curriculum. Participants will develop and practice their own strategies for running the Healthy Futures Challenge.

Intended Audience: Elementary educators

Enrollment Restrictions: Alaska Elementary staff

Course Prerequisite/Co-requisites: None

Informed by the College of Education Vision, Mission, and Conceptual Framework:

We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits within the mission of the UAA College of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

Link to Standards for Alaska Teachers:

This professional development is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska's Teachers, "clearly define the skills and abilities our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers." (Mike Hanley, <http://www.eed.state.ak.us/standards/pdf/teacher.pdf>)

Learning Forward Standards for Professional Learning:

This course is informed by the Learning Forward Standards for Professional Learning which outline the "characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results." As explicit in the standards, "professional learning is for educators to develop the knowledge, skills, practices and dispositions they need to help student performance at a higher level." (<https://learningforward.org/standards-for-professional-learning>)

Course Design:

- a. Requires 15 contact hours and an average of approximately 30 hours of engaged learning outside of class.
- b. Does not apply to any UAA certificate or degree program.
- c. No UAA lab and/or materials fees beyond standard charges.
- d. This course is based upon the collegial sharing, collaboration, and support of the participants and facilitator as a community of learners. Course activities will include common readings and group discussions, collective learning processes, peer coaching/mentoring, and reflective practices.

Instructional Goals and Defined Outcomes:**RESEARCH BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)****1.0 Instructional Goal:**

Provide opportunities for participants to learn about recommendations for physical activity for children and to learn techniques for teaching students about the importance of healthy physical activity habits.

Defined Outcomes:

Participants will be able to describe the CDC recommendations for quantity and intensity of physical activity for children. Participants will demonstrate the techniques, assess the process, and/or describe their reflections of the experience.

THEORY INTO PRACTICE (APPLICATION)**2.0 Instructional Goal:**

Provide a collaborative structure for participants to identify successful strategies for success/motivating students to exercise, methods of encouraging them to record that exercise by participating in the Healthy Futures Challenge, and methods of integrating those strategies into their classroom practices.

Defined Outcome:

Participants will share best practices and engage the group in a reflective dialog of their own strategies for motivating students to participate in the Challenge and the effectiveness of those strategies.

REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

- 3.0 Instructional Goal:
Engage and reflect on teaching healthy physical activity habits from the student's perspective in order to adapt for individual success.

Defined Outcome:

Participants will summarize the principles/practices/techniques they have learned in class, what they have garnered, and how this will impact their physical education environment in a reflective paper.

RELATIONSHIP TO STANDARDS

- 4.0 Instructional Goal:
Familiarize participants with the standards-based content by reviewing and synthesizing the Alaska Physical Education Standards in relationship to the Healthy Futures Challenge.

Defined Outcome:

Participants will identify the standards met by implementing the Healthy Futures Challenge.

Writing Style Requirements:

Participants' writing will reflect the clarity, conciseness, and creativity expected of post-baccalaureate certificated educators.

Attendance and Make-up Policy:

Participants are expected to actively and collegially participate in all classes as a contributing member of a learning community. Attendance at every session is, therefore, very important and make-up for missed classes will be approved by the instructor on an exception basis only.

Course Assignments, Assessment of Learning, and Grading System:

Course grading will be A-F based upon the following. A rubric and instructions will be provided for the final reflective paper.

- a. Participation and Collegial Support 250 Points
Participants will be expected to actively and collegially participate in online discussions, activities, and other process experiences during the course.
- b. Application and Assessment 500 Points
Participants will apply the strategies in the Healthy Futures Challenge and will submit data according to the Challenge schedule, as well as a qualitative summary of outcomes.
- c. Reflective Paper 250 Points
Participants will complete a 1-2 single spaced page reflective paper summarizing their course experience(s), discussions, readings, and how they plan to use the material in their physical education program.

Quality of Work

Assignments, projects, papers, presentations, etc. will be graded for quality as follows:

"A" work goes beyond the assignment in originality, scholarship or critical thinking; excellent in all aspects.

“B” work is complete, comprehensive, and well prepared; clearly indicates that considerable time and intellectual effort was expended in preparing the assignment.

“C” work is average; completed as requested, on time, and in appropriate format.

“D” work is below average; incomplete or chronically late; in inappropriate format; does not meet course standards, shows limited effort and understanding.

“F” indicates that the student has not met the guidelines for “A-D” work.

Course Calendar/Schedule: Assignments listed below each session in italics are to be completed by the date of the session. See course texts/handouts/readings list below for assistance completing posts/assignments.

Session 1, Sept. 6 Getting Started with Healthy Futures

- Read the Healthy Futures Guide.
- Review Healthy Futures website, including Resources page.
- *Participation (30 Points):* Take test on the Healthy Futures Challenge using the website and Guide. This test is meant to test your basic knowledge of the Challenge. Reviewing the Guide and website are the best way to earn a good score.
- *Application (100 Points):* Register for the Challenge and upload list of students to the Healthy Futures database.

**Session 2, Sept. 18 Successful Strategies for Implementing the Healthy Futures Challenge:
Using Incentives to Motivate Students**

- Explain the new incentives (monthly and school-wide grand prizes) to your students.
- *Participation (40 Points):* Post on the discussion board about students’ reactions to the new incentives. Do they like them? Are they excited about more grand prizes? Do they like the idea of collecting a set? Do they have other ideas (keeping in mind cost and logistics)?
- *Participation (30 Points):* Comment on at least two colleagues’ posts about strategies to motivate students.
- *Application (100 Points):* Create a Healthy Futures display in your school and post a picture of your display to the discussion board. Ideas for displays include:
 - A list of upcoming Healthy Futures events in your area
 - Healthy Futures incentive poster
 - Play Every Day posters
 - Healthy Futures longevity and Challenge banners
 - Photos of students and teachers being active
 - YOUR personal activity log (blown up, dry erase)
 - Awards to top participating students, staff, or classes
 - Anything to build excitement around being active!

- Session 3, Oct. 2** **Successful Strategies for Implementing the Healthy Futures Challenge: Helping Parents Get Involved**
- *Application (100 Points):* Enter your students' September logs in the Healthy Futures database.
 - Visit the sites listed under the "Resources for Talking to Your Child About Physical Activity" on the Healthy Futures "Family Resources" page.
 - *Participation (40 Points):* Post on the discussion board reflecting on what you read on the sites you visited and/or ideas for how you can share this information with parents.
 - *Participation (15 Points):* Comment on at least one colleague's post.
- Session 4, Oct. 16** **Physical Activity and Academic Performance**
- Browse the resources on the connection between physical activity and academic performance found on the Blackboard Resources page.
 - *Participation (40 points):* Comment on the resources and/or your previous knowledge of the academic effects of physical activity. You may also choose to write about how you use this information to advocate for more physical activity in your school or how you use it to motivate students and families.
 - *Participation (15 Points):* Comment on at least one colleague's post.
- Session 5, Nov. 6** **Successful Strategies for Implementing the Healthy Futures Challenge: The Logistics**
- *Application (100 Points):* Enter your students' October logs in the Healthy Futures database.
 - *Participation (40 Points):* Post in the discussion board at least one idea for how you manage the logistics of the Challenge. Ideas:
 - Do you send logs home or keep them at school? If you send them home, how do you ensure they come back? If you keep them at school, how do you have students fill them out?
 - How do you set reminders for yourself/other staff to collect/enter logs?
 - Other ideas welcome!
- Session 6, Dec. 6** **Reflective Healthy Futures Challenge Input**
- *Application (100 Points):* Ensure logs for all three months of the Challenge have been submitted.
 - Download list of completed logs for incentive distribution by clicking on the "Export All" button when you are logged in to the database.
 - *Reflective Paper (250 Points):* Submit course reflection paper. 1-2 single spaced pages reflecting on the course. Topic ideas include:
 - Reflections/input on the course and the Challenge
 - Reflection on readings and/or course content
 - Discussion of how you plan to use the material in your physical education program

- Put registration for the Spring Challenge on your calendar!

***Final paper due: December 6th, 2018**

Course Texts, Readings, Handouts:

Required Text/Materials:

Healthy Futures Challenge Resources: <http://healthyfuturesak.org/the-challenge/elementary-schools/challenge-resources/>

Healthy Futures Challenge Guide

Healthy Futures Challenge database: <http://database.healthyfuturesak.org>

Content References:

CDC Recommendations for Children:

<https://www.cdc.gov/physicalactivity/basics/children/index.htm>

“Critical Connections: health and academics” literature review

<https://www.ncbi.nlm.nih.gov/pubmed/26440816>

“The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance” CDC Study

https://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf

“Physical Activity May Help Kids’ Grades, Too” ABC News Story

<https://abcnews.go.com/Health/physical-activity-linked-academic-performance/story?id=15273908>

“How a growing number of states are hoping to improve kids’ brains: exercise.”

<https://hechingerreport.org/growing-number-states-hoping-improve-kids-brains-exercise/>

Freakonomics podcast on incentivizing kids

<http://freakonomics.com/?s=why+you+should+bribe+your+kids&x=0&y=0>

health.gov Physical Activity Guidelines for Children

<https://health.gov/paguidelines/guidelines/chapter3.aspx>

Impact of Incentives on Exercise Behavior study

<http://link.springer.com/article/10.1007/s12160-013-9577-4>

Study about importance of building habits to encourage children's physical activity

<http://journals.humankinetics.com/doi/pdf/10.1123/pes.20.1.5>

Standards References:

State of Alaska Physical Education Standards:

<https://www.eed.state.ak.us/tls/schoolhealth/PEStandards.html>

Alaska Comprehensive Center. (2012). Guide to Implementing the Alaska Cultural Standards for Educators. Juneau, AK: Alaska Department of Education and Early Development.

Alaska Native Knowledge Network. (1998). *Alaska standards for culturally responsive schools*. Fairbanks, AK: University of Alaska Press.

Learning Forward. (2011). Standards for professional Learning. Retrieved from <http://learningforward.org/standards-for-professional-learning#.VyvT9U32aJc>.

NCTE Committee on Teacher Preparation and Certification. (1996). *Guidelines for the preparation of teachers of English language arts*. Chicago, IL: NCTE.

State of Alaska Department of Education and Early Development. (1997). *Standards for Alaska teachers*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (2006). *Content standards for Alaska students*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (1999). *Performance standards for Alaska students*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (2012). *New Alaska English/language arts and mathematics standards*. Juneau, AK: Author.

Course Policies:

Incomplete Grades

An "I" (Incomplete) is a temporary grade. It is used to indicate that a student has made satisfactory progress in the majority of the work in a course, but for unavoidable absences or other conditions beyond the control of the student, has not been able to complete the course. The Incomplete Grade Contract, a signed contract form between the student and the course instructor that stipulates the assignment(s) required to finish the course, is required and must be completed and filed with PACE before an "I" grade is assigned. Course work must be completed by a date specified in the contract, not to exceed one year. Upon completion of the required course work, the course instructor must submit a change of grade form accompanied by a copy of the incomplete grade contract to the PACE Office. If course work is not completed within one year or if the terms specified on the Incomplete Grade Contract are not met, the student may be assigned a failing grade (F or NP, depending on the grading basis of the course). If course work is not completed within one year and the instructor does not submit a change of grade at that time, the "I" will become a permanent grade and it will be necessary for the student to re-register to obtain credit for the course.

ADA Policy

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in Business Education Building (BEB105) or on-line at www.uaa.alaska.edu/dss.

Academic Dishonesty Policy

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Cheating plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Academic dishonesty is defined further in the "student Code of Conduct." In addition to any adverse academic action that may result from the academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved

through student judicial review procedures and the Academic Dispute Resolution Procedure specified in the University catalog.

Professional and Ethical Behavior

University of Alaska Anchorage College of Education students are expected to abide by the State of Alaska Code of Ethics of the Education Profession and professional teaching standards as they concern students, the public, and the profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of teaching certification.

Non-Discrimination Policy

The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination.

Technology Integration

University of Alaska Anchorage College of Education students are expected to (a) demonstrate sound understanding of technology operations and concepts; (b) plan and design effective learning environments and experiences supported by technology; (c) implement curriculum plans that include technology applications in methods and strategies to maximize student learning; (d) facilitate a variety of effective assessment and evaluation strategies; (e) use technology to enhance productivity and professional practice; and (f) understand the social, ethical, and human issues surrounding use of technology in PreK-12 schools and apply those principles in practice.