

Two-year Plan – Sports Medicine - 2007

(Brenda Black and Kirsten Harvey)

Goal area	Instructional Practices: What are we going to do to get students learning to high standards?	People Involved	Schedule of Activities	Resources Needed -professional development -trainers -district support	Evidence of Implementation. What are teachers doing?	Evidence of Impact: What are students' doing?
CURRICULUM INSTRUCTION	Continue developing Sports Medicine learning activities that engage students, promote collaboration, creative thinking, research and problem solving	Instructor	Ongoing	New Software – to be determined	Using more videos, ppts, interactive software as instructional tools	Learning material faster, improving scores
WASL alignment	Continue using lesson reflection writing assignments. Develop reflective questions for new activities Continue teaching technical reading strategies	Instructor	Ongoing		Assigning and assisting students w/content reading and writing	Improving WASL scores
CAREER COMPONENT (Bridges, WOIS)	Health Occupations Unit using Access Bridges, continuing w/career research assignments	Instructor & Career Counsellor	Ongoing	Access to computer lab	Providing access & assistance to guide students thru the program	Present a plan for pursuing a career in Health Sciences
LEADERSHIP	Various activities in and out of school, as well as participation in Wesco and State Sports Med competitions	Various	Ongoing		Providing opportunities with small group worak and projects as well as competitions	Using leadership skills in other areas of their lives
INDUSTRY AND POST SECONDARY CONNECTIONS	Explore Tech-Prep crediting	Carl Fender & others	Ongoing	District Support		Receiving college credit for work done in high school class
PROGRAM MARKETING	Participate in Career Fairs, Video for 8 th graders, including interactive displays	Various	Ongoing	District Support		Increase in student enrollment
ADVISORY COMMITTEE	Increase membership – add Dr, PA,C, etc	Various	Ongoing			

Program Advisory Chair
Career/Technical Director

Date
Date

Rigor - Relevance - High Standards