

Curriculum and Professional Development Policy and Recommendations

Origination Date:

Effective Date:

Policy: It is the policy of this organization that all staff who instruct and serve as role models for children/youth (1) have access to evidence-based curriculum and resource materials related to healthy eating and active living for use with youth and their families and (2) participate in professional development opportunities that focus on healthy eating and active living twice annually.

Purpose: This organization recognizes that it has a responsibility to promote a culture of health within the organization for children, families, and staff members. To support best practices in healthy eating and active living, the organization will provide staff with access to evidence-based curriculum, information, and other resources and will require staff to participate in semi-annual professional development.

Definitions:

Healthy Eating is a way of life and is influenced by what we eat, how much we eat and how it is prepared. Healthy food should be moderate in calories and nutrient dense (rich in vitamins and minerals). Healthy eating includes eating appropriate portion sizes and balancing how often foods are eaten. And finally healthy eating involves choosing foods that are prepared using healthy cooking methods. From Active Living By Design at the University of North Carolina at Chapel Hill (<http://www.activelivingbydesign.org/about-albd>)

Active Living is a way of life that integrates physical activity into daily routines. The goal is to accumulate at least 30 minutes of activity each day. Individuals may achieve this by walking or bicycling for transportation, exercise or pleasure; playing in the park; working in the yard; taking the stairs; and using recreation facilities. From Active Living By Design at the University of North Carolina at Chapel Hill (<http://www.activelivingbydesign.org/about-albd>)

Best Practice is a method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark. In addition, a "best" practice can evolve to become better as improvements are discovered. From Wikipedia (www.wikipedia.org)

Curriculum is a planned sequence to increase skills, attitudes, and knowledge of students towards healthy eating and active living.

Professional Development is more than training. Professional development focuses on improving skills and knowledge to move an individual and organization forward to a specific goal or outcome. Professional development, by its nature, is not one-shot sessions. It is part of an improvement plan. Specific to this policy, Professional Development is a comprehensive, sustained, and systematic approach to improving staff skills and education in healthy eating and active living.

Learning Intentions are the lesson objectives written in child-friendly language. Learning intentions cover what children are learning (not what they are doing) and WHY they are learning it.

Success Criteria clearly spell out in child-centered language how the child will know he/she is successful for that lesson.

Background: Within the current policy, the Coordinated School Health model “Healthy Youth” will be adapted for use at the agency (<http://www.cdc.gov/healthyyouth/>). The Centers for Disease Control and Prevention (CDC) provides guidelines for coordinated school health programs as a strategy for improving the health and learning in US schools (cite). In many US urban cities, children ages 5-18 attend after school programming and receive continued opportunities for healthy eating and active living. To meet the needs of those children continuing education is important for staff to improve the health and well-being of students. All staff needs to stay current in their skills and knowledge. Professional development provides opportunities for agency staff to identify the areas for improvement, learn about and use proven practices, solve problems, develop skills, and reflect on and practice new strategies.

The CDC frame work focuses for planning and coordinating around eight critical and interrelated components (<http://www.cdc.gov/healthyyouth/cshp/components.htm>):

1. Health education
2. Physical education
3. Health services
4. Nutrition services
5. Counseling, Psychological, and Social Services
6. Healthy and safe environment
7. Health promotion for staff
8. Family and community involvement

Ultimately, health at the organization has four interrelated goals (<http://www.cdc.gov/healthyyouth/cshp/goals.htm>):

1. Increase health knowledge, attitudes, and skills.
2. Increase positive health behaviors and health outcomes.
3. Improve education outcomes
4. Improve social outcomes

These goals are most effectively and efficiently achieved when all the goals are addressed simultaneously through a coordinated approach. The UNCOM curriculum regarding healthy eating and active living will strive to meet these goals in a coordinated fashion.

Curriculum Recommendations

I. Nutrition Standards

Nutrition education will be based upon *The Dietary Guidelines for Americans 2010*, which includes recommendations based upon the most recent evidence available from the nutrition sciences. Two overarching concepts emerge from *The Dietary Guidelines for Americans 2010*:

1. **Maintain calorie balance to achieve and sustain healthy weight.** Calorie balance refers to the relationship between calories consumed from foods and beverages and calories expended in normal body function and through physical activity. To sustain a healthy weight, one needs to eat fewer calories by making healthier food and beverage choices and eating proper portion sizes. At the same time, one should gradually increase the amount of time one is physically active and decrease the amount of time one is non-active or sedentary.
2. **Focus on nutrient-dense foods and beverages.** Nutrient-dense foods provide necessary nutrients with relatively fewer calories than other choices in the same food group (USDA). To choose nutrient-dense foods and beverages, one needs to choose more vegetables, fruits, whole grains, fat-free or low-fat milk and milk products, seafood, lean meats and poultry, eggs, beans, peas, seeds and nuts. Americans consume too much sodium and too many calories from solid fats, added sugars, and refined grains, so items should be limited.

II. Nutrition Education

Nutrition education supports and promotes healthy eating and provides instruction and examples of the role eating plays in health. Appropriate nutrition education will be implemented at least twice per year to all children enrolled in agency programs. The nutrition education program will include the following:

- a. Curriculum
 - i. Aligns with *the Dietary Guidelines for Americans 2010* – with a focus on nutrient dense foods and calorie control
 - ii. Provides children with the knowledge and skills to engage in healthy eating
- b. Instruction and Assessment

- i. Aligns curriculum, instruction, and assessment
 - ii. Builds youths' confidence and competence to make healthy eating a part of their life experience
 - iii. Engages youth in the learning process
 - iv. Taught by individuals with training, education, and experience in the content area
- c. Opportunity to Learn
- i. All youth at the center will participate regardless of ability
 - ii. Adequate time will be built into the curriculum to instill youth confidence to learn the material
 - iii. Offered at logical and connective points of the curriculum
 - iv. Parents and caregivers of youth will receive take home messages to reinforce healthy eating.

I. **Physical Activity Standards**

Physical activity is directly connected to active living. Physical activity education will be based upon the following standards from the Centers for Disease Control and Prevention (CDC) Physical Activity for Everyone Guidelines

(<http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html>). These guidelines include recommendations for physical activity based upon the most recent available evidence. The overarching concept is that children and adolescents (ages 6-17 years of age) should do 60 minutes or more of age appropriate physical activity each day that includes a variety of aerobic, muscle, and bone strengthening activity (<http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html>)

Physical Activity (moderate to vigorous): (From the CDC) On a 10-point scale, where sitting is 0 and working as hard as you can is 10, moderate-intensity aerobic activity is a 5 or 6. It will make you breathe harder and your heart beat faster. You'll also notice that you'll be able to talk, but not sing the words to your favorite song. Vigorous-intensity activity is a 7 or 8 on this scale. Your heart rate will increase quite a bit and you'll be breathing hard enough so that you won't be able to say more than a few words without stopping to catch your breath.

When achievable, physical activity programs should also include the following components:

1. Prepare all children for an active adulthood and reinforce behaviors that promote positive health
2. Low cost, minimal equipment, and appropriate
3. Population-based, enjoyable and appropriate activities

II. Physical Activity Education

Appropriate physical activity education will be offered two times per year for all youth participants at the organization. Youth will learn about the benefits of active living to health. The active living education program will include the following components:

a. Curriculum

- i. Aligns with CDC guidelines that children should achieve 60 minutes of physical activity per day that includes a variety of aerobic, muscle and bone strengthening activity.
- ii. Provides children with the knowledge and skills in how to engage in active living

b. Instruction and Assessment

- i. Aligns curriculum, instruction and assessment
- ii. Builds students' confidence and competence to make active living a part of their life experience
- iii. Engages students in the learning process
- iv. Taught by individuals with training, education, and experience in the content area

c. Opportunity to Learn

- i. All students at the center will participate regardless of ability
- ii. Adequate time will be built into the curriculum to instill student confidence to learn the material
- iii. Offered at logical and connective points of the curriculum
- iv. Parents and caregivers of children will receive take home messages to reinforce active living.

Professional Development Recommendations

Guiding Principles for Professional Development:

- One of the most effective ways to ensure successful implementation of any program is to have a common language and theme. Milwaukee Public Schools (MPS) adopted the Danielson framework for teaching in 2010 to serve as that common language (*Enhancing Professional Practice: A Framework for Teaching*, Charlotte Danielson, 2007). The Danielson Framework breaks down education into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. These four key domains of teaching are essential to successful outcomes for children. All MPS Professional Development and teacher evaluation follow the Danielson Framework for effective teaching. Planning and Preparation:
 - Create/develop lesson plans
 - Plan for child safety in each lesson
 - Create objectives
 - From the objectives create *Learning Intentions*

- Learning Intentions are the lesson objectives written in child friendly language
 - Learning intentions cover what they are learning (not what they are doing) and WHY they are learning it
 - If asked students should be able to say what they are learning that day (I am learning that by being physically active I am making stronger bones, muscles, heart and mind.)
- Create outcomes
- From the outcomes create *Success Criteria* for students
 - Success criteria clearly spell out in child centered language how they are successful for that lesson/activity.
 - This allows students to know what to do to be successful in that lesson/activity.
- Classroom Climate:
 - Create a positive atmosphere of respect
 - Developing a culture of learning (children are coming to learn while they play, not just play)
 - Instructor/coach's *interactions* with children
 - Classroom management procedures and routines
 - Organization of physical space
- Instruction:
 - Communicating with children including directions and procedures
 - Engaging ALL children in activity/learning
 - Assessing children
 - Flexibility to student responses
- Professional Responsibilities:
 - Reflection on practice
 - Communication with stakeholders/families
 - Growing and Developing professionally
 - Showing professionalism
 - Keeping accurate records

A professional development plan should include a needs assessment for staff. Staff then prioritizes what should be included in the plan.

Implementation of Semi-annual Round Robin Trainings

The use of the following format is suggested:

- a. Determine target audience.
- b. Determine goals and learning objectives for each session.
- c. Develop lesson plans for each session in the Round Robin Training—two or three 20-30 minute sessions.
 - i. Each session's lesson plans include:
 - Learning Intention and Success Criteria

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- Warm up or ice-breaker
 - Teaching;
 - Demonstration
 - Discussion
 - Wrap-up
- d. Evaluation
- e. Take-away tool to be used for promotion and advocacy with children and parents.
“By next Tuesday...”