



**MTI 578 PH: Teaching Personal and Social Responsibility to Students through Physical Education**

**DISTANCE COURSE FOR COLORADO STATE UNIVERSITY-PUEBLO  
PE & HEALTH MASTER'S DEGREE**

Instructor Information:	
<b>Instructor Name:</b>	<b>Mike Foster, MS-Physical Education, M. Ed School Leadership</b>
<b>MTI Grading:</b>	<a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a>
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Course Information	
<p><b>Course Format (distance learning, online, webinar, experiential onsite courses):</b></p>	<p><b>Distance Course</b>            Once you have registered for this course, your textbook will be sent to the address you used at checkout. The cost for the textbook has been included in your course price, there are no additional fees that apply. The textbook is yours to keep for further reflection at the conclusion of the course. Approximately 112.5 hours of instructional time is devoted to this course.</p> <p>Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student.</p> <p>ALL questions, customer service, grades and transcript questions are to be directed to MTI, <b>NOT COLORADO STATE- PUEBLO</b> FOR THIS COURSE.</p> <p>All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.</p>

<p><b>Formatting Requirements</b></p>	<p>All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information:</p> <ul style="list-style-type: none"> <li>● Name</li> <li>● Home address</li> <li>● Email address</li> <li>● School district name, address</li> <li>● Date of submission</li> </ul> <p>All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero. On the document, include a link to the assignment as required (<i>example, a Google form wouldn't post well onto the Google doc, so share a link to the form for us to see and grade</i>).</p> <p>Once you have completed all of your assignments, please submit them to <a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a> to be graded by your instructor.</p>
<p><b>Prerequisites and Credit Limits</b></p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. This course counts towards a master's degree in curriculum and instruction from Colorado State University-Pueblo. You must be accepted in the program by CSUP for this course to count towards your degree.</p>
<p><b>Required Books and Materials</b></p>	<ul style="list-style-type: none"> <li>● Watson, Doris L. and Clocksin, Briand D. (2012). <i>Using Physical Activity and Sport to Teach Personal and Social Responsibility</i>. Champaign, IL: Human Kinetics.</li> <li>● <a href="#">How to: Teaching Life Skills Through Physical Education</a></li> </ul>
<p><b>Learning Outcomes/Competencies:</b></p> <p>At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the benefits of developing personal and social responsibility through Physical Education. InTASC 1,2,6,9,10</li> <li>2. Develop a culture within their Physical Education class that promotes personal and social responsibility. InTASC 2,3,7</li> <li>3. Identify areas within their own curriculum that can enhance personal and social responsibility. InTASC 1,3,5,7,8</li> <li>4. Research lessons, strategies, activities, and techniques related to personal and social responsibility of students in Physical Education. InTASC 1,5,6</li> <li>5. Reflect on their own teaching and interaction to incorporate personal and social responsibility of students in Physical Education. InTASC 6,8,9</li> </ol>	

6. Apply strategies, activities, and techniques to fit the educators setting and needs of their students. InTASC 2,3,4,5,7,8

**Course Description:** This course will help educators use sport and fitness to develop responsibility in students. Educators enrolled in this course will examine practical ways to teach personal and social responsibility to students through Physical Education. Educators will be provided a description of activities that teach personal and social responsibility to students, leading them through skill development, and handing over responsibility to the students. The activities provided in this course can be applied into any Physical Education lesson.

**Learning Strategies:** Personal reflection, individual assignments (applications, research projects and evaluation essays).

**Experiential Learning Opportunities:** Educators will use this course to develop strategies and techniques to provide meaningful responsibility-based instruction that promotes personal and social well-being.

Assessments		Approximate contact hours for each assessment
Required reading from the textbook.		20 hours
Additional course websites provided and reflection time.		1 hours
Text questions-(Ten questions at 9 points each)	90 points	10 hours
Studying (time to reread and take notes)		8.5 hours
Applications- 2 @ 45 points each	90 points	14 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	28 hours
Action research project	100 points	12 hours
Research on differentiated instruction strategies and theory		9 hours
Final evaluation essay	100 points	10 hours
<b>Total points possible</b>	<b>440 points</b>	<b>112.5 hours</b>

**Grading Scale: A (90-100%); B (80-89%)**

***\*Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

<b>Text Question Rubric- 10 questions @ 9 points each</b>			
<b>Category</b>	<b>Superior (3 pts)</b>	<b>Sufficient (2 pts)</b>	<b>Minimal (1 pt)</b>
<b>Supporting Evidence in Practice</b> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Application Rubric-2 assignments @ 45 points each</b>			
<b>Category</b>	<b>Superior (15-13 pts)</b>	<b>Sufficient (12-10 pts)</b>	<b>Minimal(9-7pts)</b>
<b>Supporting Evidence in Practice</b> ___/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ___/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ___/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Journal Rubric- 10 journal entries @ 6 points each</b>			
<b>Category</b>	<b>Superior (3 pts)</b>	<b>Sufficient (2 pts)</b>	<b>Minimal (1 pt)</b>
<b>Supporting Evidence in Practice</b> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Grammar and Spelling</b> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Project Rubric- 100 points</b>
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<b>Category</b>	<b>Superior (20-18 pts)</b>	<b>Sufficient (17-16 pts)</b>	<b>Minimal ( 15-14pts)</b>
<b><i>Understanding of web tool</i></b> ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
<b><i>Practical evidence</i></b> ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
<b><i>Completion</i></b> ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
<b><i>Grammar and Spelling</i></b> ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
<b><i>Sequencing</i></b> ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

<b>Evaluation Rubric- 100 points</b>				
<b>Category</b>	<b>Superior (20-17 pts)</b>	<b>Sufficient (16-13 pts)</b>	<b>Minimal(12-9pts)</b>	<b>Below Standard (8 pts)</b>
<b><i>Supporting Evidence in Practice</i></b> ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<b><i>Accuracy</i></b> ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.

<b>Grammar and Spelling</b> ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
<b>Logical Sequencing</b> ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
<b>Reflection</b> ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

<b>Course Assignments</b>
<p><b>Text Questions: Read and Reflect (90 points)</b></p> <p>Each text question is designed to get you thinking about the concepts provided by the author. As you read the text, use the questions to help you reflect and how the information can be related to your current work. Each response is expected to be one paragraph or more.</p> <ol style="list-style-type: none"> <li>1. <i>Chapter 1: Introduction to the Personal and Social Responsibility Model</i> - What are your thoughts of the Personal and Social Responsibility Model (TPSR)? Are you familiar with it? Do you agree or disagree with it? Do you see this working in your Physical Education class?</li> <li>2. <i>Chapter 2: What Works</i> - Do you believe that you can organize and conduct a Physical Education lesson to influence the youth you are teaching? Do you believe you can do more than just develop outstanding athletes or skill movers? Explain.</li> <li>3. <i>Chapter 3: Creating a Positive Learning Environment</i> - The climate of the gymnasium is attached strongly to your methods as an educator. What are your methods as a Physical Education teacher? What is your style of teaching Physical Education? Is the climate in your class competitive and self-serving or cooperative, communicative, and supportive?</li> <li>4. <i>Chapter 3: Creating a Positive Learning Environment</i> -Create 3 separate lists. First, list some negative images of today's students. Second, list some of the fears faced by students in today's society. Lastly, list the positive attributes that you have observed in today's students. How do these lists relate? What are some of your fears in</li> </ol>

Physical Education? Do your lists relate to these fears? How might this exercise inform your teaching?

5. *Chapter 4: Adventure Education*

- What are your thoughts on the activities provided in Chapter 4? Could you see yourself using those activities? Which ones? Why or why not?

6. *Chapter 5: Volleyball*

- What types of praise do you use in your classroom? How effective is it? Will you apply any of the examples from the textbook in your classroom?

7. *Chapter 8: Basketball*

-What were elements within the chapter that might assist in the transfer of TPSR outside of the class but within the school or program? How?

8. *Chapter 13: In the Trenches*

- What do you think about the Moving and Shaking with Hofstra program that Brian Clocksin developed? What can you take away from this that could be used in your class?

9. *Chapter 14: What Matters in Youth Leadership*

- Answer the question, what is worth doing? After reading the textbook, has your answer changed or stayed the same? Do you see how purposeful decision making can help develop qualities in students beyond Physical Education?

10. *Chapter 14: What Matters in Youth Leadership*

- After reading the textbook, what are your thoughts about the TPSR model? Will TPSR become a part of your lessons? Explain.

### **Application #1**

Chapter 3 discusses the importance of Physical Education teachers to become proficient in generating a variety of teaching contexts based on the content focus, objectives, and learner needs. Figure 3.3 on page 40 displays the continuum of teaching styles. Choose one style from the Continuum of Teaching Styles (Figure 3.3) and develop a lesson in Physical Education. What style did you choose? Describe the planning behind the pre-impact, impact, and post-impact phases. Teacher beliefs: Are you comfortable loosening control? Goals of the lesson: are the skills or tasks familiar to the students or are they completely new? Would this lesson be in the beginning, middle, or end of a unit? Teacher skill and preference: are you confident in your teaching skills for this unit? Student characteristics: do your students work well independently without supervision? Nature of content: are students familiar with the content? How complex is it? Context of teaching: how much equipment and space are available?

- 2-3 pages in APA format
- Include lesson plan

### **Application #2**

Each Chapter in Part II provides sample lesson plans taking readers through each component (awareness talk, lesson focus, group meeting, and reflection) through the three developmental stages (stage 1, stage 2, and stage 3). Using the processing strategies and tools provided in Part II, develop a new lesson using the TPSR model for an activity not covered in Part II (i.e. - badminton, softball, flag football, floor hockey, swimming/water polo, pickleball, etc.). Make sure to cover each component (awareness talk, lesson focus, group meeting, and reflection) and each of the three developmental

stages (stage 1, stage 2, and stage 3). What aspects of the variation in teaching styles assisted in enhancing student-teacher and student-student relationships? How? What elements develop personal and social responsibility in students? How? What elements might transfer outside of class or outside of school? How? What elements of your lesson support an empowering pedagogy for students? How does your lesson maintain SITE of TPSR?

- 2-3 pages in APA format

### **Journal entries**

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

### **Research project**

Research and find an article online, in newspapers, or from a magazine on the TPSR model within the school setting. After reading reflect on the article and relate the article to class. What did you take away from the article? Do you believe there is a place in Physical Education for the TPSR model? Do you think the TPSR model is better than the current model of "roll out the ball - busy, happy, and good" still used in a number of schools today? What can the TPSR model do for the atmosphere in your classroom? What challenges do you see in the implementation of the TPSR model in your class? Explain in depth.

- 2-3 pages in APA format

### **Evaluation assignment**

After reading the textbook, how do you feel the book's content, techniques, strategies, lessons, and activities can help you incorporate the TPSR model into your Physical Education class? What will you take away from this course? What techniques, strategies, lessons, and activities will you incorporate to ensure your lessons are displaying the four thematic objectives of student relationships, integration, transfer, and empowerment (SITE)? Explain in detail.

- 3-5 pages in APA format



- Utilize the textbook

### **End of Course Survey**

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

### **CSU-Pueblo's Policies**

**Accommodations:** Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

**Academic Dishonesty:** Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

**Mandatory Reporting:** Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence,

Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)).

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**The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

## **The InTASC Model Core Teaching Standards (April 2011)**

### **The Learner and Learning**

#### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content Knowledge**

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in

their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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**STUDENT LEARNING OUTCOMES (SLOs):**

This course addresses the following student learning outcomes to the degree shown in the table.

Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

<b>Student Learning Outcome</b>	<b>Degree Addressed</b>
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in	2

teaching.	
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1