



MTI 585 PH: Developing Physical Education Content and Instruction: Engaging Students of all Ability Levels

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

Instructor Information:	
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Course Information	
<p>Course Format (distance learning, online, webinar, experiential onsite courses):</p>	<p>Distance Course 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, NOT COLORADO STATE- PUEBLO 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>Formatting Requirements</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"> ● Name ● Home address ● Email address ● School district name, address ● Date of submission <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 grades@midwestteachersinstitute.org to be graded by your instructor.</p>
<p>Prerequisites and Credit Limits</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>Required Books and Materials</p>	<p>Course Book: Ward, Phillip and Lehwald, Harry (2018). <i>Effective Physical Education Content and Instruction: An Evidence-Based and Teacher-Tested Approach</i>. Champaign, IL: Human Kinetics.</p>
<p>Learning Outcomes/Competencies:</p> <p>At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand how the decisions teachers make are the most challenging and important aspects of teaching. InTASC 1,2,4,9 2. Understand how to create task progressions, organize tasks, adapt tasks, and correct student errors. InTASC 1,2,3,4,5,8 3. Develop instructional tasks and lessons that create progressions and provide students with a series of tasks that build on to develop and assess a skill. InTASC 1,2,3,5,6,7,8 4. Develop a content map to categorize tasks to teach a sport or locomotor skill. InTASC 1,2,3,5,7,8 5. Develop a block/unit plan to organize each lesson and the tasks that will be covered throughout a unit. InTASC 1,2,5,7,8 6. Research task progression, organization of activities, and instruction for Physical Education to improve student engagement. InTASC 5,6,7,8,10 	

7. Reflect on their own teaching and lessons to learn from your practice and improve your decision-making when developing block and lesson plans. InTASC 4,5,7,9

Course Description: This course will provide educators with the knowledge to create task progressions; organize tasks; adapt tasks; develop block and lesson plans. Educators will apply the knowledge gained from this course to engage students of all ability levels in skillful play. The course will provide educators the framework to incorporate ready-to-use instructional tasks, warm-ups, content maps, block plans and lesson plans into their own Physical Education curriculum.

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

Experiential Learning Opportunities: Educators will use this course to develop engaging content and instruction in Physical Education.

Assessments		Approximate contact hours for each assessment
Required reading from the textbook.		31 hours
Text questions-(Ten questions at 9 points each)	90 points	10 hours
Studying (time to reread and take notes)		5.5 hours
Applications- 2 @ 45 points each	90 points	10 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	9 hours
Research on differentiated instruction strategies and theory		9 hours
Final evaluation essay	100 points	10 hours
Total points possible	440 points	112.5 hours

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.

Text Question Rubric- 10 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/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.
Accuracy ___/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.
Grammar and Spelling ___/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.

Application Rubric-2 assignments @ 45 points each			
Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ___/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.
Accuracy ___/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.
Grammar and Spelling ___/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.

Journal Rubric- 10 journal entries @ 6 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/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.
Grammar and Spelling ___/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.

Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
<i>Understanding of web tool</i> ___/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.
<i>Practical evidence</i> ___/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.
<i>Completion</i> ___/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.
<i>Grammar and Spelling</i> ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
<i>Sequencing</i> ___/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.

Evaluation Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
<i>Supporting Evidence in Practice</i> ___/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.
<i>Accuracy</i> ___/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.

Grammar and Spelling ___/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.
Logical Sequencing ___/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.
Reflection ___/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.

Course Assignments

Text Questions: Read and Reflect (90 points)

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.

1. *Chapter 1: Understanding and Acquiring Content Knowledge*
- What do you think of the statement, “decisions that teachers make, and decision-making may be one of the most challenging aspects of teaching”? Do you agree or disagree? Explain what decisions you make as a Physical Education teacher? How do those decisions affect your students?
2. *Chapter 1: Understanding and Acquiring Content Knowledge*
- Teachers have unique content knowledge and expertise. Figure 1.1 on page 6 displays the content knowledge strengths and weaknesses of two Physical Education teachers. Rate your expertise in soccer, badminton, dance, flag football, gymnastics, volleyball, basketball, and tennis on a scale from 0-100. What sports were your strengths? What sports were your weaknesses? What did this activity show you about your content knowledge? Explain.
3. *Chapter 2: Conceptualizing Content for Teaching*
- What are your thoughts on the criticisms of traditional Physical Education? Explain. Listed are the criticisms to traditional Physical Education:
 1. There is little attempt to connect past learning with new learning.
 2. There is little, if any, connection with the real context of the sport or activity as it is played or performed.

3. Students do not have many opportunities to practice skills
4. There is little requirement for skillfulness in technique performance.
5. There is little effort to help students transition to playing games.
6. Students are engaged in moderate to vigorous physical activity for less than 30 percent of the lesson.
4. *Chapter 3: Organizing Content for Teaching*
 - Have you ever assigned roles to students on a team in Physical Education? If so, for what activity? How did you assign the roles? What roles were they? If not, what do you think about team roles? Is this something you can use?
5. *Chapter 3: Organizing Content for Teaching*
 - Figure 2.3 on page 20 and figure 2.4 on page 21, both display content maps for volleyball. Which content map do you prefer? Will students being taught using one content map become more skillful? Will this change your approach to designing lessons?
6. *Chapter 4: Early Elementary Locomotion*
 - Does your Physical Education curriculum include gymnastics? Why or why not?
7. *Chapter 7: Flag Football*
 - One of the criticisms of flag football in Physical Education is the size of the teams being too large in game play. This leads to most students not being engaged and resulting in low moderate to vigorous activity. Do you see this as a problem? Do you see this as a problem with any other sports? How do you handle this in your class? How do you solve this problem?
8. *Chapter 8: Basketball*
 - Research shows that basketball is among the top four sports in the United States that nonparticipants in physical activity aged 6 to 12 years would like to learn (Physical Activity Council, 2016). Yet it is one of the least-liked sports among U.S. students aged 5 to 17 years. Does this surprise you? Why do you think this is? Do you see this problem in your school? How can we fix this?
9. *Chapter 10: Badminton*
 - In your observation, what is the overall ability level of your students with racket sports? What are their strengths? What are their weaknesses? How do you improve their skill level? What racket sports does your curriculum include?
10. *Chapter 12: Softball (Kickball)*
 - What are your thoughts on using kickball and wiffle ball as a lead up game to softball? What are some problems with softball in Physical Education? How can we solve those problems? How do you teach softball?

Application #1

Chapters 4 through 12 provide examples of tasks to teach early elementary locomotion. Develop 3 tasks that teach the sequence of any skills in Physical Education (i.e. - layup, spike, throwing, etc). Include the purpose; description; equipment; critical elements and cues; and common errors, causes, and corrections. How do these tasks progress and build on each other to teach the skill? Why did you choose these tasks? What thoughts went in to developing these tasks? Explain in 2-3 pages.

Application #2

Develop an age appropriate 7 day block plan for a sport or locomotor skill you will teach. Create a content map for the sport or locomotor skill to help organize the skills to be taught. How do the tasks flow? How are they connected? How do the tasks progress?

- 2-3 pages in APA format
- Include the block plan and content map

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 where task progression, organization of activities, and instruction for Physical Education to improve student engagement is discussed. After reading, reflect on the article and relate the article to class. What can you take away from the article? Did the article provide any new information about task progression, organization of activities, and instruction for Physical Education to improve student engagement? Did the article provide any uses of technology, techniques, skills, activities, or strategies that you could incorporate into your Physical Education class? Explain in depth.

- 2-3 pages in APA format
- Attach the article or link

Evaluation assignment

After reading the textbook, how do you feel the book's content, techniques, strategies, and activities can help you develop block plans, instructional tasks, and lessons? What did you learn from this course to improve your decision-making when developing block and lesson plans? What will you take away from this course? What examples provided in the textbook will you incorporate in your Physical Education class? 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).

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.

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

Student Learning Outcome	Degree Addressed
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 teaching.	2

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