



<p><b>MTI 605: Physical Education Methods and Assessment: Change, Challenge, Choice</b></p>
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**FAST PASS DISTANCE COURSE FOR ANDREWS UNIVERSITY**

Instructor Information:	
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Course Information	
<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<p><b>Distance Course</b></p> <p>Once you have registered for this course, you can immediately begin working. This is the syllabus for the course, and all materials needed can be found at the bottom of this syllabus under “Course Materials” or via your own research on the topic. Approximately 135 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 ANDREWS UNIVERSITY</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 <u>one year</u> 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>
<b>Formatting Requirements</b>	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:

	<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>
<b>Prerequisites and Credit Limits</b>	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours (credits).
<b>Course Materials</b>	Resources provided for this course can be found towards the bottom of this document in the section labeled <b>Course Materials</b> .
<b>Learning Outcomes/Competencies:</b> At the completion of this course, the learner will be able to: <ol style="list-style-type: none"> <li>1. Understand the foundation for changing activities in ways that afford proper challenges to participants. InTASC 1,2,6,9,10</li> <li>2. Apply and develop a culture where students feel safe, capable, successful, motivated, and connected to others, having a sense of ownership in the activities. InTASC 2,3,7</li> <li>3. Identify the type of communication necessary for successful implementation as well as the detailed steps involved in sharing decision making with participants. InTASC 1,3,5,7,8</li> <li>4. Research, apply and explore lessons, strategies, activities, and techniques for introducing change, challenge, and choice into your program. InTASC 1,5,6</li> <li>5. Reflect on tips and strategies to fully and successfully implement a choice approach that includes a variety of physical activity pursuits. InTASC 6,8,9</li> <li>6. Use strategies, activities, and techniques that maximize participation by relating participants' needs to the program goals. InTASC 2,3,4,5,7,8</li> </ol>	
<b>Course Description:</b> This course aims to empower educators with innovative strategies for promoting physical education, focusing on student ownership, effective teaching methodologies, and the principles of assessment and evaluation. Participants will learn to design engaging activities that not only meet educational goals but also encourage active involvement and a	

positive attitude towards physical fitness. Emphasizing a supportive learning environment, the course teaches how to foster autonomy and motivation among students by allowing them to make self-directed choices. Additionally, educators will gain insights into assessing and evaluating students' progress in a way that celebrates diversity and individual achievements. Ultimately, this course will guide educators in creating a dynamic and inclusive physical education experience that motivates students to embrace physical activity with confidence and enthusiasm.

**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
Resources and reflection time		30 hours
Resource questions	90 points	12 hours
Studying (time to reread and take notes)		8 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	33 hours
Action research project	100 points	14 hours
Research on methods and assessment strategies		10 hours
Final evaluation essay	100 points	14 hours
<b>Total points possible</b>	<b>440 points</b>	<b>135 hours</b>
<b>Grading Scale: A (90-100%); B (80-89%)</b> <b><i>*Anything below a B will not receive graduate credit and receive a failing grade of F.</i></b> 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.		

Resource Question Rubric- 10 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)

<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>			
<b>Category</b>	<b>Superior (20-18 pts)</b>	<b>Sufficient (17-16 pts)</b>	<b>Minimal ( 15-14pts)</b>

<b>Understanding of web tool</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>Practical evidence</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>Completion</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>Grammar and Spelling</b> ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
<b>Sequencing</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>Supporting Evidence in Practice</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>Accuracy</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.

Course Assignments
<p><b>Resource Questions: Read, view, and Reflect (90 points)</b></p> <p>Each question is designed to get you thinking about the concepts explored in the resources. As you engage with the resources, use the questions to help you reflect and determine how the information can be related to your current work. Each response is expected to be one paragraph or more. <i>(Note: some resources may provide information that impacts other resource groups as well. These are simply suggestions to help with resource questions).</i></p> <ol style="list-style-type: none"> <li> <b>Resource Group 1: Fostering Participation Through Activity Selection</b>  Consider the 3 options you have for P.E. activities: "Keep 'em, Dump 'em, Change 'em."  Explain an activity you would consider in each of these areas (one activity for keep 'em, one for dump 'em, and one for change 'em). Explain why you chose to keep, dump, and change each activity. </li> <li> <b>Resource Group 2: Empowering Students: Introducing Change, Challenge, and Choice</b>  How might using student choice in Physical Education help increase student engagement? </li> <li> <b>Resource Group 3: The Language of Teaching Physical Education</b>  "Players should experience the <i>consequences</i> of their inappropriate behavior rather than punishment." What are your thoughts on this statement about discipline? Share your current discipline techniques. </li> <li> <b>Resource Group 4: Fostering Supportive and Positive Environments</b>  In which ways do you currently share decision making in your own classroom? </li> <li> <b>Resource Group 5: Games</b>  What are your thoughts on the games provided in the resources for games provided? Could you see yourself using the games? Which ones? Why or why not? </li> <li> <b>Resource Group 5: Games</b>  Which of the provided games would be the hardest to introduce choice, challenge, and/or change to? Why is that? </li> </ol>

**7. Resource Group 6: Adventure Activities**

Adventure activities increase confidence, increase awareness and acceptance of personal strengths and limitations as well as those of others, and increase mutual support within a group. Do you agree or disagree with this statement? Why?

**8. Resource Group 6: Adventure Activities**

Examine the adventure activities provided in this resource group (or ones you find on your own research). Take one activity and briefly explain how you could introduce choice, challenge, and change.

**9. Resource Group 7: Fitness and Dance Activities**

How do the agility challenges demonstrate the interconnectedness of physical and emotional skill-related fitness? Provide specific examples from both the Dribble Race (physical) and Challenge Hacker (emotional) activities to explain how perseverance and adaptability are cultivated through these exercises. You can find it among the resource group under skill-related fitness for secondary PE (under the [complete student growth guide](#)).

**10. Resource Group 7: Fitness and Dance Activities**

What are two ways that using music and rhythm can make learning dance easier for students in PE class?

**Application #1**

Choose a current activity you use that requires change to be implemented by the teacher. For this application, turn in 3 documents: the old lesson plan, the new lesson plan with the changes, and a 1-2 page reflection. The reflection should include your observation on how the students were affected by the changes (more engaged, less engaged, too challenging, etc.).

*If you are not currently teaching PE, complete this alternative assignment:*

Select a generic physical activity or game that could be used in a physical education setting that you find online or from another source.

Using the strategies discussed throughout the resource groups, conceptualize a redesigned version of this activity. Consider things such as grouping, organizational pattern, equipment, movements, rules, or any other way to introduce new ideas.

**Application #2**

To enhance participation, instructors need to deliberately shift decisions from themselves to participants. Take one of your current lessons, and adjust it to allow students the choice to implement their own changes. Choose one of the following forms to report on the effects of these phases on the students:

- Create a visual/slideshow (google slides, powerpoint, infographic)
- Write a 1-2 page paper, APA format

*If you are not currently teaching PE, complete this alternative assignment:*

Select a physical activity or game suitable for a physical education class.

Conceptualize how you would allow students to make their own changes to this activity.

Choose one of the suggested formats to report on the hypothetical effects of these phases on student engagement and learning:

- Visual/Slideshow: Create a presentation using tools like Google Slides, PowerPoint, or an infographic that outlines each phase's implementation and anticipated effects on students.
- Written Paper: Write a 1-2 page paper, formatted according to APA guidelines, that discusses the application of each phase to your chosen activity, reflecting on how these changes might influence student engagement, participation, and learning outcomes.

### **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 a topic from this course and find two articles that relate. Then write an article review and a personal reflection connecting the article to the course content.

- 2-3 pages in APA format
- Include personal experiences and knowledge
- Reference the course textbook and article in your response
- Cite all sources
  - Article must be recent, having been published within the last 5 to 7 years



- You must provide the web address or other identification for the research you conducted. Include the date that it was published/retrieved, as well as the author(s).

### **Evaluation assignment**

After reviewing the course resources and doing your own research, how do you feel about your ability to adapt the content, techniques, strategies, lessons, and activities so you can create a healthy learning climate where your students feel safe, motivated, and have a sense of ownership in your Physical Education class? What will you take away from this course? What techniques, strategies, lessons, assessments, and activities will you incorporate to ensure change, challenge, and choice? Explain in detail.

- 3-5 pages in APA format

### **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.

# **Course Resources**

The following is a list of resources that can help you facilitate this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

## **Resource Group 1: Fostering Participation Through Activity Selection**

### *Websites and Tools*

[How To: Maximizing Participation in Physical Education](#)

### *Research Paper*

[The Effect of Choice in Physical Education on Time on Task for Students with Emotional and Behavioral Disorders](#)

### *Video*

[Adapted Physical Education](#)

### *Video*

[Increasing Student PE Participation and Enjoyment through Choice Based Action](#)

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*Research Paper*

[National Library of Medicine: National Center for Biotechnology Information](#)

*Research Paper*

[Motivation and Achievement in Physical Education](#)

*Websites and Tools*

[Teaching Physical Activity: Change, Challenge, Choice](#)

*Websites and Tools*

[Educating Students for a Lifetime of Physical Activity: Enhancing Mindfulness, Motivation, and Meaning](#)

## **Resource Group 2: Empowering Students: Introducing Change, Challenge, and Choice**

Note: there are many ways that activities can be adapted using these 3 C's. A few examples include:

Change

- The number of tasks involved
- The order of events involved
- The point values
- The number of players on teams
- The object of the game

Challenge

- Add movements required
- Add obstacles
- Add another ball

Choice

- Allow them to choose the order of completion
- Provide 5 tasks, then require 4 to win
- Allow them to change the time allotted for an activity
- Ask teams to select a player to be captain who provides helpful instructions

*Video*

[Differentiation in PE](#)

*Websites and Tools*

[Using Student Choice Modules in Physical Education to Increase Engagement](#)

*Websites and Tools*

[Skill-Based Activity Challenges in PE: Practical, Self-Guided Activities for Elevated PE](#)

## **Resource Group 3: The Language of Teaching Physical Education**

\*Instructor talk and discipline

*Video*

[Classroom Management Strategies for PE Class](#)

*Video*

[What makes a good teacher great?](#)

*Video*

[Barbara Coloroso: Discipline vs. Punishment](#)

*Websites and Tools*

[Athlete Discipline: Consequence, not Punishment](#)

*Websites and Tools*

[Teaching Tips for Beginning PE Teachers](#)

## **Resource Group 4: Fostering Supportive and Positive Environments**

*Video*

[Providing Choices in PE: Using Team Teaching to Increase Engagement](#)

*Video*

[Teaching Choice-Making and Responsibility](#)

*Websites and Tools*

[The Importance of Student Choice Across All Grade Levels](#)

*Websites and Tools*

[25 ways of randomly placing students into pairs or groups](#)

*Websites and Tools*

[Learner-Initiated Teaching Style](#)

## **Resource Group 5: Games**

*Video*

[PE Games for ALL Skill Levels](#)

*Video*

[14 Fun physical education games](#)

*Websites and Tools*

[50 Fun PE Games Your Students Will Love](#)

## **Resource Group 6: Adventure Activities**

*Video*

[Fun Outdoor Team Building Activities](#) (multiple videos to choose from)

*Websites and Tools*

[Enhancing Physical Activity Through Outdoor Activities: Strategies for Incorporating Nature During the School Day](#)

*Websites and Tools*

[Tools for Teaching Adventure](#)

## **Resource Group 7: Fitness and Dance Activities**

*Video*

[Compilation of Fun Team Fitness Games](#)

*Websites and Tools*

[60 Unique Phys Ed Games Your Students Will Love](#)

*Websites and Tools*

## [Skill-Related Fitness for Secondary PE](#)

*Websites and Tools*

## [Teaching Rhythm and Dance in Physical Education](#)

*Websites and Tools*

## [Dance Units: High School Levels](#)

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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 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