



**Your  
Education  
Ally.**

By Teachers,  
*For Teachers.*

# Course Syllabus

Name:

Date:

## Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



**Current University Partners** (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

### Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

#### Spring Term

Registrations Accepted  
July 16-March 15  
Coursework Due\*  
April 15

#### Summer Term

Registrations Accepted  
December 16-July 15  
Coursework Due\*  
August 15

#### Fall Term

Registrations Accepted  
March 16-October 22  
Coursework Due\*  
November 15

\*Or first business day after the 15th if due date falls on a weekend.

## Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

### Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



### Course Content

**ELEVATE Courses** are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

**Response Questions:** Connect new learning from course resources to current pedagogy.

**Resource Review:** Find resources related to the course topic to extend learning and solve problems of practice.

**Applications:** Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

**Reflection:** Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.



<b>Course Name</b>	Game on! Getting Kids Pumped in P.E. Class
<b>Course Number</b>	OL 5526
<b>Course Credits</b>	3 or Flex Credit

*NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.*

### **Course Description:**

In this course, you will cultivate an array of motivational strategies to engage students in effective P.E. instruction and help them understand the benefits of physical activity on their mental, emotional, and physiological well-being. You will learn to incorporate intrinsic and extrinsic techniques to empower students with the skills they need to enjoy a lifetime of physical activity. In addition, you will develop strategies to reach all learners, including English language learners, students with special needs, students from culturally diverse backgrounds, and exceptional athletes.

### **Course Objectives:**

1. Use prompts about engaging students in PE to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Define intrinsic and extrinsic motivation for your learners.
3. Identify students' unique PE needs and differentiate instructional design based on those needs.
4. Organize intentional opportunities that promote lifelong participation in and enjoyment of physical activity.
5. Reflect, in writing, on PE advocacy opportunities that will support students.
6. Develop strategies and activities that boost student engagement in physical education.

### **Required Reading:**

All articles and other resources are linked in the online environment, within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

## Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Coffee, P., & Todd, D. (2022, January 18). Introduction to IRSEP special issue: research review methodologies in sport and exercise psychology. *International Review of Sport and Exercise Psychology*.

*National PE Standards-Highly Effective Physical Education*. (n.d.). SHAPE America. Retrieved June 12, 2023, from <https://www.shapeamerica.org/MemberPortal/standards/pe/default.aspx>

Physical Education and Health Education-Shape America. Retrieved June 12, 2023, from <https://www.shapeamerica.org/>

*Physical Education Standards*. (n.d.). National Board Certification. Retrieved June 12, 2023, from <https://www.nbpts.org/wp-content/uploads/2017/07/ECYA-PE.pdf>

*Standards for Health Education | Healthy Schools | CDC*. (n.d.). Centers for Disease Control and Prevention. Retrieved June 12, 2023, from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

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## Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Statement of Intention and Awareness</b>	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
<b>Investigation: Read and Respond</b>	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<b>Planning, Development and Execution</b>	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
<b>Written Requirements</b>	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.



Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
<p><b>Connection to Statement of Intention and Awareness</b></p>	<p>Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.</p>	<p>Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.</p>	<p>Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.</p>
<p><b>Summary of Learning</b></p>	<p>Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).</p>	<p>Coursework includes two general connections to course content.</p>	
<p><b>Description of Positive Influence or Transformation</b></p>	<p>Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.</p>	<p>Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.</p>	

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## Module 1

### 1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

### 2. Statement of Intention and Awareness

At Learners Edge, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

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Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about engaging students in PE.
2. Summarize your previous knowledge or experience with engaging students in PE.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

### 3. Application: Back to PE Basics

To support your athletes and motivate them, you'll be most effective when you have an understanding of the ways students' beliefs and expectations impact their performance in P.E. It's important to know how intrinsic and extrinsic motivation connect to behavior and achievement.

Please review the following resources, and complete the application that follows.

- View this resource about motivation: [Extrinsic vs. Intrinsic Motivation: What's the Difference?](#)
- Explore this blog and the embedded clips: [The PE Specialist: How to Motivate and Inspire Students](#)
- Read this article about mindsets and SEL throughout school: [Fostering Academic Mindsets](#)

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To apply your learning within your specific teaching context, you'll want to learn about your own students' motivations. What's the best way? Ask them! Apply what you've explored about extrinsic and intrinsic motivation by creating a brief survey for your students.

- For younger students, your focus may be more about likes and dislikes, interests and experiences. The format may include drawings or pictures.
- For older students, your focus may be more about personal goals, skill acquisition, or habits. The format may be as simple as a half-sheet of paper with a few short questions.

In either case, use a survey format that is easy and realistic. Consider distributing it and collecting it as a bell-ringer or as an exit ticket.

Please submit your survey with a short paragraph explaining how you will collect information. You do not need to submit any student responses. If sharing a link, be sure the share settings are set to, "anyone with the link can view."

#### 4. Application: Differentiation in PE

Not only do students have a tremendous range of motivations, they have incredibly unique individual characteristics they bring to your lessons. What might excite one student may discourage another. The new activity you introduce may be old and boring to students who have experiences you weren't aware of before. Any lesson or activity can leave students out if they don't know what to do or if they don't have appropriate modifications. It's important to pair motivation information with insight into the wonderfully diverse learners you are teaching.

Please review the following resources, and complete the application that follows.

Read: [Making PE More Enjoyable for Students with Physical Disabilities](#)

Watch: [Differentiation in PE](#)

Read: [How to make PE more inclusive: Top tips for teachers](#)

Watch: [Keeping English Language Learners Engaged in Physical Education](#)

To put your learning into action, pump up one of your basic mini-lessons to incorporate considerations for diverse learners.

You may use an existing lesson plan or give a general overview of a lesson. Then identify at least two specific student groupings and indicate how you will ensure you are meeting their needs. Not sure how to identify student groups? Try advanced, intermediate, beginner, English language learner, student with a disability, or other characteristics.

- Submit the mini-lesson in a lesson format of your choice *or* a two paragraph or longer general overview of your mini-lesson
- Include three bullet points for each of the two specific student groupings you are addressing.
- Include enough information so a colleague could lead the lesson in your absence.
- Submit your completed mini lesson *or* your 2 paragraph or longer description of your mini-lesson with your Module coursework.

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## Module 2

### 1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

### 2. Application: Pump Up at the Program Level

You know that there are parts of motivation that teachers can impact, and some that are out of our control. We learned that we can use extrinsic motivation such as praise, rewards, and response cost and intrinsic motivation such as the student's own curiosity, excitement, and interest, to inspire and support student motivation.

You also know the best teaching and learning happens when the context has teachers and students set up for success. This is as true in P.E. as in any other subject.

Please review the following resources, and complete the application that follows.

- Read: [How Schools Are Reframing Gym Class to Be More Engaging](#)
- Explore: [Six Ways Schools Improved P.E. to Prioritize Student Interests and Motivation](#)
- Listen: [Active Kids Do Better! Active Classrooms Month - Mike Kuczala](#)

To apply your learning about program-level approaches, write a two paragraph or longer letter/email to your legislature, school board, or administrator advocating for three specific things you need (or need more of) to pump up your PE program.

Be sure to include information you have explored in the resources in this course!

Note: Although you do not need to actually send/email the letter (you can if you want!), include the letter and the name/role of the recipient, when submitting your work for this Module.

If sharing a link, be sure the share settings are set to, "anyone with the link can view."

### 3. Application: Making Every Day a PE Pump Up!

Once you have developed the concept of a strong comprehensive program, the next step is to plan daily instruction that moves students towards the intended goals and outcomes. Whether you are new to planning or have evolved your practice over time, everyone has room to improve the way they meet the needs of their ever-changing students in P.E. classes.

Please review (and jot notes) the following resources, and complete the application that follows.

- Read: [How to Plan A Whole Year of PE in 15 Minutes](#)
- Read: [5 Ways to Celebrate PE & Sport Week in Your School... All Year Long!](#)
- Watch: [Physical Education and Universal Design for Learning](#)
- Read: [Classroom Physical Activity Ideas and Tips](#)
- Listen: [Classroom Management Strategies for PE Class \(Elementary\) or 4 Classroom Management Strategies for PE \(MS and HS\)](#)

To apply what you know about your students, review the notes you jotted for yourself and select one strategy you would like to implement in your classroom, or improve in your practice. For the strategy, summarize the following in a total of 2 paragraphs or more:

Explain your rationale for choosing the strategy, and why you selected it:

- If you choose to implement a new strategy, describe why you think it will improve student motivation and engagement in your lessons.
- If you choose to improve on a strategy that's already been implemented, how did you know a change was needed? How do the improvements benefit learners?

Submit your 2 paragraphs or longer strategy response with your Module coursework.

If sharing a link, be sure the share settings are set to, "anyone with the link can view."

#### 4. Application: PE Standards, Mental Health, and Play

Despite the tremendous potential impact of physical education, many P.E. teachers do not link their instruction to standards, learning domains, or a lifelong commitment to physical activity. Considering how teacher expectations can influence students' behavior, we should encourage one another to think bigger, act bigger, and make the positive impact we went into teaching to make! Sometimes, this means zooming out and revisiting the big picture.

Please review the following resources, and complete the application that follows.

- Refresh yourself on your state's State Standards and Advocacy Resources
- Read how the Teach Better Team recognize that Physical Health & Education Affect Mental Health
- Listen: Kids Can't All be Star Athletes: Here's How Schools Can Welcome More Students to Play

To apply your learning, create a presentation with the intention of using it to teach students or to inform colleagues, families, or administrators so that your target audience understands your commitment to big picture outcomes.

Using a presentation tool like Google Slides, Genially, etc. create a presentation about P.E.'s impact. Include enough detail so the audience would gain an understanding about your focus on motivation, differentiation, and lifelong learning.

Please include the following when submitting your presentation for this module:

- Goals and objectives
- Your intended audience (colleagues, families, students, administrators)
- Any active learning components or ideas to engage your audience
- Any hand-outs/assignments to support understanding
- Any additional information to ensure we understand the presentation
- One specific option for sharing the presentation (for example, sharing at back-to-school night, linking to your class homepage, at the start of each new unit, etc.)

Please submit your presentation with your Module submission.

If sharing a link, be sure the share settings are set to, "anyone with the link can view."

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## 5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

## Module 3

### 1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

### 2. Synthesis

Professional learning is essential for teachers to continue growing and improving their practice. Now, it's time to put your learning into action with a culminating project. This project is an opportunity for you to utilize the knowledge and skills you've acquired throughout the course to create something practical for your classroom or school. Teaching Channel wants you to culminate this course through an assignment that's relevant, applicable, and useful. Please select and complete one of the following options:

#### Option A: Plan an Initiative

Develop a plan to incorporate a paradigm shift, a specific educational model or a growth initiative into your classroom, on your team, or in your building. You may use Google Slides, Google Docs (for a narrative)—whatever works best for you. Please include each of the following in your 2 page or more plan:

1. Goals – what will the end results be?
2. Allies and Resources – who and what could help you reach your goals?
3. Communication – how will you engage with all stakeholders
4. Roadblocks and possible solutions
5. Timeline for implementation

Examples:

- Based on your school or classroom demographics, choose one area (equipment, sports teams, nutrition, inclusion) and create a plan to address this issue.
- Detail implementation of a networking strategy that will increase opportunities to collaborate with P.E. teachers in other buildings.
- Create a program for new teachers in your district so that they are intentional about working with you on interdisciplinary lessons

Option B: Design a Presentation

Create a 30 min or more presentation for an audience of your choice, based on your learning in this course. Please include the following in your presentation:

1. One slide identifying your audience and how the presentation will benefit the group
2. Three or more concepts or ideas to be addressed in the presentation
3. Speaker notes embedded in the slides (or in a separate document)
4. One or more interactive activity (e.g. discussion prompt, jigsaw, gallery walk)
5. An explanation of next steps, such as additional trainings, resources, and/or collaborations

Please submit your presentation with your coursework submission.

Examples:

- Explain the rationale for balancing intrinsic and extrinsic motivations.
- Rally your colleagues to get excited about a new classroom management program that is shared across content areas
- Introduce your colleagues to the overall philosophies behind Universal Design for Learning.

Option C: Develop a Unit of Study

This option presents you with the opportunity to significantly enhance an existing unit of study or create a brand new one, comprised of 5 or more lessons. For this option:

For this option:

1. Describe the student goals/objectives of the unit
2. Using our template, please include enough detail to ensure full understanding of the program or unit of study. Could a colleague teach this from your explanation, without preparation from you?
3. Embed links to lesson resources (e.g. websites, videos, readings) within the template
4. If you are revising an existing unit, please describe the areas you've enhanced or extended the original lesson(s)

Please submit your template with your coursework submission.

Examples:

- Incorporate new strategies into an existing unit plan used with your students, developing them sequentially
- Create a new student group addressing issues pertaining to physical education and wellness.

All coursework is to be completed in the Teaching Channel online environment.

## 5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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