



Course Syllabus: Techniques & Strategies of Team Sports

Gordon T. & Ellen West College of Education
KNES 2403 Section 201
Spring 2026

Contact Information

Instructor: Dr. Sandra Shawver

Office: Bridwell Hall 321

Office hours: Monday 11:00 – 1:00 pm, Wednesday 1:00 – 2:30, Thursday 12:30 – 2:00 pm

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E-mail: Sandra.shawver@msutexas.edu

Class Meeting Information

Tuesday/Thursday 8:00 am-9:20 am

D.L Ligon Coliseum 101 (Don Flatt Gym) & Student Wellness Center as needed

In addition, modules and discussion boards, and additional locations based on the sport being presented (e.g., McGraw Hill Connect and D2L).

Instructor Response Policy

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 6:00 PM. Emails received on holidays typically will receive a response no later than 6:00 PM on the second business day after the holiday.

Required Course Materials

Lochbaum, M. (2020). *Connect Get Active w/Access* (3rd ed.). New York, NY: McGraw-Hill Companies.

Ancillary Materials (Instructor Provided: Mitchell, S. A, Oslin, J.L., & Griffin, L.L. (2013). *Teaching sport concepts and skills: A tactical games approach for ages 7 to 18* (3rd ed.). Chicago, IL: Human Kinetics.

Required digital materials for this course are part of the Courseware Access and Affordability Program at MSU Texas. Students are charged for required course materials on their student account with the Business Office. The money-saving charge of \$35.00 + tax has been added to your student account, below the publisher's website price. This amount also includes a connection to McGraw-Hill's website. Any students who wish to opt-out of the Program and purchase the required course materials on their own. Opt-out instructions are sent to students' official my.msutexas.edu email address after the first day of class. Please contact the MSU Bookstore if you have any questions about the opt-out process.

Access to a personal computer with Microsoft Software, high speed Internet and the ability to access D2L the MSU Online Learning System.

Course Description

A course designed to present activities related to various team sports including, but not limited to basketball, floor hockey, soccer, softball, team handball and volleyball.

Application of basic concepts and principles for improving and maintaining health and fitness across the lifespan.

This course is intended to prepare future professionals to apply scientifically sound principles to fitness and conditioning programs.

Course Competencies/Learning Outcomes

Specific learning objectives for the course derive from the SHAPE Standards for Physical Education, the Teacher Educator Standards (TAC 149:AA), the TExES Examination Framework/Standards PE EC-12 (158), and the Texas Essential Knowledge and Skills for Physical Education (116). This course provides teacher candidates and SPLS students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

- Identify developmentally appropriate fundamental skills of dual sports appropriate for fitness across the lifespan. (SHAPE 1.a, 1.b; SBEC I; InTASC 4, 5; see TEKS listed in course schedule)
- Demonstrate a level of skill competence needed for engaging in and teaching a variety of team sports. (SHAPE 2.a; SBEC I, VI; InTASC 4, 5)
- Identify relevant information related to team sports such as equipment, etiquette, safety, etc. (SHAPE 3.c, SBEC VI; InTASC 4, 5; see TEKS listed in the course schedule)
- Demonstrate and apply knowledge in planning lessons and designing appropriate learning experiences for participants. (SHAPE 3.a, 3.b; SBEC IV; InTASC 2)
- Demonstrate proficiency in the selection and effective use of verbal and non-verbal cues in the team sport setting, including anticipatory, motivational, safety, and education. (SHAPE 4.a, 4.b; SBEC VI)
- Demonstrate knowledge of strategies and techniques for adapting and individualizing instruction to meet the needs of diverse learners and persons of various ability levels. (SHAPE 1.d, 1.e, 3.d; SBEC III, V; InTASC 2, 5)
- Demonstrate the ability to create a positive community that encourages learners/participants of all abilities to participate in physical activity (motivation, self-respect). (SHAPE 3.d, 4.d; SBEC III; InTASC 2, 5)
- Demonstrate the ability to teach the components of a practice session (including warm-up, drills, games, lead-up games, cool down). (SHAPE 1.a, 1.b, 3.b; SBEC VI)
- Demonstrate knowledge and application of a wide variety of appropriate implementation techniques (modeling, providing relevant feedback, appropriate demonstrations) to promote student learning. (SHAPE 4.c; SBEC VI)
- Demonstrate the ability to recognize proper and improper technique in team sports skills (SHAPE 4.e, SBEC VII; see TEKS listed in course schedule)
- Design strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. (SHAPE 4.d; SBEC III; see TEKS listed in the course schedule)

See Appendix A for a complete list of standards/competencies

Midwestern State University Student Honor Code

As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so." As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an essential role in helping mold these responsible citizens.

Student Handbook

Refer to: [Student Handbook 2025-2026](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

As an extension of the MSU Academic Dishonesty Policy and to fairly evaluate all students' work, all work submitted in this course must be generated by the students themselves. Therefore, work submitted that has been generated by another person/entity and the use of Automated Writing Tools, including chatGPT and other comparable artificial intelligence (AI) tools, is considered plagiarism and violates MSU policy.

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Assignment Overview and Grading Criteria

Due dates will be shared in D2L and/or in class. Any assignment can be submitted before the due date. Students are expected to submit classroom assignments before or by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date to discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable, and late assignments (not discussed ahead) will have a minimum automatic 25 %-point deduction for each day late. Students may be permitted to make up coursework under 2 conditions: 1) notify the instructor before the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

Grammar, punctuation, & spelling will be graded as a part of any course work. All work should be in your own words. Format – FOR ALL PAPERS: 12 point Times New Roman font, one (1) inch margins, and doubled

spaced. The cover page should have your names, the department & college name, the class and section number, the professor's name, the date of submission and centered on the page. Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition. Papers that do not follow this format will not be accepted or graded.

I will give feedback on assignments when appropriate, including, comments through "news items", comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to Dropbox. Please take the time to read these comments as I am taking the time to make them.

Grades for each assignment will be posted in the D2L course grade book.

Table 1: Points allocated to each assignment

| Assignments | Points/Percentage |
|---|-------------------|
| Exams (2) | 150 / 23% |
| Connect Assignments/Homework | 100 / 15% |
| Class Engagement and Participation (10 pts/day) | 200 / 30% |
| Activity Lesson & Implementation | 75 / 12% |
| Bucket of Skills (3@25 pts) | 75 / 12% |
| Skill Assessments | 50 / 8% |
| Total Points | 650 |

Table 2: Total points for final grade.

| Grade | Points |
|---------|---------------|
| A – 90% | 585 |
| B - 80% | 520 to 584 |
| C – 70% | 455 to 519 |
| D – 60% | 390 to 454 |
| F < 60% | Less than 389 |

Homework

Prior to some class meetings, you will have online assignments related to the current sport to complete through McGraw Hill Connect and D2L. The dates are outlined below in the class schedule.

Quizzes/Exams- These assignments are to check students' understanding of knowledge on each of the sport activities covered. The exams will be done online through the Connect or D2L platform.

Connect Assignments/Homework- This course includes both face-to-face and online aspects. You will have different assignments through both McGraw Hill Connect and D2L that you will do as assigned.

Engagement & Participation- This counts as 25% of your final grade. It is NOT the same as attendance. It includes intelligent statements and sincere questions, and clear preparation for class, including dressing out appropriately.

Dress Code:

* All students are required to dress out for every class, unless otherwise notified.

* Shorts of proper length, or sweats, leggings and proper shoes are of your choice (no flip-flops, boots, Croc's or sandal type shoes). Shirts/tops should be full length & not have any messages, pictures, etc. that are not allowed at in a public school setting or are considered unprofessional.

Wellness Center: You must bring your MSU student ID to each class and adhere to all building policies.

Activity Lesson Plan/Implementation- Using a provided template, you will write a lesson plan for a sport activity and teach it to the class on your assigned day. All plans will be due to the D2L drop box the Tuesday before they are scheduled to teach. Student will randomly draw for teaching dates during class.

Bucket of Skills- this is a practical exam to test your knowledge and ability to perform the skills taught in this course. You will be given a list of skills to prepare for the two or three dates listed in the schedule below.

Online Activities/Skill Sheets- These assignments are to check students' understanding of knowledge on each of the sports covered. They may be done in class or as homework, using a variety of assessment formats.

Skills Testing

Skills tests will be administered to evaluate students' skill acquisition for those skills taught and practiced in class.

Comprehensive Final Exam

The written exam counts as 100 points of your final grade. You will have 2 hours to complete it during our scheduled final exam time in May—see course schedule.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Important Dates

- Last day for term schedule changes is January 23, 2026. Check date on [Academic Calendar](#).
- Deadline to file for graduation: February 16, 2026. Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" is April 29, 2026. Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

Course Delivery Method and Attendance Policy

This course is delivered via face-to-face at the university campus, and online through D2L and McGraw Hill Connect. Course materials and access to an online management system will be made available to each student. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance is expected at all class meetings and you are expected to be on time when class begins. Leaving class early without prior permission will result in being counted absent for the class session. Students and faculty will not attend/hold class if they are experiencing illness or any signs/symptoms of COVID-19, or other communicable medical issues. Attendance will be graded as part of the professional responsibilities assessment.

A tentative course schedule has been posted on D2L. All course content, assignments, and due dates have been outlined.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click “notifications”, then you can register an email address or mobile number and customize which notifications you would like to receive.

Please note: By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

Cell Phone Policy

In accordance with Texas House Bill (HB) 1481, the Prohibition on Student Use of Personal Communication Devices on School Property During the School Day, I (Dr. Shawver) am instituting a prohibition on student use of cell phones during a face-to-face class that is unrelated to individual lectures, activities or assignments per the professor.

Multiple studies have documented the harmful effects of cell phone and social media use on student well-being and academic progress. As a result, Texas law requires public schools to prohibit the use of personal communication devices during the school day on school property. This policy is adopted to implement this requirement and improve the quality of the learning environment in our schools.

Hence, **(READ THIS TWICE, PLEASE)**, there are NO cell phones permitted to be out and/or in my (or your) sight in this class. This class requires your engagement, and cell phones serve to detract from that engagement. Additionally, your phone should be not only put away, but on “silent” (NOTE: vibrate is NOT silent). If your phone is out and/or in sight, you will be asked to put it away. If it is not, you will be given one warning. After that if it is still out and/or in sight, you will lose 10 points off of your FINAL grade. Should your phone ring/vibrate during class, you are dismissed for the day. You are to silence it immediately, and quietly leave the class session. You will be counted absent for the session. Failure to adhere to this will result in more stringent disciplinary action.

Online Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline.** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student help desk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with

Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in Student Wellness Center (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please email disabilityservices@msutexas.edu or go to the [DSS Webpage](#)

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU Texas Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

| Day | Date | Content and Activities | Assignments with Due Dates |
|----------|----------|--------------------------------------|---|
| Tuesday | Jan. 20 | Orientation and Syllabus | Get connect text course access online Read Chapter 1: Introduction to Wellness, Fitness, and Behavior Change |
| Thursday | Jan. 22 | Basketball: Rules & Skills | Read Chapter 9: Basketball |
| Tuesday | Jan. 27 | Basketball Drills | Basketball/Intro Quiz |
| Thursday | Jan. 29 | Soccer Rules & Skills | Read Chapter |
| Tuesday | Feb. 2 | Soccer Drills | |
| Thursday | Feb. 4 | Soccer Scrimmage | Soccer Quiz |
| Tuesday | Feb. 10 | Team Handball Rules & Skills | Read Chapter |
| Thursday | Feb. 12 | Team Handball Drills | |
| Tuesday | Feb. 17 | Team Handball Scrimmage | Team Handball Quiz |
| Thursday | Feb. 19 | Floor Hockey Rules & Skills | Read Chapter |
| Tuesday | Feb. 24 | Floor Hockey Drills | |
| Thursday | Feb. 26 | Floor Hockey Scrimmages | Floor Hockey Quiz |
| Tuesday | Mar. 3 | Bucket of Skills | |
| Thursday | Mar. 5 | Bucket of Skills/Midterm Exam | Midterm Exam |
| Tuesday | Mar. 01 | No Class-Spring Break | |
| Thursday | Mar. 12 | No Class-Spring Break | |
| Tuesday | Mar. 17 | Softball Rules & Skills | Read Chapter 11: Softball |
| Thursday | Mar. 19 | Softball Drills | |
| Tuesday | Mar. 24 | Softball Scrimmages | |
| Thursday | Mar. 26 | Ultimate Frisbee Rules & Skills | Read Chapter 22 |
| Tuesday | Mar. 31 | Ultimate Frisbee Drills & Scrimmages | Ultimate Frisbee Quiz |
| Thursday | Apr. 2 | Holiday Break (Easter) | |
| Tuesday | Apr. 7 | Volleyball Rules & Skills | Read Chapter 13: Volleyball |
| Thursday | Apr. 9 | Volleyball Drills | |
| Tuesday | Apr. 14 | Volleyball Scrimmages | Volleyball Quiz |
| Thursday | Apr. 16 | Student Lesson Plans | |
| Tuesday | Apr. 21 | Student Lesson Plans | |
| Thursday | Apr. 23 | Student Lesson Plans | |
| Tuesday | Apr. 28 | Student Lesson Plans | |
| Thursday | April 30 | Student Lesson Plans | |
| Tuesday | May 5 | Student Lesson Plans | |
| Thursday | May 7 | Student Lesson Plans | |
| Thursday | May 14 | FINAL EXAM | 8:00-10:00 AM LOCATION TBD |

References/Scientifically-Based Research/Additional Readings:

We constantly use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

Mitchell, S.A., Oslin, J.L., & Griffin, L.L. (2021). Teaching Sport Concepts and Skills. 4th ed. Champaign, IL: Human Kinetics.

NASPE. (2011). P.E. metrics: Assessing national standards 1-6 in secondary school. Reston, VA: Author.

Olympics (2024). How to play handball: Rules of the game. <https://olympics.com/en/news/handball-game-rules-regulations-how-to-play>

SHAPE America. (2013). Grade-level outcomes for K-12 physical education. Reston, VA: Author. <https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

SHAPE America. (2017). 2017 National Standards for Initial Physical Education Teacher Education. Reston, VA: Author. <https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-Standards-and-Components.pdf>

Special Olympics (2024). Floor Hockey: Coaching guide, rules, and other materials for coaches. <https://resources.specialolympics.org/sports-essentials/sports-and-coaching/floor-hockey>

Texas Education Agency Commissioner's Rules Concerning Educator Standards, Chapter 149: Subchapter AA Teacher Standards (see D2L for full list)

Texas Essential Knowledge and Skills (TEKS), Texas Education Agency: Chapter 116: Physical Education (see D2L for full list)

USA Lacrosse (2021). Players & Parents. <https://www.usalacrosse.com/>

Appendix A: Standards/Competencies

SHAPE National Standards for Initial Physical Education Teacher Education (2017)

Standard 1. Content and Foundational Knowledge Physical education candidates¹ demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.

Standard 2. Skillfulness and Health-Related Fitness² Physical education candidates are physically literate individuals who can demonstrate skillful performance³ in physical education content areas and health-enhancing levels of fitness.

- 2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).

Standard 3. Planning and Implementation Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

- 3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 3.b Plan and implement progressive and sequential content that aligns with short- and longterm plan objectives and that addresses the diverse needs of all students.
- 3.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.

Standard 4. Instructional Delivery and Management Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

- 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Texas Examinations of Educator Standards Physical Education EC-12

- Physical Education EC–12 Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
- Physical Education EC–12 Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation and social skills through participation in physical activities.
- Physical Education EC–12 Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social and emotional development.
- Physical Education EC–12 Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
- Physical Education EC–12 Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

Texas Examinations of Educator Competencies
Physical Education EC-12

- Competency 001: The teacher understands and applies principles of motor development and motor learning.
- Competency 002: The teacher understands principles and practices for developing, combining and integrating motor skills.
- Competency 003: The teacher understands and applies knowledge of movement concepts and biomechanical principles.
- Competency 004: The teacher understands and applies knowledge of individual, dual and team sports and activities.
- Competency 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block, and Clinical Teaching in the following areas. The following InTASC standards are addressed in this course.

- Standard 1- Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities, because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals.
- Standard 4- Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and relevant in their content areas, in both local and global contexts, incorporating and promoting cross-cultural understanding. Teachers encourage and appreciate students' critical analyses and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content.
- Standard 5- Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse perspectives and collaborate with other teachers to provide an example that encourages students to explore, think critically, and develop their own innovative skills.