



Course Syllabus: Techniques & Strategies of Individual & Dual Sports
Gordon T. & Ellen West College of Education
KNES 2413 Section 101
Fall 2023

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller
Office: Bridwell Hall 323
Office hours: Tues 1:00-3:00, Wed 11:00-1:00, and Thurs 10:00-11:00, and Fri
by appointment
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Class Meeting Information

Tuesday/Thursday 8:00-9:20 am
Bridwell Hall 108 (gym) and 204
In addition, modules and discussion boards will be done in 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, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Textbook & Instructional Materials

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

<<Required digital materials>> To be updated.

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

Course Description

An introduction to selected individual/dual sport skill themes. An emphasis on rules, skills, strategies, and progressions. This course is intended to prepare future professionals to apply scientifically sound principles to individual/dual sport programs.

Course Objectives/Learning Outcomes/Course Competencies

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 individual/dual sports appropriate for fitness across the lifespan. (SHAPE 1.a, 1.b; SBEC I; InTASC 4, 5; see TEKS list in appendix B)
- Demonstrate a level of skill competence needed for engaging in and teaching a variety of individual/dual sports. (SHAPE 2.a; SBEC I, VI; InTASC 4, 5)
- Identify relevant information related to individual/dual sports such as equipment, etiquette, safety, etc. (SHAPE 3.c, SBEC VI; InTASC 4, 5; see TEKS list in appendix B)
- 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 individual/dual 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 individual/dual sports skills (SHAPE 4.e, SBEC VII; see TEKS list in appendix B)
- Design strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. (SHAPE 4.d; SBEC III; see TEKS list in appendix B)

See Appendix A for a complete list of standards/competencies and the course schedule for assignment/standards alignment matrix

Student Handbook

Refer to: [Student Handbook-2023-24](#)

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. [Office of Student Conduct](#)

As an extension of the MSU Academic Dishonesty Policy and in order 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 in violation of MSU policy.

Grading/Assessment

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 so we can 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 course work under 2 conditions, 1) notify the instructor prior to the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

Format – For All Papers: 12-point Times New Roman font, one (1) inch margins, and doubled spaced. The heading should have your names, the class and section number, and the right-justified on the page. Papers that do not follow this format will not be accepted or graded. Grammar will be graded as a part of any course work. All work should be in your own words.

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: Weight allocated to each assignment

Assignments	Weight
Comprehensive Final Exam	20%
Connect Assignments/Homework	10%
Entrance-Exit Slips/Quizzes	10%
Class Engagement and Participation (10 pts/day)	20%
Activity Lesson Plan and Presentation	10%
Bucket of Skills (3 @ 25 pts)	20%
Skills Assessments	10%
Total Points	100%

Table 2: Total points for final grade.

Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Comprehensive Final Exam

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

Connect Assignments/Homework

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

Exit/Entrance/Quizzes

These assignments are to check students understanding of knowledge on each of the sports covered and will take place at the beginning or ending of class. These are not always scheduled and students should always be prepared by checking D2L for homework each week.

Engagement & Participation

This counts as 20% of your final grade. It is NOT the same as attendance. It includes physical participation, 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 and *proper* shoes are of your choice (no flip-flops, boots, or sandal type shoes).

Lesson Plan/Implementation

Using a provided template, you will write a lesson plan for an individual/dual sport skill and teach it to the class on your assigned day. All plans will be due November 19th to the D2L dropbox. You will sign up 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 3 dates listed in the schedule below.

Skills Testing

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

Extra Credit

Extra Credit may be offered during the semester and posted on D2L.

Important Dates

Last day for term schedule changes: August 31, 2023. Check date on [Academic Calendar](#).

Deadline to file for December graduation: September 25, 2023. Check date on [Academic Calendar](#).

Deadline to file for May graduation: October 2, 2023. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" October 30, 2023 by 4:00 pm Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. 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. There is an extensive [D2L Student help site](#) through MSU Distance Education.

Attendance

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 your 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.

A tentative course schedule is included with the syllabus. 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.

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. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

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.

Instructor, Class, and College Policies

Citation and Reference Style

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.

Three Then Me Rule

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

Plagiarism Statement

"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, authenticity, and educational purposes." [Student Handbook 2023-2024](#)

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 application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (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 go to [Disability Support Services](#).

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.](#)"

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	SHAPE/SBEC/TEA Standards	Activities/Assignment
Tues	Aug 29	Orientation and Syllabus	N/A	<ul style="list-style-type: none"> Get Connect Text Online Complete the Sport Knowledge Rating Sheet
Thurs	Aug 31	Fundamental Skills Golf	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.14 & 15.b 3/G, 11/A; 116.16 & 17.b 3/A, G, 11/A; 116.26, 27, 28.b 3/G, 4/B, 6/A, 11/A; 116.64.c 1/A, 2/A,B,C,D,F, 3/B; InTasc 4, 5	<ul style="list-style-type: none"> The First Tee- Teachers Tee Box Connect Ch. 12- Due 9/5 Golf Skills Sheet- See D2L
Tues	Sep 5	Fundamental Skills Golf	N/A	N/A
Thurs	Sep 7	Fundamental Skills Golf	N/A	<ul style="list-style-type: none"> Review Rules in Ch. 12
Tues	Sep 12	Golf- Game Play & Skills Testing	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI, SVII; C1, 4, 10; 116.14 & 15.b 3/G, 11/A; 116.16 & 17.b 3/A, G, 11/A; 116.26, 27, 28.b 3/G, 4/B, 6/A,C, 11/A; 116.64.c 1/A, 2/A,B,C,D,E, F, 3/B, 4A; InTasc 4, 5	N/A
Thurs	Sep 14	Golf- Game Play & Skills Testing	N/A	<ul style="list-style-type: none"> Connect Ch. 19- Due 9/19 Pickleball Skills Sheet- See D2L USA Pickleball
Tues	Sep 19	Fundamental Skills Pickleball	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13,15, 16, 17.b 3G, 6/B,C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B; InTasc 4, 5	N/A
Thurs	Sep 21	Fundamental Skills Pickleball	N/A	<ul style="list-style-type: none"> Review Rules in Ch. 19
Tues	Sep 26	Pickleball- Game Play	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13,15, 16, 17.b 3G, 6/B, C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B, 4/A; InTasc 4, 5	N/A
Thurs	Sep 28	Pickleball- Game Play	N/A	Prepare for Bucket of Skills- see D2L
Tues	Oct 3	Bucket of Skills	SHAPE 1.a, 1.b, 2.a, 3.c, 4.a, 4.b, 4.c, 4.e; S I, VI; C4, 10; Intasc 2, 4	<ul style="list-style-type: none"> Connect Ch. 18- Due 10/5 Badminton Skills Sheet- See D2L Insook Article
Thurs	Oct 5	Fundamental Skills Badminton	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13,15, 16, 17.b 3G, 6/B,C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B; InTasc 4, 5	N/A
Tues	Oct 10	Fundamental Skills Badminton	N/A	<ul style="list-style-type: none"> Review Rules in Ch. 18

Day	Date	Content	SHAPE/SBEC/TEA Standards	Activities/Assignment
Thurs	Oct 12	Badminton- Game Play & Pre-skills testing	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13,15, 16, 17.b 3G, 6/B, C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B, 4/A; InTasc 4, 5	N/A
Tues	Oct 17	Badminton- Game Play & Pre-skills testing	N/A	<ul style="list-style-type: none"> Connect Ch. 14- due 10/19 USTA Texas
Thurs	Oct 19	Fundamental Skills Tennis	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13,15, 16, 17.b 3G, 6/B,C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B; InTasc 4, 5	N/A
Tues	Oct 24	Fundamental Skills Tennis	N/A	<ul style="list-style-type: none"> Prepare for Bucket of Skills-see D2L
Thurs	Oct 26	Bucket of Skills	SHAPE 1.a, 1.b, 2.a, 3.c, 4.a, 4.b, 4.c, 4.e; S I, VI; C4, 10; InTasc 2, 4	<ul style="list-style-type: none"> Review Rules Ch. 14
Tues	Oct 31	Tennis- Game Play	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13,15, 16, 17.b 3G, 6/B, C; 116.26.b 3/G, 2/B, 6/A, B, C, 11/A; 116.27.b 1/G, 2/A,B, 4/A,B, 6/A, B, C, 11/A; 116.64.b 1/B, 2/A,B,C,D, E, F, 3/B, 4/A; InTasc 4, 5	N/A
Thurs	Nov 2	Tennis- Game Play	N/A	N/A
Tues	Nov 7	Lesson Planning for Drills/Activities	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b,4.c, 4.d, 4.e; S I, III, VI, V, VI; C 1, 2, 3, 4, 10; InTasc 2, 4, 5	Lesson Plans due to D2L- 11/19
Thurs	Nov 9	Striking Skills Testing	SHAPE 4.e; S VII; C1; InTasc 4, 5	
Tues	Nov 14	Striking Skills Testing	N/A	N/A
Thurs	Nov 16	Fundamentals Bowling (online) <i>Undergraduate Research and Creative Activities Forum in CSC</i>	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.b, 3.c, 3.d, 4.e; S I, VI; C4, 10; 116.12,13.b 3/A, 6/B,C; 116.14.b 3/A, 4/A, 6/B,C, 11/A; 116.16, 17.b 3/A, 4/B,C, 6/A,B,C, 11/A; 116.26, 27.b 2/B, 4/A, B, 6/A, B, C, 11/A; 116.28.b 2/B, 3/A, 4/A, B, 6/A, B, C, 11/A; 116.64.c 1/A, 2/A,B,C,D,E,F, 4/A; InTasc 4, 5	<ul style="list-style-type: none"> Connect Ch. 20- due 11/21 Bowler'sEd
Tues	Nov 21	Bowling Game Play	N/A	N/A
Thurs	Nov 23	<i>Thanksgiving Break-No Class</i>	N/A	N/A
Tues	Nov 28	Present Drills/Activities	SHAPE 1.a, 1.b, 1.d, 1.e, 2.a, 3.a, 3.b, 3.c, 3.d, 4.a, 4.b,4.c, 4.d, 4.e; S I, III, VI, V, VI; C 1, 2, 3, 4, 10; InTasc 2, 4, 5	N/A
Thurs	Nov 30	Present Drills/Activities	N/A	N/A
Tues	Dec 5	Present Drills/Activities	N/A	N/A
Thurs	Dec 7	Present Drills/Activities	N/A	<ul style="list-style-type: none"> Prepare for Bucket of Skills-see D2L See D2L for Final Exam Review
Finals Week	Tues Dec 14	Comprehensive Final Exam; Bucket of Skills in-person 8:00-10:00 am in BH 108	SHAPE 1.a, 1.b, 2.a, 3.c, 4.a, 4.b, 4.c, 4.e; S I, VI; C4, 10; InTasc 2, 4, 5	N/A

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:

Insook, K. (2017). Teaching badminton through play practice in physical education. *JOPERD*, 88 (8), 7-14.

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

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>

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)

The First Tee. (2023). First Tee Community Program. <https://firstteeforth.org/participant-programs/outreach/>

USA Pickleball. (2023). What is Pickleball? <https://usapickleball.org/what-is-pickleball/learning-to-play/>

United States Bowling Congress. (n.d.) Bowler's Ed Materials. [https://www.bowl.com/Bowlers Ed/Bowlers Ed Home/Bowler s Ed Materials/](https://www.bowl.com/Bowlers_Ed/Bowlers_Ed_Home/Bowler_s_Ed_Materials/)

USTA Texas. (n.d.). Tennis in Schools. <https://www.usta.com/en/home/organize/creating-play-opportunities/national/tennis-in-schools.html>

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 long-term 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.