



Course Syllabus: Motor Skills Acquisition and Analysis
Gordon T. & Ellen West College of Education and Professional Studies
KNES 2023 Section 101
Fall 2026

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller
Office: Bridwell Hall 323
Student Drop-In Hours (Office hours): Mon 11-12, Tues 10-11 and 1-3, Thurs 10-11, and Fri by appointment
Office phone: (940) 397-2804
E-mail: stacia.miller@msutexas.edu

Class Meeting Information

Tuesday/Thursday 11:00-12:20
Bridwell Hall 109
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.

Course Description and Overview

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 (258), the Texas Essential Knowledge and Skills for Elementary School Physical Education (116A), and [InTASC](#). This course provides teacher candidates and SCLA 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:

-
- Demonstrate knowledge of the developmental process throughout the lifespan. (SHAPE 1.e; Domain I- C1)
- Discuss the interaction of cognitive, social, and psychosocial constraints and motor development and learning. (SHAPE 1.d, 1.e; Domain I- C1)
- Discern the components of fundamental movement patterns. (SHAPE 1.a, 1.b, 1.e; Domain I- C1, C2, C3; see TEKS in schedule table)
- Demonstrate and apply knowledge of fundamental motor skills in designing appropriate learning experiences for students. (SHAPE 1.a-1.e, 3.b; Domain I- C1, C2, C3; see TEKS in schedule table)
- Demonstrate knowledge and application of a wide variety of appropriate implementation techniques (modeling, providing relevant feedback, appropriate demonstrations) to promote student learning. (SHAPE 4.b; Domain I- C1, C2, C3; see TEKS in schedule table)
- Demonstrate knowledge of various ways of monitoring student progress. (SHAPE 4.e; SBEC VII; Domain I- C1, C2)
- Demonstrate knowledge of strategies and techniques for adapting and individualizing instruction to meet the needs of different learners. (SHAPE 1.a, 1.b, 3.d; Domain I- C1, C3)
- Demonstrate knowledge of appropriate motor performance assessments. (SHAPE 5.a; Domain I- C1, C2; IV-12)

See Appendix C for a complete list of standards/competencies and the course schedule for alignment of assignments and standards.

Textbook & Instructional Materials

Beach, P.S., Perreault, M.E., Brian, A.S., & Collier, D.H. (2024). Motor Learning and Development (3rd ed.). Champaign, IL: Human Kinetics.



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

Study Hours and Tutoring Assistance

If tutoring or assistance is needed, please do not hesitate to reach out to me for further help.

Student Handbook

Refer to: [Student Handbook](#)

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, in order to fairly evaluate all students' work, in this course, all submitted coursework must represent the student's own work, thinking, and learning. Therefore, submitting work generated by another person or entity, including work generated through Automated Writing Tools such as ChatGPT and other comparable artificial intelligence (AI) tools, is considered plagiarism unless properly cited and is a violation of MSU policy.

In this course, students may use GenAI tools for the purposes described below in Instructor Class Policies; however, all required uses must be disclosed, and students may not submit AI-generated work as their own.

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.

Grading

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.

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.

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

Table 1: Weight allocated to each assignment

Assignments	Points
Exams (4)	40%
Entrance/Exit Slips, Reading Assignments, and Homework	20%
Lab Participation, Write-ups, and Quizzes	15%
Developmentally Appropriate Activities Project	25%
Total Points	100%

Table 2: Range 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

Exams

Four exams will be given over the course of the semester, each worth 100 points. These exams will be scheduled during the regular class time, and reviews will be provided with details about information covered. Students are provided with different types of questions they are required to answer based on readings, in-class activities, and lectures.

Final Exam Exemption Policy: Students who demonstrate consistent mastery of course material may be exempt from the comprehensive final exam. To qualify for an exemption, students must:

- Earn an average of **87% or higher on Exams 1, 2, and 3.**
- Complete all major course assignments and assessments.

- Take all scheduled exams during the semester.
- Remain in good academic standing in the course.
- Have no academic integrity violations in the course.

Students who meet these criteria may choose one of the following options:

1. Be exempt from the final exam and have their course grade calculated based on all coursework completed through Exam 3. Students who elect the exemption will have a final exam grade recorded equal to their average on Exams 1, 2, and 3. OR
2. Take the final exam if they wish to improve their overall course grade. Students who elect to take the final exam will receive the higher of:
 - a. Their existing course average, or
 - b. The course average calculated with the final exam included.

Students who do not meet the exemption criteria are required to take the final exam as scheduled. The instructor reserves the right to verify eligibility and make final determinations regarding exemption status.

Entrance/Exit Slips, Reading Assignments, and Homework

Prior to class, you will often have assignments to complete. These assignments are formative assessments to check students understanding of knowledge on each of the topics covered. Students are provided with different types of questions or tasks they are required to answer based on readings, in-class activities, and lectures.

Lab write-ups

These are performance-based assessments that will be submitted following lab activities done in class. Students will be given lab sheets to complete with follow-up questions to answer after the lab is completed. Lab topics covered include: interference in reaction time tasks, stages of skill acquisition, performance curves, reaching and grasping, and constant and variable practice.

Developmentally Appropriate Activities Project

In this performance-based assessment students are partnered and must plan a developmentally appropriate activity for a described group of students. Those activities are then presented/taught to the class. Students must do a write-up of the activity for submission.

Entrance/Exit Slips, Reading Assignments, and Homework

Prior to class or during class, you will often have assignments to complete. These assignments are formative assessments to check students understanding of knowledge on each of the topics covered. Students are provided with different types of questions or tasks they are required to answer based on readings, in-class activities, and lectures.

Lab write-ups

These are performance-based assessments that will be submitted following lab activities done in class. Students will be given lab sheets to complete with follow-up questions to answer after the lab is completed. Lab topics covered include: interference in reaction time tasks, stages of skill acquisition, performance curves, reaching and grasping, and constant and variable practice.

Developmentally Appropriate Activities Project

In this performance-based assessment students are partnered and must plan a developmentally appropriate activity for a described group of students. Students must do a write-up of the activity for submission.

Extra Credit

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

Make Up Work/Tests

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.

Important Dates

- Last day for term schedule changes: August 27, 2026. Check date on [Academic Calendar](#).
- Deadline to file for graduation: September 21, 2026 Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W": November 23, 2026 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.

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.

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.

Computer/D2L 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 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 which 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 helpdesk 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](#).

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities

Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Instructor Class Policies

Below are specific policies which apply to this class.

Cell Phone Policy

As future professionals and educators, it's important to model the kind of classroom or work environment you will one day be responsible for creating. In keeping with recent statewide efforts to reduce classroom distractions and *best practices for minimizing distractions and promoting student engagement*, *cell phones are not permitted to be visible, used, or accessed during class time*, unless I specifically state otherwise for a class activity.

This course requires your full attention and active participation, and cell phones detract from both. Therefore, during class hours, phones must be: turned off or set to "silent" (not vibrate) and stored out of sight (e.g., in your bag or pocket).

Violations of this policy will result in the following:

- On the first violation (phone out or visible or rings, vibrates, or makes a noise during class), you will receive a verbal warning and be asked to put your phone away or to silence your phone.
- On the second violation you will be asked to quietly leave the classroom and you will be counted absent for the day. Any homework or in-class activities for that day will be assigned a grade of zero "0".
- On the third violation, your final course grade will drop by one full letter grade (e.g. from a "B" to a "C").
- Repeated or defiant violations may result in more serious disciplinary action, including reporting to the WCOEPS fitness committee.

If you anticipate an emergency situation requiring phone access during a specific class session, please speak with me before class begins.

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."

Generative Artificial Intelligence (GenAI) Policy

Integrity is a core value at Midwestern State University (MSU), holding students to high expectations for honesty, honor, and respect for truth. This course statement is provided in coordination with the **MSU Academic Dishonesty Policy** (on page 3) and establishes course-specific expectations for the use and documentation of Generative Artificial Intelligence (GenAI) tools. The MSU Academic Dishonesty Policy remains the governing university policy.

In this course, all submitted coursework must represent the student's own work, thinking, and learning. GenAI tools may be used for certain purposes described below; however, students may not submit AI-generated work as their own or misrepresent the source of work submitted for evaluation (adapted from Tarleton English Department, 2025).

- Generative AI Use Documentation Form:
 - The use of GenAI will be addressed on an assignment-by-assignment basis. Not every course activity or homework submission will require AI documentation. When an assignment requires the Generative AI Use Documentation Form, the assignment instructions will clearly indicate that the form is required. Students are responsible for following the GenAI requirements specified for each assignment.
 - For assignments requiring the form, **every student must complete and submit the form, regardless of whether GenAI was used.** Students who did not use GenAI will simply indicate "No" on the form and will not be required to provide additional information.
 - If you did use a GenAI or Automated Writing Tool, you must complete the remainder of the form and provide all required documentation.
 - The form requires students who used GenAI to document:
 - The GenAI tool(s) used (e.g., ChatGPT, Microsoft Copilot, Google Gemini, Claude).
 - Why the tool(s) were used and the purpose of the interaction.
 - How the tool was used, which may include:
 - Brainstorming ideas
 - Developing or refining an outline
 - Summarizing readings or other content
 - Asking questions or clarifying concepts
 - Developing or refining your thinking

- Receiving feedback on your work
 - Checking grammar, clarity, or citations
 - Generating text to help refine your position
 - Other appropriate uses
- How the AI-generated responses were used and evaluated, including what was accepted, revised, rejected, or used as a starting point.
- The accuracy and usefulness of the responses, including any information that was incorrect, misleading, inappropriate, or otherwise problematic.
- Reflection on the use of GenAI, including what was helpful, what was not helpful, and what might be done differently in the future.
- ALL inputs and outputs used in connection with the assignment, including all of your prompts and all of the GenAI responses.
- Students are responsible for reviewing and verifying information generated by AI tools. The use of GenAI does not transfer responsibility for the accuracy, originality, or quality of submitted work from the student to the technology.
- AI Disclosure: ChatGPT was used to provide assistance with revising and organizing this Generative AI policy and developing a disclosure/documentation process. AI-generated text was used for drafting and was subsequently reviewed, edited, and adapted by the instructor.
- Use of AI-Generated Text
 - If AI-generated text is incorporated into submitted coursework, the use of the GenAI tool must be documented on the disclosure form and the AI-generated material must be appropriately acknowledged within the assignment, consistent with the requirements of the MSU Academic Dishonesty Policy.
 - Students should not assume that information, citations, references, or text generated by a GenAI tool are accurate or appropriate for academic use. Students remain responsible for verifying information and properly citing sources.
- Failure to Comply:
 - Failure to submit the required Generative AI Use Disclosure and Documentation Form, failure to accurately report GenAI use, submitting AI-generated work as one's own, or otherwise misrepresenting the source or authorship of submitted work may constitute academic misconduct and will be addressed in accordance with applicable MSU policies.
 - If you are unsure whether a particular use of GenAI is permitted or whether it needs to be documented, ask before submitting the assignment. When in doubt, disclose the use.

Inclement Weather

In the event of university closure because of inclement weather conditions or emergency situations, students should refer to the syllabus, D2L, and their university email for expectations and alternate online assignments for this course. Students who are unable to complete these assignments during a closure (for example, due to a power outage) will not be penalized.

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 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 go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. 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 Rules/Policies

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

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 [MSUReady – Active Shooter](#). 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](#)

Course Schedule:

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

Day	Date	Content and Activities	Standards (SHAPE, 258, TEKS)	Assignments with Due Dates
Tues	Aug 25	Orientation and Syllabus	N/A	Get Textbook Read Ch. 1
Thurs	Aug 27	Ch. 1 Perspectives in Motor Behavior	SHAPE 1.d, 1.e; D1-C1, C2	Socrative Review in Class Read Ch. 1
Tues	Sep 1	Ch. 1 Perspectives in Motor Behavior	N/A	Socrative Review in Class Read Ch. 2 Ch. 2 Questions in D2L- Due 9/3
Thurs	Sep 3	Ch. 2 Theoretical Constructs in Motor Behavior	SHAPE 1.d, 1.e; D1-C1, C2	Read Renshaw Article in D2L & Ch. 2
Tues	Sep 8	Ch. 2 Theoretical Constructs in Motor Behavior	N/A	Ch. 2 Exit Slip Read Ch. 3 Ch. 3 Hmwk in D2L- Due 9/10
Thurs	Sep 10	Ch. 3 Understanding Movement Control	SHAPE 1.d; D1-C1, C2	Ch. 3 Lab- Interference (in class-10 pts)
Tues	Sep 15	Ch. 3 Understanding Movement Control	N/A	Start exam review- see D2L.
Thurs	Sep 17	Review Day for Exam 1	N/A	See D2L for review.
Tues	Sep 22	Part 1 Exam 1- Ch. 1-3	SHAPE 1.d, 1.e, 4.e; D1-C1, C2	Read Ch. 4
Thurs	Sep 24	Ch. 4 Skill Classification	SHAPE 1.d, 1.e, 4.e; D1-C1, C2; Knowledge/Skills 1, 2, 3, 4, and 5 for rules 116.12.b to 116.28.b	Nearpod Activities (in class) Read Ch. 5
Tues	Sep 29	Ch. 5 Stages of Skill Acquisition	SHAPE 1.d, 1.e, 4.e; D1-C1, C2; Knowledge/Skills 1, 2, 3, 4, and 5 for rules 116.12.b to 116.28.b	Read Ch. 5
Thurs	Oct 1	Ch. 5 Stages of Skill Acquisition	N/A	Ch. 5 Lab- Stages (in class-10 pts) Read Ch. 6- Ch. 6 Quiz in D2L- Due 10/6
Tues	Oct 6	Ch. 6 Assessing Motor Learning	SHAPE 1.e, 4.e, 5.a; D1-C1, C2;	Read Ch. 6 Altunsoz Article in D2L See D2L for online module.
Thurs	Oct 8	Ch. 6 Assessing Motor Learning	N/A	Start review for exam- see D2L.
Tues	Oct 13	Catch Up Day	N/A	Ch. 6 Lab- Performance Curves (in class-10 pts) See D2L for review.
Thurs	Oct 15	Part 1 Exam 2- Ch. 4-6	SHAPE 1.d, 1.e, 4.e, 5.a; D1-C1, C2;	Read Ch. 7, 8, & 9
Tues	Oct 20	Ch. 7, 8, & 9-Infant Development & Motor Skills in Childhood	SHAPE 1.a, 1.b, 1.e, 4.b, 4.e, 5.a; D1-C1, C2; Knowledge/Skills 1, 2, 3, 4, and 5 for rules 116.12.b to 116.28.b	Read Ch. 12 & 13 Assign due 10/22

Course Schedule Continued

Day	Date	Content and Activities	Standards (SHAPE, 258, TEKS)	Assignments with Due Dates
Thurs	Oct 22	Online- Ch. 12 Physical Development & 13 Physical Aging and Prepare Ch. 7, 8, & 9 <i>(Miller @ TXCSS Conf)</i>	SHAPE 1.c, 1.e, 1.d; D1-C1	Read Ch. 7, 8, & 9 Dissection of Locomotor Skills Assign. in D2L- Due 10/27
Tues	Oct 27	Ch. 7, 8, & 9-Infant Development & Motor Skills in Childhood	N/A	N/A
Thurs	Oct 29	Ch. 7, 8, & 9-Infant Development & Motor Skills in Childhood	N/A	Ch. 14/15/16 Hmwk in D2L- Due 11/3
Tues	Nov 3	Ch. 14, 15, & 16-Constraints	SHAPE 1.d, 1.e; D1-C1	Start Review for Exam- See D2L
Thurs	Nov 5	Ch. 14, 15, & 16-Constraints	SHAPE 1.d, 1.e; D1-C1	Exam Review in D2L
Tues	Nov 10	Part II & III Exam- Ch 7, 8, 9, 12, 13, 14, 15, & 16	SHAPE 1.a, 1.b, 1.c, 1.d, 1.e, 4.e, 4.e, 5.a; D1-C1, C2;	Read Ch. 17 & 18 The Physical Educator.com
Thurs	Nov 12	Ch. 19 Practice Developmentally Appropriate Activities- Group Time	SHAPE 1.d; D1-C1, C2	Read Ch. 19 Douvis Article Ch. 19 Hmwk in D2L- Due 11/17
Tues	Nov 17	Ch. 19 Practice	N/A	Ch. 19 Lab- Constant vs. Variable Practice (in class 10 pts)
Thurs	Nov 19	Working on DAP- No Class <i>Undergraduate Research and Creative Activities Forum in CSC</i>	N/A	Work on DAP- Due 12/3
Tues	Nov 24	Catch Up Day (Part IV)	N/A	Read Ch. 20
Thurs	Nov 26	<i>Thanksgiving Break-No Class</i>	N/A	N/A
Tues	Dec 1	Ch. 20 Feedback	SHAPE 4.e; D1-C1, C2	Potdevin Et al. Article
Thurs	Dec 3	Ch. 20 Feedback DAP Due	N/A	Ch. 20 Lab- Knowledge of Results (in class- 10 pts) Exam Review in D2L
Finals Week	Tues Dec 8	Final Exam 1:00-3:00 pm Part IV- Ch 17-20	SHAPE 1.a, 1.b, 1.d, 1.e, 3.b, 3.d 4.b, 4.e; D1-C1, C2	N/A

Appendix A: Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - recognizes how students vary in their learning needs and backgrounds, and designs instruction that supports each learner in reaching high academic expectations.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Teacher Education Program Requirements

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities across varied educational settings. WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best

learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

Dispositions

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 A, and Clinical Teaching in the following areas:

- Candidates respect learners' varied strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe in every learner's ability to achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, contextually grounded, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.
- Candidates respect learners' numerous strengths and needs and are committed to using this information to plan effective instruction.
- Candidates are committed to deepening awareness and understanding the strengths and needs of numerous types of learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of commitment to and accountability for student success.
- Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting students requiring specific academic support. By identifying weak areas of conceptual understanding

of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Unit Plan

Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

Co-Teaching

West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

- One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.

- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
 - Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
 - Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
 - Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
 - Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject in-formation, and available to assist students and answer questions.
- (Adapted from Cook & Friend (1995))

MISL- Midwestern Impact on Student Learning

Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teacher candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains: Learning Environments; Individual Development and Varied Backgrounds; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings:

- Exemplary 4
- Competent 3
- Needs Improvement 2
- Unsatisfactory 1

An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider the relevant contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or other observable learning outcomes resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

Appendix B: 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:

Altunsoz, I.H., & Goodway, J.D. (2016). SKIPing to motor competence: The influence of project successful kinesthetic instruction for preschoolers on motor competence of disadvantaged preschoolers. *Physical Education & Sport Pedagogy*, 21(4), 366-385.

Burton, A. M., Cowburn, I., Eisenmann, J. C., Sawczuk, T., Watson, T., McDermott, J., & Till, K. (2024). Motor Competence, Physical Fitness, Psychosocial, and Physical Activity Characteristics in 9- to 14-Year-Olds: Sex Differences and Age and Maturity Considerations. *Research Quarterly for Exercise and Sport*, 96(1), 171–182. <https://doi.org/10.1080/02701367.2024.2381800>

Douvis, S.J. (2005). Variable practice in learning the forehand drive in tennis. *Perceptual Motor Skills*, 101. 531-545.

Mitchell, S.A., & Walton-Fisette, J.L. (2022). Essentials of Teaching Physical Education, 2nd ed. Champaign, IL: Human Kinetics.

Potdevin, F., Vors, O., Huchez, A., Lamour, M., Davids, K., & Schnitzler, C. (2018). How can video feedback be used in physical education to support novice learning in gymnastics? Effects on motor learning, self-assessment and motivation. *Physical Education & Sport Pedagogy*, 23(6), 559-574.

Renshaw, I., Moy, B., & Cook, M. (2015). A constraint-led approach for P.E. teachers. *Active + Healthy Magazine*. 22(2), 15-17.

SHAPE America. (2024). National Physical Education Standards. Reston, VA: Author. <https://www.shapeamerica.org/standards/pe/new-pe-standards.aspx>

SHAPE America. (2019). P.E. metrics: Assessing student performance using the national standards & grade-level outcomes for k-12 physical education. Reston, VA: Author.

SHAPE America. (2017). 2017 National Standards for Initial Physical Education Teacher Education. Reston, VA: Author. <https://www.shapeamerica.org/standards/pe/new-pe-standards.aspx>

ThePhysicalEducator.com. (2017). Breaking down the teaching games for understanding model. <https://thephysicaleducator.com/2012/06/29/teaching-games-understanding-model/>

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)

Appendix C: Teacher Educator 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.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 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.
- 1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.

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.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

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.

Standard 5. Assessment of Student Learning Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

- 5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6. Professional Responsibility Physical education candidates demonstrate behaviors essential to becoming effective professionals. They

exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

- 6.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.
- 6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

Texas Examinations of Educator Domains-Physical Education EC-12 (258)

- Domain I- Movement Knowledge and Skills

Texas Examinations of Educator Competencies Physical Education EC-12 (258)

- Competency 001 (Motor Development & Motor Learning): Apply knowledge of principles and characteristics of motor development and motor learning.
- Competency 002 (Movement Concepts & Biomechanics): Apply knowledge of biomechanical and movement concepts, principles and practices for developing, combining and integrating motor skills.
- Competency 003 (Movement Activities & Sports): Apply knowledge of techniques, skills, activities, rules, and safety practices for a variety of sports, games, and activities.

InTASC Standards

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 2- Learning differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her

students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential.

- Standard 3- Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively and responsively. Teachers support students in developing self-motivation, assisting them with problem solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.
- 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.
- Standard 7- Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement.

- Standard 8- Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies. Allowing students to develop their critical thinking, problem-solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base.