

## PED-917: Spectrum of Teaching Styles for Physical Education

### Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** 6<sup>th</sup> - 14<sup>th</sup> grade teachers  
**Course Access:** <https://connect.fresno.edu>

#### Course Description

In this course you will learn how to transition your teacher-focused classes to become student-centered by using Mosston's *Spectrum of Teaching Styles*. The *Spectrum of Teaching Styles* moves from the Command (Style A), where the teacher makes all the decisions to Self-Teach (Style K) where the student makes all the decisions. You can use the *Spectrum of Teaching Styles* develop, revise and implement the Society of Health and Physical Educators (SHAPE) National Standards and Grade-Level for K-12 Physical Education and various State standards for physical education.

**Note:** Required book must be acquired separately.

#### Required Texts and Course Materials

**Book:** Mosston, M. & Ashworth. (2008). *Teaching physical education*. (1<sup>st</sup> online ed.; 6<sup>th</sup> ed.). Downloadable for free from Spectrum of Teaching Style website:  
<http://www.spectrumofteachingstyles.org/index.php>

**Additional Resources:** Society of Health and Physical Educators. [SHAPE]. (2014). *National standards and grade-level outcomes for K-12 physical education*. Human Kinetics.

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### Society of Health and Physical Educators (SHAPE) America's National Standards & Grade-Level Outcomes for K-12 Physical Education

<http://www.shapeamerica.org/standards/pe/>

- **Standard 1:** Develops a variety of motor skills.
- **Standard 2:** Applies knowledge related to movement and fitness concepts.
- **Standard 3:** Develops social skills through movement.
- **Standard 4:** Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

### National Standards for Physical Education (NASPE, 2008) Advanced Standards for Physical Education.

<http://www.shapeamerica.org/standards/petestandards.cfm>

- **Standard 1: Professional Knowledge:** “Advanced physical education teacher candidates come to understand disciplinary content knowledge, the application of content knowledge to teaching physical education, and modes of inquiry that form the bases for physical education programs and instruction” (NASPE, 2008, p. 6).
- **Standard 2: Professional Practice:** “Advanced physical education teacher candidates use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners” (NASPE, 2008, p. 8).

### NASPE (2008) National Initial Physical Education Teacher Education Standards:

<http://www.shapeamerica.org/standards/petestandards.cfm>

- **Standard 3: Planning and Implementation:** “Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students” (NASPE, 2008, p. 2).
- **Standard 4: Instructional Delivery and Management:** “Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning” (NASPE, 2008, p. 2).
- **Standard 5: Impact on Student Learning:** “Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions” (NASPE, 2008, p. 3).

**Physical education standards: (for teachers of students ages 3–18+) as described by the National Board for Professional Teaching Standards (NBPT):**

- **Standard 3: Curricular Choices:** “Accomplished teachers make purposeful curricular choices that address student needs and interests by promoting comprehensive physical education programs in support of lifelong physical activity and wellness” (NBPT, 2015, p. 26).
- **Standard 5: Learning Environment:** “Accomplished teachers set high expectations and create positive, well-managed classroom environments that engage all students within a safe and respectful culture of learning” (NBPT, 2015, p. 32).

**Continuing Education Student Learning Outcomes (CE-SLO)**

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

**Course Student Learning Outcomes (C-SLO)**

<b>Student Learning Outcomes for This Course</b> By the end of this course student will be able to:		<b>National Standards Addressed*</b>	<b>CE-SLO Addressed**</b>
C-SLO 1	Describe the anatomy of the Spectrum of Teaching Styles.	NASPE 1-5, NBPT 3 & 5	1, 2, 6
C-SLO 2	Articulate the role of feedback, cognition, and designing subject matter for teaching and learning	NASPE 1-5, NBPT 3 & 5	1, 2, 6
C-SLO 3	Develop a standard-based physical education lesson plan that falls within the reproduction styles of the Spectrum of Teaching Styles.	NASPE 1-5, NBPT 3 & 5; SHAPE 1-4	1, 2, 6

C-SLO 4	Develop a standard-based physical education lesson plan that falls within the production styles of the Spectrum of Teaching Styles.	NASPE 1-5, NBPT 3 & 5: SHAPE 1-4	1, 2, 6
C-SLO 5	Discuss the current literature on the Spectrum of Teaching Styles.	NASPE 1-5, NBPT 3 & 5	1, 2, 6

### Topics, Assignments and Activities

Module Title	Module Assignments and Activities	Points Possible
<b>Welcome Module</b>	<ul style="list-style-type: none"> <li>Welcome Video</li> <li>Course Syllabus</li> <li>Introduce Yourself Forum</li> </ul>	
<b>Module 1 – Overview of the Spectrum of Teaching Styles</b>	<p><b>Assigned Reading</b> Chapter 1: <i>Key Factors That Shape All Teaching.</i> Chapter 2: <i>An Overview</i> Chapter 3: <i>The Anatomy of Any Teaching Style</i></p> <p><b>Ancillary Material to Assist Learning</b> Watch Spectrum of Teaching Styles videos</p> <p><b>Assignments</b> 1.1 Analysis and Application Paper 1.2 Spectrum of Teaching Styles Theory Reflection Forum</p>	20 pts 15 pts
<b>Module 2 – Role of Feedback, Cognition, and Designing Subject Matter for Teaching and Learning</b>	<p><b>Assigned Reading</b> Chapter 4: <i>Feedback</i> Chapter 5: <i>Cognition</i> Chapter 18: <i>Designing Subject Matter</i></p> <p><b>Assignment</b> 2.1 Analysis and Application Paper 2.2 Reading Reflection Forum</p>	20 pts 15 pts
<b>Module 3 – Reproduction Spectrum</b>	<p><b>Assigned Reading</b> Chapter 6: <i>The Command Style – A</i> Chapter 7: <i>The Practice Style – B</i> Chapter 8: <i>The Reciprocal Style – C</i> Chapter 9: <i>The Self-Check Style – D</i> Chapter 10: <i>The Inclusion Style - E</i> Chapter 11: <i>Issues Common to All Teaching Styles</i> SHAPE PE standards</p> <p><b>Ancillary Material to Assist Learning</b> Watch Spectrum Styles Videos for Styles A-E</p> <p><b>Assignment</b> 3.1 Reproduction Lesson Plan 3.2 Reproduction Lesson Plan Forum</p>	170 pts 15 pts
<b>Module 4 – Production Spectrum</b>	<p><b>Assigned Reading</b> Chapter 12: <i>The Guided Discovery Style – F</i> Chapter 13: <i>The Convergent Discovery Style – G</i> Chapter 14: <i>The Divergent Discovery Style – H</i> Chapter 15: <i>The Learner-Designed Individual Program Style – I</i> Chapter 16: <i>The Learner-Initiated Style – J</i> Chapter 17: <i>The Self-Teaching Style - K</i></p>	

Module Title	Module Assignments and Activities	Points Possible
	SHAPE PE standards <b>Ancillary Material to Assist Learning</b> Watch Spectrum Styles Videos for Styles F-K <b>Assignment</b> 4.1 Production Lesson Plan 4.2 Production Lesson Plan Forum	170 pts 15 pts
<b>Module 5 – Review of Spectrum Research</b>	<b>Assigned Reading</b> Chapter 19: <i>A Review of Spectrum Research</i> Chapter 20: <i>The Spectrum</i> <b>Assignment</b> 5.1 Current Spectrum Research Review Forum	25 pts
<b>Course Wrap-up – Grading and Evaluation</b>	<ul style="list-style-type: none"> <li>• Final Reflection Forum</li> <li>• Course Evaluation</li> <li>• Course Completion Checklist</li> <li>• Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>465 points</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

## Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

## Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

## Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

## Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per

semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

## **Technology Requirements**

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## **University Policies and Procedures**

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

## **Fresno Pacific University Student Learning Outcomes (FPU-SLO)**

FPU-SLO 1	<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.