

Spring 2023 Semester

February 6, 2023 – May 26, 2023

Title of Course: Putting the Technology in Physical Education. Finally!	
Number of Sessions: 6	Grade Levels: K-12
Total Hours: 45	Total Number of Credits: 3
Course Start Date: February 6, 2023	Course End Date: May 26, 2023
Course Location: Online at CE Credits Online www.cccreditsonline.org	
Maximum Course Enrollment: 1000	
Instructor's Name: Dave Beyers	Instructor's Telephone: 425-788-7275
Instructor's Email: support@cccreditsonline.org	
Education Partner Fee: \$149	
Materials Fee if applicable: N/A	
Registration Deadline April 17, 2023	

Course Information

Course Description

The goal of this course is to provide participants with the necessary skill set to effectively implement available technological resources to enhance the holistic physical education experience for students of all identities, backgrounds and beliefs. The course focuses on establishing an understanding of what it means to provide a holistic physical education experience through the use of technology. Participants will explore a variety of video-based, instrument-based, and smartphone-based resources and programs for students to utilize. Throughout the course, participants will also be asked to reflect on their prior experience and apply the concepts and skills they learn to improve current practices.

In the final project, participants will put the knowledge and skills gained throughout the course to use in order to create a holistic physical education student plan. The student plan will demonstrate the participant's knowledge of the various strategies and resources explored throughout the course in order to effectively address the topics included in a holistic physical education experience.

Target Grade Levels

K-12

Integration of *Danielson Framework for Teaching* Components

Primary Standards

Domain 1: Planning and Preparation

1b - Demonstrating Knowledge of Students

- The course explores general technologies and strategies for implementation of those technologies in each participant's classroom, which requires knowledge of the student population (including family life and the larger community and culture as a whole). In addition, through assessments like the Needs Index and Implementation Plan, as well as several discussions, participants are asked to identify specific tools and strategies to address the unique needs of individual students.

1d - Demonstrating Knowledge of Resources

- Being largely exploratory in nature, this course introduces participants to a wide variety of technology tools, videos, and applications for potential implementation. In each module, participants will reflect on current practices and examine potential uses for these new technologies in the context of providing a holistic physical education experience to students.

Domain 2: Classroom Environment

2b - Establishing a Culture for Learning

- In the final module, participants examine overarching concerns and strategies associated with implementing technology into a physical education classroom, including the impact of the digital divide and the importance of establishing a culture of responsibility and personal growth. These are key components to effective implementation of any of the technologies explored in the course.

Domain 3: Instruction

3c - Engaging Students in Learning

- Each of the selected technologies explored in the course was identified, in part, because of its ability to engage students in learning. Active participation is essential to establishing the healthy habits at the core of a holistic physical education. Through the effective implementation of tracking instruments, video, and mobile applications, students can become active participants in their education, as well as their own well-being.

Domain 4: Professional Responsibilities

4e - Growing and Developing Professionally

- This course moves students from the simple act of defining the characteristics of a holistic physical education to the creation of an Implementation Plan that outlines a variety of technology tools and strategies to meet the unique needs of an individual student on his or her way to achieving his or her physical and academic goals. Along the way, participants will consistently examine their own experiences, past practices, and potential biases - challenging themselves to make meaningful improvements.

Additional Standards

Domain 2: Classroom Environment

2a - Creating and Environment of Respect and Rapport

2c - Managing Classroom Procedures

2d - Managing Student Behavior

Domain 3: Instruction

3e - Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

4a - Reflecting on Teaching

4c - Communicating with Families

Integration of Standards

Standard 1: Designing Professional Development

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-Based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 4: Collaboration

- 4c - Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

- 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 7: Parent, Family and Community Engagement

- 7c - Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 9: Technology

- 9a - Professional development ensures ongoing educator and student technological literacy.
- 9b - Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
- 9e - Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.

A Plus Instructional Priorities

Key Shift 1: Focus on Strengthening the Instructional Core

- Setting Instructional Outcomes
- Engaging Students in Learning

Key Shift 2: Knowing Your Students

- Instruction that Reflects Students
- Using Data, Informed by Multiple Perspectives, to Understand Students

Pedagogical Approach

This course consists of six modules, each one developed around a variety of strategies to meet the diverse needs of adult learners in the NYC DOE. Each module contains relevant readings and video, reflection and analysis questions, downloaded journals to encourage reflective practice and ongoing evaluation, and two discussion boards that require participants to apply the skills and concepts they've learned to a variety of scenarios and personal experiences. The course also includes two Authentic Tasks and a comprehensive Final Project.

Learning is scaffolded throughout the course and across each module with purposeful implementation of activities to bring awareness to how pedagogical review can recognize underlying personal and institutional beliefs, norms, practices and assumptions that contribute to inequity. Participants interact with a variety of learning materials through which to explore and reflect on the ideas and strategies presented. That exploration is accompanied by a reflective journal activity and followed by an opportunity to apply what they've learned through a variety of reflective discussions and activities. The course modules build on each other so that participants start by gaining a basic understanding of the key components of a holistic physical education, then explore technology tools and strategies to support those components at both the whole-classroom and individual levels, and culminates with a final project that requires them to apply it all to an implementation plan aimed at addressing the unique needs of an individual student. All of the learning materials, reflective questions, discussion board prompts, and major assessments are designed to elicit genuine reflection on participant's current teaching practices and student population with the goal of implementing meaningful change through the use of the tools and strategies explored throughout the course.

Participants collaborate with colleagues at multiple times throughout the course: in the discussion board prompts in which they are asked to share ideas or strategies to address the question(s) they posted using the ideas and strategies being explored.

Application to Instruction and Student Learning

Course Objectives

As a result of this course, participants will:

- Examine the key components often overlooked for a complete physical education experience.
- Assess the impact of various resources: video, instrument, and smart phone based.
- Apply effective strategies for providing opportunities to experience the use those resources.
- Explore a variety of applications that can help students monitor, plan and analyze their nutrition, sleeping, fitness levels.
- Review and analyze current practices to help students affirm racial and cultural identities and leverage that to cultivate critical inquiry.
- Create a plan for the effective implementation of various resources to provide a holistic experience for each and every student.

Course Outcomes

By the end of this course, learners will:

- Develop a working journal of concepts, ideas, and strategies for implementing a holistic physical education curriculum that welcomes diversity of races, identities, and beliefs.
- Perform a needs index for students to inform instruction, resource selection, and interactions with stakeholders.
- Develop a library of smartphone and/or tablet applications paired with effective strategies for needs-based implementation.
- Outline an individual student plan that effectively addresses the tenets of a holistic physical education, including the effective incorporation of technology and needs-based instructional strategies.

Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment. Participants receive feedback in 1-7 days of submission (review the Feedback section for more details).

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

While the benefits of a quality holistic physical education is critical for all students - regardless of race, culture, experience, or other differentiating factor - it does require a general acknowledgement of and reflection on the differences that exist among students. This is especially true in the context of technology, as the digital divide (covered in the final module of the course) overwhelmingly puts minority and poverty-stricken student populations at a disadvantage. Therefore, participants will reflect on both their own and their students' cultures, experiences, biases, and assumptions throughout the course.

Major Assignment	Due Date
Authentic Task #1: Needs Index	Self-paced. Due by May 26, 2023
Authentic Task #2: Application Library	Self-paced. Due by May 26, 2023
Classroom Practice Analysis	Self-paced. Due by May 26, 2023
Final Project: Implementation Plan	Self-paced. Due by May 26, 2023

Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Facilitators have received revised instructions and grading rubric and will now respond to every comment in each discussion board. Facilitators will inform each participant who has had a comment added to their post to return to the discussion board to continue the conversation and reply to their colleague's comment to their post.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

Formative Feedback:

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice. This course makes a special effort to give formative feedback in the form of concept quizzes and final project components in every module.

Summative Feedback:

Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks, Classroom Practice Analysis and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

Grades

Assignment(s)	Percentage of final grade
Authentic Tasks	30%
Classroom Practice Analysis	15%
Discussion Board Participation	20%
Final project	35%

Course Calendar

Module #1 Defining the Holistic Physical Education Experience	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 8
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
Alignment to the Charlotte Danielson Framework for Teaching Primary Standards Domain 1: Planning and Preparation <ul style="list-style-type: none"> 1b Demonstrating Knowledge of Students 	Alignment to the New York State Professional Development Standards and Indicators Standard 1: Designing Professional Development <ul style="list-style-type: none"> 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural,

<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2b Establishing a Culture for Learning <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> • 3c Engaging Students in Learning <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • 4e Growing and Developing Professionally <p>Additional Standards</p> <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • 4a Reflecting on Teaching 	<p>linguistic, and experiential resources that they bring to the professional development activity.</p> <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> • 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. <p>Standard 3: Research-Based Professional Learning</p> <ul style="list-style-type: none"> • 3a - Professional development is based on current research in teaching, learning, and leadership. • 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. <p>Standard 4: Collaboration</p> <ul style="list-style-type: none"> • 4c - Professional development maximizes the use of technology to broaden the scope of collaboration.
Objectives:	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> • Contrast the goals of traditional and holistic physical education with regard to the historical trend of teachers and institutions being guided in their instructional design by personal beliefs, norms, practices, and assumptions. • Identify the key components of holistic physical education. • Determine student benefits associated with the implementation of a holistic physical education curriculum. 	
Topics and Agenda:	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> • Creating a Brave Learning Space • Reading: Understanding Race and Privilege • Downloadable Resource: Components of Holistic Physical Education • Interactive Presentation: What Does “Holistic” Physical Education Include? • Reflection: Historical Instructional Design Based on Beliefs, Norms, Practices, and Assumptions. • Discussion Board: A New Definition • Interactive Presentation: Commonly Overlooked Factors • Interactive Presentation: Assessing Risks and Benefits • Discussion Board: Calculating Student Benefit 	
Connection to Critical Consciousness/CRSE:	
<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p>	<p>Activity:</p>

<p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	<ul style="list-style-type: none"> • Creating a Brave Learning Space • Reading: Understanding Race and Privilege • Resource: Teacher Bias - The Elephant in the Classroom • Reflection: Historical Instructional Design Based on Beliefs, Norms, Practices, and Assumptions • Resource: Disparities in Physical Activity Among Low-Income and Racial/Ethnic Minority Communities: What Can We Do? by Wendell C. Taylor, Ph.D. • Resource: Physical Inactivity is More Common among Racial and Ethnic Minorities in Most States by Janet E. Fulton, Ph.D. • Video: How the food you eat affects your brain - Mia Nacamulli • M1 Discussion: A New Definition
Application to Instruction and Student Learning:	
In this introductory module, participants will explore what it means to offer a holistic physical education curriculum, as well as the benefits such a curriculum offers to students. An emphasis will be placed not only on physical activity, but also sleep, nutrition, stress management, social/emotional behaviors, and other factors that lead to an overall healthy lifestyle. Through the discussions, participants will begin to reflect on the experiences they offer to their current students and determine where potential adjustments might be made.	
Assessment and Feedback:	
For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.	

Module #2 Holistic Education and Technology	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 8
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Primary Standards</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> • 1b Demonstrating Knowledge of Students <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2b Establishing a Culture for Learning <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> • 3c Engaging Students in Learning 	<p>Alignment to the New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> • 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> 4e Growing and Developing Professionally <p>Additional Standards</p> <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> 2a Creating an Environment of Respect and Rapport 2d Managing Student Behavior <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> 4a Reflecting on Teaching 	<p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. <p>Standard 3: Research-Based Professional Learning</p> <ul style="list-style-type: none"> 3a - Professional development is based on current research in teaching, learning, and leadership. <p>Standard 4: Collaboration</p> <ul style="list-style-type: none"> 4c - Professional development maximizes the use of technology to broaden the scope of collaboration. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.
<p>Objectives:</p>	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> Determine how technology can support and enhance a holistic physical education. Explore ways in which technology tools can aid both teachers and students in achieving academic and physical goals. Examine strategies for leveraging technology to meet student needs and promote personal growth. Examine strategies for working with culturally diverse populations. 	
<p>Topics and Agenda:</p>	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> Downloadable Resource: Technology Implementation Downloadable Resource: Developing Culturally Responsive Approaches to Serving Diverse Populations Interactive Presentation: Connecting PE and Tech Interactive Presentation: Technology as a Teacher and Student Aid Discussion Board: Technology as an Aid? Interactive Presentation: From Social Distraction to Effective Implementation Discussion Board: User Habits: From Social to Productive Authentic Task #1: Needs Index 	
<p>Connection to Critical Consciousness/CRSE:</p>	
<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p>	<p>Activity:</p> <ul style="list-style-type: none"> Downloadable Resource: Developing Culturally Responsive Approaches to

<p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	<p>Serving Diverse Populations -By Michael Lopez, Kerry Hofer, and Djaniele Taylor</p> <ul style="list-style-type: none"> • Reading: Ed tech can transform physical education classes, too -By TARA GARCÍA MATHEWSON • Resource: Why algorithms can be racist and sexist by Rebecca Heilweil • Video: How I'm fighting bias in algorithms by Joy Buolamwini • Resource: AI is coming to schools, and if we're not careful, so will its biases - by Andre M. Perry and Nicol Turner Lee • Resource: How to identify, address bias in educational technology by Jenni Torres • Discussion Board: User Habits: From Social to Productive • Authentic Task #1: Needs Index
Application to Instruction and Student Learning:	
<p>This module begins with a general exploration of the increasing benefits of integrating technology in a physical education setting. Participants will then examine specific strategies for leveraging technology as both a teacher and student aid, with a focus on streamlining tasks and engaging learners. Participants will also learn how to shift the emphasis on technology from a social distraction to a powerful tool for teaching students to embrace a personal growth mentality based on individual needs. The module culminates in the completion of Authentic Task #1, in which participants will complete a Needs Index that addresses the needs of a student.</p>	
Assessment and Feedback:	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.</p>	

Module #3 Instruments of Change	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 6
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Primary Standards</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> • 1b Demonstrating Knowledge of Students • 1d Demonstrating Knowledge of Resources <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2b Establishing a Culture for Learning <p>Domain 3: Instruction</p>	<p>Alignment to the New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> • 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

- 3c Engaging Students in Learning

Domain 4: Professional Responsibilities

- 4e Growing and Developing Professionally

Additional Standards

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4c Communicating with Families

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-Based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 4: Collaboration

- 4c - Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

- 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 7: Parent, Family and Community Engagement

- 7c - Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 9: Technology

- 9a - Professional development ensures ongoing educator and student technological literacy.
- 9b - Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
- 9e - Professional development encourages educators to engage with

	students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
Objectives:	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> • Examine a variety of popular technologies, including GPS, heart rate monitors, and pedometers, in the context of a holistic physical education curriculum. • Analyze student backgrounds to recognize their complex identities and cultures. • Discuss the potential benefits and barriers to implementing those technologies. • Explore the potential positive impact of those technologies on students, their families, and the larger community. 	
Topics and Agenda:	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> • Downloadable Resource: Instruments of Change • Record in Personal Journal: Census and Description of Student Cultures and Identities • Interactive Presentation: GPS, Heart Rate Monitors, and Pedometers • Discussion Board: Potential Benefits and Barriers • Interactive Presentation: Impact on Students • Interactive Presentation: Impact on Families and the Community • Discussion Board: Heart Rate Monitor Data 	
Connection to Critical Consciousness/CRSE:	
<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Journal: Census and Description of Student Cultures and Identities • Video: Afterschool Walking Program in San Antonio, Texas – Student Experience told by Brianna Reynosa • M3 Discussion: Heart Rate Monitor Data
Application to Instruction and Student Learning:	
<p>In this module, participants will examine the potential benefits and barriers associated with the implementation of a variety of popular devices into their classrooms. As GPS, heart rate monitors, and pedometers become increasingly more accessible, so does the ability to leverage these technologies to promote health and personal growth. Participants will explore ways to mediate barriers to implementation of these tools and maximize their benefits to students, families, and the community as a whole.</p>	
Assessment and Feedback:	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.</p>	

Module #4 Incorporating Video	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 5
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Primary Standards</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> 1b Demonstrating Knowledge of Students 1d Demonstrating Knowledge of Resources <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> 2b Establishing a Culture for Learning <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> 3c Engaging Students in Learning <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> 4e Growing and Developing Professionally <p>Additional Standards</p> <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> 2a Creating an Environment of Respect and Rapport 2c Managing Classroom Procedures <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> 3e Demonstrating Flexibility and Responsiveness <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> 4a Reflecting on Teaching 	<p>Alignment to the New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. <p>Standard 3: Research-Based Professional Learning</p> <ul style="list-style-type: none"> 3a - Professional development is based on current research in teaching, learning, and leadership. 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making. <p>Standard 4: Collaboration</p> <ul style="list-style-type: none"> 4c - Professional development maximizes the use of technology to broaden the scope of collaboration. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

	<p>Standard 9: Technology</p> <ul style="list-style-type: none"> • 9a - Professional development ensures ongoing educator and student technological literacy. • 9b - Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice. • 9e - Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
<p>Objectives:</p>	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> • Examine the use of video as a key instructional tool in a holistic physical education curriculum. • Identify strategies for finding, assessing, and implementing video in the physical education classroom. • Discuss opportunities to individualize education through the use of video. 	
<p>Topics and Agenda:</p>	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> • Downloadable Resource: Video for Whole-Classroom and Individualized Instruction • Interactive Presentation: The Role of Video in Holistic Physical Education • Discussion Board: Video Scenarios • Interactive Presentation: Strategies for Video Selection and Implementation • Interactive Presentation: The Individual and Whole Classroom Approaches • Discussion Board: Individualized Learning Experiences 	
<p>Connection to Critical Consciousness/CRSE:</p>	
<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Reading: Tips for Choosing and Using Educational Videos in Your Classroom - by Prasanna Bharti • M4 Discussion: Individualized Learning Experiences
<p>Application to Instruction and Student Learning:</p>	
<p>Video can be a powerful tool in any classroom, but it can be particularly beneficial to physical education teachers and their students. In this module, participants will examine the role of video in holistic physical education and explore strategies for finding and effectively implementing video for a</p>	

variety of purposes. Emphasis will be placed on leveraging video for both whole-classroom and individualized instruction.

Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

Module #5 Using Apps

Date: February 6, 2023 – May 26, 2023

Number of hours for this session: 7

Time: Self-paced

Assignments due today: May 26, 2023

Standards and Components Alignment:

Alignment to the Charlotte Danielson Framework for Teaching

Primary Standards

Domain 1: Planning and Preparation

- 1b Demonstrating Knowledge of Students
- 1d Demonstrating Knowledge of Resources

Domain 2: Classroom Environment

- 2b Establishing a Culture for Learning

Domain 3: Instruction

- 3c Engaging Students in Learning

Domain 4: Professional Responsibilities

- 4e Growing and Developing Professionally

Additional Standards

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching

Alignment to the New York State Professional Development Standards and Indicators

Standard 1: Designing Professional Development

- 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

Standard 2: Content Knowledge and Quality Teaching

- 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

Standard 3: Research-Based Professional Learning

- 3a - Professional development is based on current research in teaching, learning, and leadership.
- 3b - Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

Standard 4: Collaboration

- 4c - Professional development maximizes the use of technology to broaden the scope of collaboration.

	<p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement. <p>Standard 9: Technology</p> <ul style="list-style-type: none"> 9a - Professional development ensures ongoing educator and student technological literacy. 9b - Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice. 9e - Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
Objectives:	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> Explore mobile applications associated with health and physical education. Assess fitness, nutrition, and skills-training applications for potential implementation in a holistic physical education curriculum. Examine strategies for the effective implementation of mobile applications. 	
Topics and Agenda:	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> Downloadable Resource: Applying Applications Interactive Presentation: Introduction to Apps Discussion Board: Potential Benefits and Obstacles Interactive Presentation: Fitness and Nutrition Apps Interactive Presentation: Skill Training Apps Discussion Board: App Implementation Authentic Task #2: Application Library 	
Connection to Critical Consciousness/CRSE:	
<p><i>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</i></p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p>	<p>Activity:</p> <ul style="list-style-type: none"> Authentic Task #2: Application Library

<p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	
Application to Instruction and Student Learning:	
<p>In this module, participants will explore a variety of popular applications for tracking, and encouraging healthy habits, such as fitness and nutrition, as well as skills-training applications that promote personal growth in a variety of areas. Participants will share ideas for implementing specific applications with their peers, and the module culminates with the completion of Authentic Task #2, in which students will create a library of applications and strategies to take with them into their classrooms.</p>	
Assessment and Feedback:	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.</p>	

Module #6 Weaving it Together	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 11 (including Final)
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<p>Alignment to the Charlotte Danielson Framework for Teaching</p> <p>Primary Standards</p> <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> 1b Demonstrating Knowledge of Students 1d Demonstrating Knowledge of Resources <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> 2b Establishing a Culture for Learning <p>Domain 3: Instruction</p> <ul style="list-style-type: none"> 3c Engaging Students in Learning <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> 4e Growing and Developing Professionally <p>Additional Standards</p> <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> 2a Creating an Environment of Respect and Rapport 2c Managing Classroom Procedures 2d Managing Student Behavior 	<p>Alignment to the New York State Professional Development Standards and Indicators</p> <p>Standard 1: Designing Professional Development</p> <ul style="list-style-type: none"> 1b - Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity. <p>Standard 2: Content Knowledge and Quality Teaching</p> <ul style="list-style-type: none"> 2d - Professional development provides differentiated instructional strategies to meet the needs of diverse learners. <p>Standard 3: Research-Based Professional Learning</p> <ul style="list-style-type: none"> 3a - Professional development is based on current research in teaching, learning, and leadership. 3b - Effective professional development ensures that all educators have the

<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> • 3e Demonstrating Flexibility and Responsiveness <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • 4a Reflecting on Teaching 	<p>knowledge, skill, and opportunity to apply research to instructional decision making.</p> <p>Standard 4: Collaboration</p> <ul style="list-style-type: none"> • 4c - Professional development maximizes the use of technology to broaden the scope of collaboration. <p>Standard 5: Diverse Learning</p> <ul style="list-style-type: none"> • 5c - Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement. <p>Standard 9: Technology</p> <ul style="list-style-type: none"> • 9a - Professional development ensures ongoing educator and student technological literacy. • 9b - Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice. • 9e - Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
<p>Objectives:</p>	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> • Examine the overarching concerns and benefits associated with creating a technology-rich holistic physical education environment. • Reflect on the effectiveness of current classroom practices and available resources. • Determine which technologies will make the biggest initial and long-term impact on their students. • Recognize the need to reach students of non-dominant racial or cultural groups. • Review the importance of establishing safe, brave, and welcoming learning environments through the use of technology in the classroom. 	
<p>Topics and Agenda:</p>	
<p>The following activities will take place during this Module:</p> <ul style="list-style-type: none"> • Downloadable Resource: Synthesis and Reflection • Interactive Presentation: Technology and Your Physical Education Students • Article Review: Safety & Diversity in the Classroom • Interactive Presentation: Planning and Challenges • Article Review: Technologies and Tools to Bridge the Minority Gap in the Classroom • Discussion Board: Current Strategies and Implementation 	

<ul style="list-style-type: none"> • Interactive Presentation: Towards the Future • Discussion Board: To Ignore or Embrace? • Final Project: Student Plan 	
Connection to Critical Consciousness/CRSE:	
<p>Criteria from Rubric (the criteria marked by an asterisk (*) will be evaluated this year but providers may address other criteria):</p> <p>* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)</p> <p>* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups</p> <p>* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity</p>	<p>Activity:</p> <ul style="list-style-type: none"> • Article Review: Safety & Diversity in the Classroom • Article Review: Technologies and Tools to Bridge the Minority Gap in the Classroom • Article Review: WiFi Design Considerations For K-12 Schools -by Rowell Dionicio • Classroom Practice Analysis • M6 Discussion: Planning and Challenges • Final Project: Implementation Plan
Application to Instruction and Student Learning:	
<p>The last module focuses on a holistic assessment of the impact technology can have on a holistic physical education. Participants will examine high-level strategies to address the digital divide and creating a classroom culture that is conducive to responsible and effective technology use. For their final project, participants will create an Implementation Plan that focuses on incorporating a variety of technology tools and strategies to create an individualized holistic physical education experience for an identified student.</p>	
Assessment and Feedback:	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.</p>	

Appendix A

Discussion Boards and Rubric

Discussion Boards

Module:	Discussion Board:	Text:
1	A New Definition	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What comes to mind when you think of the term "holistic" in the context of physical education? • How might a "holistic" physical education curriculum differ from a more traditional PE course? • In what ways might a holistic approach to PE be helpful in addressing the unique needs of students from all

		<p>backgrounds and aid in the creation of a “brave” learning space?</p> <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Create your own definition of “holistic physical education” - making sure to address the key components of such an education, as well as how your definition addresses all types of students regardless of ability, culture, gender, or other differentiating factors. • Briefly explain how your definition incorporates what you’ve learned. • How closely do your current curriculum and instructional practices work to support your definition of what a holistic physical education should look like? Does your new definition challenge any of your previous assumptions, practices, or experiences? Explain. • Identify and list underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity. <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
1	Calculating Student Benefit	<p>Reflect on what you’ve learned.</p> <ul style="list-style-type: none"> • Given all the potential benefits of holistic physical education discussed so far, which do you believe would be the most appealing to your students? • Are there any additional benefits that you would consider unique to your students or community? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • What measurable indexes can you identify among your students? (Pay special attention to the overlooked factors.) • Describe what you believe to be the three most beneficial aspects of implementing a holistic physical education curriculum in your classroom in the context of the indexes you identified above. <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
2	Technology as an Aid?	<p>Reflect on what you’ve learned.</p> <ul style="list-style-type: none"> • What is your current comfort/ability level with classroom technology? • In what ways might you use technology to support your teaching practices and your students’ physical and academic progress? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Describe two ways that technology could aid your instructional practices, making your classroom more engaging or proficient. • Describe two ways that technology could aid your students in reaching physical and academic goals. <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).

2	User Habits: From Social to Productive	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • In what ways has technology been a distraction for you and/or your students? • What would productive technology use among your students look like? • How might technology aid in the development of a more inclusive, culturally responsive PE classroom? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Describe one strategy that you could use to shift the focus on technology from being a social tool (focused on others) to one of personal growth in the form of affirming racial and cultural identities and leverage that to cultivate critical inquiry. • Assuming this strategy is successful, how might your overall classroom culture change? What benefits, both physical and academic, might your students see? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
3	Potential Benefits and Barriers	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • How might incorporating GPS, heart rate monitors, and/or pedometers into your classroom impact your students (positively and/or negatively)? • How would implementing these tools impact your current teaching philosophy and practice? • How might your own expectations and biases, as well as the "built-in" biases of these technologies impact how you implement these tools? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Describe at least two potential benefits that incorporating GPS, heart rate monitors, and/or pedometers into your classroom might have for you and/or your students. • Describe at least two potential drawbacks that incorporating these tools into your classroom might have for you and/or your students. <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
3	Heart Rate Monitor Data	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What opportunities and challenges might exist surrounding the collection of student heart rate data? • How might you leverage that data to engage students, their families, and even the larger community? • What impact might the experience, ability, cultural norms, and assumptions of you, your students, and their families have on your ability to effectively implement the tracking and sharing of this data in the context of a holistic physical education? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Briefly describe a lesson or unit that you would consider designing around the collection of student heart rate data. • How would this lesson or unit support the key components of a holistic physical education?

		<ul style="list-style-type: none"> • Would you share this data (in any form) with other students, family members, or the larger community? Why or why not? • What challenges or obstacles would you expect to face? How would you address them? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
4	Video Scenarios	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • What are the major pros and cons of incorporating video scenarios into your classroom? • Where do you see the biggest potential benefits of using video? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Briefly describe a lesson or unit in which you could incorporate video scenarios to engage students or otherwise improve instruction and/or learning outcomes. • How would this lesson or unit support the key components of a holistic physical education? • How might this lesson or unit support the creation of a brave learning space and address potential biases that exist within the classroom and the chosen resources? • What challenges or obstacles would you expect to face? How would you address them? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
4	Individualized Learning Experiences	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • In what ways might you use videos to individualize learning experiences for your students? • How might individualizing instruction in this way be better or worse than what you do now? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Briefly describe one way that you could use video to create individualized learning experiences for your students. • How might these experiences help you to better meet the unique needs of your students in the context of a holistic physical education? • When challenges do you foresee in implementing the experiences you described? Specifically, reflect on the differences between your own experiences, culture, and biases and those of your students. How might these differences influence or challenge the implementation of individualized learning experiences? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
5	Potential Benefits and Obstacles	<p>Reflect on what you've learned.</p> <ul style="list-style-type: none"> • How might incorporating mobile applications into your classroom impact your students (positively and/or negatively)?

		<ul style="list-style-type: none"> • How would implementing these tools impact your current teaching philosophy and practice? • How might your own expectations and biases, as well as the “built-in” biases of these technologies impact how you implement these tools? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Describe at least two potential benefits that incorporating apps into your classroom might have for you and/or your students. • Describe at least two potential drawbacks that incorporating these tools into your classroom might have for you and/or your students. <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
5	App Implementation	<p>Reflect on what you’ve learned.</p> <ul style="list-style-type: none"> • How might some of the applications you explored in this module improve student learning and/or address student needs? • What are some possible ways you have (or could) implement these applications in your current role? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Choose ONE application to share with your classmates. • Briefly explain why you chose the app, what it does and how you might use it in your classroom. • Explain how the app would address student needs, increase engagement, and promote the key components of a holistic physical education. <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
6	Current Strategies and Implementation	<p>Reflect on what you’ve learned.</p> <ul style="list-style-type: none"> • Prior to taking this course, in what ways had you incorporated technology into your classroom? • How has your perspective on the benefits of technology in a physical education setting changed? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Reflect on how you have traditionally implemented technology in your classroom. Overall, would you say that your use of technology has supported the key components of a holistic physical education? Explain. • What do you currently see as the biggest challenges to your ability to effectively implement technology in your classroom? • Are these challenges largely within or outside of your control? How might you go about addressing them? <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
6	To Ignore or Embrace?	<p>Reflect on what you’ve learned.</p>

		<ul style="list-style-type: none"> • What predictions can you make about the future of physical education curriculum? • Will the benefits of technology increase or decrease in the years to come? • How has your reflection on race, culture, bias, privilege, and other differences that exist among and between you and your students influenced the way you approach the design and implementation of your curriculum? <p>Post to the discussion board.</p> <ul style="list-style-type: none"> • Can the tools you've explored throughout this course really benefit your instruction and your students' progress towards meeting their academic and physical goals? Defend your answer. <p>Respond to at least one of your colleagues' postings.</p> <ul style="list-style-type: none"> • Your response should extend the discussion (i.e., ask a question, provide a similar experience, make a suggestion).
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Discussion Board Rubric

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations
<p>Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.</p> <p>Participant provides a low level of detail in entries.</p> <p>Participant typically does not include informative examples or foster discussions.</p> <p>Participant's responses are unclear or poorly written.</p> <p>Participant does not respond to colleague.</p> <p>Participant includes no self-reflection or consideration of</p>	<p>Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides some level of detail in entries.</p> <p>Examples are somewhat helpful and informative and occasionally foster discussions.</p> <p>Participant's responses are somewhat clear and well written.</p> <p>Participant responds to a colleague providing basic information.</p>	<p>Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides an adequate level of detail in entries.</p> <p>Examples are satisfactorily helpful and informative and foster discussions.</p> <p>Participant's responses are clear and well written.</p> <p>Participant responds to a colleague in a meaningful way and provides useful and relevant information.</p>	<p>Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.</p> <p>Participant provides a high level of detail in entries.</p> <p>Examples are very helpful and informative and almost always foster discussions.</p> <p>Participant's responses are exceedingly clear and well written.</p> <p>Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.</p>

issues related to critical consciousness.	Participant includes little self-reflection or consideration of issues related to critical consciousness.	Participant engages in self-reflection and consideration of issues related to critical consciousness.	Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.
<p>Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.</p> <p>Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.</p> <p>Facilitators will offer comments and guidance on every discussion board submission.</p> <p>Facilitators will inform participants where and in what way their response was insufficient.</p>			

APPENDIX B: Assignments

Authentic Task #1: Needs Index

Understanding the critical needs of your students is a crucial step to addressing several important indexes in personal fitness. We all know each student is unique but often the needs for improvement or awareness fall under general categories such as nutrition, stress management, flexibility, body composition, sleep, muscular conditioning and more. Before you can create a plan for reaching each and every student, you must first understand the scope of needs that can be addressed with effective applications available for use.

Therefore, in this assignment, you will be creating a list of key indexes that require the most attention. The student needs you describe below will drive your research for the resources. Please be sure to consider needs that apply to all potential students of any background, regardless of skill level or demographic.

Step 1: General Needs Index

A variety of needs can be addressed in a way that provides resources and experiences aimed at developing the whole student. Keep in mind that, as discussed in [Educating the Student Body: Taking Physical Activity and Physical Education to School \(2013\)](#), the “whole student” includes each of the following:

- Movement education
- Sport education
- Fitness education
- Responsible personal and social behaviors
- Values and advocates
- Nutrition

- Consumerism

For each of the needs identified above, answer the questions below in the table that follows. Make sure to provide enough information to paint a clear picture of each need including:

- How, if at all, is the need currently being met - either within or outside of your classroom?
- What impact does the need have on other areas (i.e., lack of proper nutrition prevents proper muscular and skeletal growth and development)?
- What is the potential impact on classroom performance, both academic and behavioral?

Need	Currently Met Via . . .	Impact on Other Needs	Classroom Impact
Movement Education			
Sport Education			
Fitness Education			
Responsible Behaviors			
Values and Advocates			
Nutrition			
Consumerism			

Step 2: Specific Needs Index

In the spaces below, identify the three most prominent needs for the students of your area. You'll explore each of these in more detail in subsequent steps. For now, just identify them at a basic level (i.e., nutrition, sleep, body composition, muscular development, speed, agility, decision making etc.).

1.
2.
3.

Step 3: Impact

Explain how the combination of the needs listed above uniquely impacts your student's ability to succeed both physically and academically. What challenges might they face (collectively or individually) as a result of these factors?

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Step 4: Student Needs

Identify where each of the indexes you identified (in Step 2) falls within the stages of Maslow’s Hierarchy of Needs and how that deficiency might impact the student’s behavior and/or academic performance. Keep in mind that some indexes may affect more than one stage of needs.

NEED INDEX 1:

Stage(s) of Maslow’s Hierarchy of Needs	
Impact of behavior/academic performance	

NEED INDEX 2:

Stage(s) of Maslow’s Hierarchy of Needs	
Impact of behavior/academic performance	

NEED INDEX 3:

Stage(s) of Maslow’s Hierarchy of Needs	
Impact of behavior/academic performance	

Step 5: Addressing Diverse Needs

While addressing the most pressing general needs of your student population is an important aspect of a holistic physical education, you’ve also learned about and reflected on how race, culture, bias, privilege, and assumptions have historically influenced the design of instruction and educational technology, and, often times, prevent the types of culturally responsive approaches necessary to serve diverse populations. In the space below, describe how the needs identified above (or your approach to identifying them) may need to be adjusted based on the complex identities of your students.

Step 6: Reflection

Write a one-paragraph reflection on the opportunities and challenges you might encounter while trying to implement technology that will address the needs. Consider the strengths and weaknesses of your own personality, culture, biases, teaching style, and experience, as well as the current resources available to both you and your students. How might your current practices change in anticipation of the opportunities and challenges you identified?

RUBRIC: ASSESSMENT PLAN

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations	Score

General Needs Index (Step 1)	Clearly and articulately addresses all the required questions for each identified need	Adequately addresses all the required questions for each identified need	Addresses the required questions for each identified need, but may not demonstrate a firm grasp of each	Fails to adequately addresses all the required questions for each identified need	
Specific Needs (Step 2)	Identifies three unique needs for students	Identifies three needs for students, but those needs may be general or lack distinction	Identifies two needs for students	Identifies fewer than two needs	
Impact (Step 3)	Thoughtfully considers how each identified need may potentially impact students, both physically and academically Clearly describes potential challenges and clearly ties those challenges to the needs identified	Generally, describes how each need could impact students, both physically and academically Identifies potential challenges posed by each need	Identifies how needs, in general, may impact students AND/OR Identifies general challenges that may arise	Fails to clearly identify the potential impact or challenges associated with the needs	
Student Needs (Steps 4-5)	Identifies the stage(s) of Maslow's Hierarchy associated with each identified need Thoughtfully addresses the academic and behavioral impact of having the identified need(s) go unmet Reflects on the complex and diverse needs of individual	Identifies the stage(s) of Maslow's Hierarchy associated with each identified need Generally, addresses the impact of having the identified need(s) go unmet Generally, addresses the complex and diverse needs of individual students in the context of	Identifies a stage of Maslow's Hierarchy for each identified need, but the connection may be unclear at times Identifies potential impact, but does not consistently tie the impact to needs Acknowledges the complex and diverse needs of individual students, but fails to make a	Fails to identify a stage of Maslow's Hierarchy for each identified need AND/OR Fails to identify the potential impact of unmet needs AND/OR Fails to identify the complex and	

	students in the context of meeting the needs identified	meeting the needs identified	clear connection to identified needs	diverse needs of individual students	
Reflection (Step 6)	Clearly addresses the potential opportunities and challenges of addressing needs through technology Demonstrates thoughtful consideration of personal strengths and weaknesses in relation to the student's needs	Generally, addresses both the potential opportunities and challenges of addressing needs through technology Demonstrates consideration of personal strengths and weaknesses in relation to the student's needs	Addresses basic opportunities and challenges of addressing needs through technology Fails to adequately address personal strengths and weaknesses in relation to the student's needs	Fails to address opportunities and/or challenges of addressing needs through technology AND/OR Fails to address personal strengths and weaknesses in relation to the student's needs	
Total:					
Summative Comment:					

Authentic Task #2: Application Library

Providing highly effective and impactful resources for your students is a crucial step to addressing the key indexes you researched. To help create a plan for reaching each and every student, you must now become familiar with a variety of applications that address the needs you have found to be critical in student success - not just for your classroom, but for interconnected areas as well. Therefore, in this assignment, you will be creating a library of applications that address the needs that you previously determined demand the most attention. The applications you describe below will be utilized later on in your implementation plan. Please be sure to consider applications that are not specific to one type of device.

Step 1: Application Research

Utilize the list of key indexes for needs that you discovered in Authentic Task #1. For each of the three listed indexes, find 2-3 applications that address those needs. While researching consider these items:

- Cost
- Reviews
- Availability/Platform
- Effectiveness
- Age-appropriateness
- History of App

Assess the apps you found in the context of each criteria outlined in the table below. During your research keep track of your findings and any other pertinent notes that may help you when utilizing the applications with your students.

	App 1:	App 2:	App 3:
Cost			
Reviews			
Availability/Platform			
Effectiveness			
Age-appropriateness			
History of App			

Step 2: Classroom Strategies

In the table below, describe two classroom strategies that you have (or would have) implemented in order to utilize each of the applications identified in Step 1. Make sure to explain why you chose these strategies to address your students' unique needs.

	App 1:	App 2:	App 3:
Strategy 1			
Strategy 2			

Step 3: Impact

Explain how the implementation of each application listed above uniquely impacted (or could potentially impact) your student's ability to succeed both physically and academically.

App 1:	
App 2:	
App 3:	

Step 4: Measurement

Describe two forms of measurement that you could implement to determine the effectiveness of your chosen applications in meeting the physical and academic needs of your students. Consider how you would provide a way for students to see their personal growth and development through the utilization of the resources you have provided.

Measurement	Description

Step 5: Reflection

Now that you have completed the needs index research as well as created a library of applications for use, write a one-paragraph reflection focusing on the opportunities and challenges you might encounter while trying to implement your chosen applications. Has this changed since you have explored the resources you will be providing? Consider the strengths and weaknesses of your own personality, culture, biases, teaching style, and experience, as well as the current resources available to both you and the student. How might your current practices change in anticipation of the opportunities and challenges you identified?

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RUBRIC: ASSESSMENT PLAN

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations	Score
Application Research (Step 1)	Clearly and articulately addresses all the required aspects of each application	Adequately addresses all the required aspects of each application	Addresses the required aspects of each application, but may not demonstrate a firm grasp of each	Fails to adequately address all the required aspects of each application AND/OR Fails to identify three unique applications	
Classroom Strategies (Step 2)	Describes two unique and appropriate strategies for implementation	Identifies two strategies for implementation Strategies could reasonably be	Provides general strategies for implementation, but may not clearly tie those strategies to	Identifies fewer than two strategies AND/OR	

	Clearly ties the chosen strategies to identified student needs	expected to meet identified student needs	identified student needs	Fails to tie strategies to identified student needs	
Impact (Step 3)	Thoughtfully considers how each application may potentially impact students, both physically and academically	Generally, describes how each application could impact students, both physically and academically	Identifies how applications, in general, may impact students, but fails to clearly address chosen applications	Fails to clearly identify the potential impact of applications	
Measurement (Step 4)	Clearly describes two forms of measurement and thoughtfully explores how each could provide meaningful data regarding students' academic and physical performance	Identifies two forms of measurement and addresses the benefits of each regarding students' academic and physical performance	Identifies two forms of measurement, but may not adequately address the benefits regarding students' academic and physical performance	Fails to identify two forms of measurement AND/OR Fails to address the benefits regarding students' academic and physical performance	
Reflection (Step 5)	Clearly addresses the potential opportunities and challenges of implementing the chosen applications, strategies, and measurement tools Demonstrates thoughtful consideration of personal strengths and weaknesses in relation to the student's needs	Generally, addresses both the potential opportunities and challenges of implementing the chosen applications, strategies, and measurement tools Demonstrates consideration of personal strengths and weaknesses in relation to the student's needs	Addresses basic opportunities and challenges of implementing the chosen applications, strategies, and measurement tools Fails to adequately address personal strengths and weaknesses in relation to the student's needs	Fails to address opportunities and/or challenges of addressing implementing the chosen applications, strategies, and measurement tools AND/OR Fails to address personal strengths and weaknesses in relation to the student's needs	

Total:	
Summative Comment:	

Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
 - If so, how? And why?
 - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?

- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
Resource Choice	Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.
Planning	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.
Analysis	<p>Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective.</p> <p>Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective.</p> <p>Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.</p>
Writing	Learner's writing is clear and concise	Learner's writing is clear with concise	Learner's writing is underdeveloped,	Learner's writing is vague, lacks

	with articulate language, thoughtful expression, and a careful attention to mechanics.	language, good expression, and a few mechanical errors.	contains few details, has little expression, and includes multiple mechanical errors.	details, and contains multiple mechanical errors.
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APPENDIX C: FINAL PROJECT

Final Project: Implementation Plan

Throughout this course, you've explored the key needs of your students and been introduced to a variety of applications for removing barriers and helping them succeed, both physically and academically. The most effective way to meet the needs of our students is to take a holistic approach that addresses the needs of students both in and out of your classroom, as well as at home and in the larger community.

For your final project, you will create a holistic plan to address the needs of a student. The student profile you create can be completely fictional or based on a student you have worked with in the past. The student you describe below will become the basis of your implementation plan.

Based on what you now know about your student, follow the steps below to assess their needs and create a plan to help them succeed that involves several of the strategies you have learned about from the classroom, school district, and community.

Step 1: Biographical Information

Write a 2-3 paragraph description of the student. Make sure to provide enough information to paint a clear picture of the student, including his or her:

- first name (do not use real names), gender, age, and grade level.
- interests, hobbies, strengths, and positive personality traits.
- culture, experience, background, or other aspects that contribute to their unique identity.
- general classroom performance, both academic and behavioral.

Step 2: Identifying Needs

Consider your student's profile. In the spaces provided below, identify three *needs* that could negatively impact their ability to succeed.

Then, for each of the risk factors you identify, provide the following:

- **Justification:** What evidence is there that this need exists?
- **Assessment of Needs:** Which stage(s) of Maslow's Hierarchy of Needs are affected? What, if any, impact might this student's unique and complex identity have on the identified need?
- **Impact:** How do you expect the need to impact their physical AND academic performance?

Be sure to fully support each of your answers based on what you've learned throughout the course.

NEED #1	
Justification	
Assessment of Needs	
Impact	

NEED #2	
Justification	
Assessment of Needs	
Impact	

NEED #3	
Justification	
Assessment of Needs	
Impact	

Step 3: Manifestation of Needs

Explain how the challenges that your student faces, and the impact of those challenges as identified above, may negatively impact other students in your classroom.

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Step 4: Classroom Strategies

Outline two classroom strategies that you would use to address their needs and improve their chances for success. Make sure to justify each strategy you chose and explain how it would work to their (and,

potentially, their classmates’) benefit. Consider all potential benefits, including physical, academic, and cultural.

Strategy 1:	
Strategy 2:	

Step 5: District / Community Strategies

Identify a district- or community-based strategy that your student would benefit from. Justify your selection by explaining how the program would meet their specific needs. Consider all potential benefits, including physical, academic, and cultural.

Step 6: Technology Implementation

Identify at least one application or other technology that your student would benefit from, and explain how it could be leveraged, along with the strategies identified above, to benefit your students physically and academically. Additionally, explain how the information presented in the *Technology and Tools to Bridge the Minority Gap* article factored into the selection of this tool.

Step 7: Analysis

In the space below, explain how your plan for your student effectively addresses their needs as you identified them. Make sure to explain how the classroom strategies, district programs, and community programs you identified work in tandem to address their needs holistically. Describe how your plan contributes to a safe, culturally responsive, and “brave” classroom environment.

Step 8: Reflection

Conclude with a one-paragraph general reflection. Based on what you’ve learned, what do you see as the biggest advantages and challenges for your students? What role does understanding your own culture, experience, and bias - as well as the cultures, experiences, and biases of your students - play in effectively addressing their needs? How will what you’ve learned impact your current practices and philosophy?

RUBRIC: STUDENT PLAN

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does not Meet Expectations	Score
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Biographical Information (Step 1)	Clearly and articulately describes all of the required components of the student's biographical information	Succinctly describes basic components of the student's biographical information	Identifies basic components of the student's biographical information but may not provide enough information for a complete profile	Fails to identify basic components of the student's biographical information	
Identifying Needs (Step 2)	<p>Identifies three unique needs and provides clear evidence in support</p> <p>Demonstrates a clear understanding of needs in the context of Maslow's Hierarchy</p> <p>Thoughtfully considers the potential impact of identified needs on the student's physical and academic performance</p>	<p>Identifies three needs and provided adequate evidence in support</p> <p>Demonstrates a basic understanding of needs in the context of Maslow's Hierarchy</p> <p>Identifies the potential impact of identified needs on the student's physical and academic performance</p>	<p>Identifies three general needs that may be only loosely based on evidence or connected to the provided profile</p> <p>Demonstrates a flawed understanding of needs in the context of Maslow's Hierarchy</p> <p>Identifies basic impacts of identified needs on the student's physical and academic performance</p>	<p>Identifies fewer than three needs</p> <p>AND/OR</p> <p>Fails to demonstrate and understanding of student needs, or the importance of physical and academic performance</p>	
Manifestations of Needs / Classroom Strategies (Steps 3 and 4)	<p>Clearly and articulately outlines two effective strategies to address the needs identified</p> <p>Demonstrates careful analysis of the impact of those strategies on the student and his or her classmates</p>	<p>Effectively outlines two strategies to address the needs identified</p> <p>Accurately explains the impact of those strategies on the student and his or her classmates</p>	<p>Identifies two general strategies for addressing needs, but they may not be specific to the needs identified</p> <p>Demonstrates a flawed understanding of the impact of those strategies on the student and/or his or her classmates</p>	<p>Identifies fewer than two strategies for addressing the needs identified</p> <p>AND/OR</p> <p>Fails to address the impact of those strategies on the student and/or his or her classmates</p>	

District / Community Strategies (Step 5)	Clearly and articulately describes an effective district- or community- strategy to address the needs identified Demonstrates careful analysis of the impact of that strategy	Describes an effective strategy to address the needs identified Accurately explains the impact of that strategy	Identifies a strategy designed to address needs, but may not be specific to the needs identified Demonstrates a flawed understanding of the impact of the strategy	Fails to identify a strategy to address needs AND/OR Fails to address the impact of the strategy identified	
Technology Implementation (Step 6)	Identifies a unique technology or application and thoughtfully explores its potential effectiveness as part of a holistic plan aimed at benefiting the student's physical and academic progress	Identifies a technology or application and addresses its potential effectiveness as part of a holistic plan aimed at benefiting the student's physical and academic progress	Identifies a technology or application, but may only generally address its potential effectiveness or explore how it may benefit the student's physical and academic progress	Fails to identify a technology or application AND/OR Lacks a clear understanding of the role of technology in a holistic physical education	
Analysis (Step 7)	Provides a thoughtful, holistic analysis that addresses all aspects of the student plan as presented	Provides an analysis that addresses all aspects of the student plan	Provides an accurate general analysis of the plan, but may lack detail or clear evidence of a holistic strategy	Fails to provide an accurate or complete analysis	
General Reflection (Step 8)	Clearly addresses all required prompts Demonstrates thoughtful consideration of the audience and course content	Generally, addresses all required prompts	Addresses required prompts, but lacks detail or focus	Fails to address all required prompts	
Total:					

Summative Comment:

Appendix D Resources

Module 1: Components of Holistic Physical Education

In this module, we'll explore the key components of a holistic physical education experience and the benefits that each can offer to your students. As you work through the material, take note of these key components and note the benefit of each. You may also find it helpful to reflect on how (or if) each component is currently being addressed in your classroom.

Module 2: Technology Implementation

In this module, you'll explore various ways in which technology can be effectively implemented into a holistic physical education (for both teachers and students). As you work through the material, note the potential uses of and strategies for implementing technology in your own classroom. Then, identify the potential benefits and obstacles that you and/or your students may face in each case.

Module 3: Instruments of Change

In this module, you'll explore the potential benefits of and barriers to implementing GPS, heart rate monitors, and pedometers into your holistic physical education curriculum. As you work through the material, take note of any perceived barriers to using these technologies in your classroom, as well as the benefits they may have on your students, their families, and the community/culture as a whole.

Module 4: Video for Whole-Classroom and Individualized Instruction

In this module, you'll examine a variety of uses for video in your physical education classroom. As you work through the material, note videos (or categories of videos) that you would consider implementing into your current curriculum, as well as how those videos could be used for whole-classroom and/or individualized instruction.

Module 5: Applying Applications

In this module, you'll explore a variety of popular fitness, nutrition, and skills-training apps for potential use in your classroom. As you work through the material, take note of any applications that you would consider implementing and list potential uses/benefits of each.

Module 6: Synthesis and Reflection

In this final module, you will look holistically at all the technologies covered in the course and determine which of those technologies might make the biggest initial and long-term impact on your students as they pursue a holistic physical education. For each of the technologies listed below, identify your

perceived barriers and concerns, as well as where you see the biggest benefit to your students. Reflect on your completed notes to determine your next steps after completing this course.