

Part Three: Comprehensive Questions

Instructions: Complete each of the prompts below.

1. Provide examples of at least two opportunities for candidates to attain and demonstrate a deep understanding of discipline-specific literacy skills and strategies essential to their endorsement area (e.g., building background knowledge specific to the discipline, deconstructing complex discipline-specific text structures, mapping graphic and physical education representations against explanations in the text, posing discipline-specific questions, providing evidence to support and evaluate claims).

As times have changed, so too has the role of physical educators. As physical educators it is now our responsibility to integrate components of literacy into our classrooms. This does not mean we become reading teachers. This means we take critical elements of the new definition of literacy and seamlessly integrate them into our daily teaching. We do this to not only support the holistic growth of the child but also to help them obtain the knowledge needed to understand what a healthy life is and how to lead one.

Throughout the program the teacher candidate will be provided multiple opportunities to attain knowledge and demonstrate a deep understanding of physical education literacy skills and strategies essential to the physical education endorsement area. Those opportunities will allow the candidate to understand physical education context. Using strategies for understanding physical education text, the candidate will use strategic processes necessary for comprehension and problem solving.

Building background knowledge specific to physical education

To build teacher candidates' background knowledge the coursework is designed to activate teacher candidates' prior knowledge as a first step. Prior knowledge will be assessed through a variety of advance organizers. Advance organizers will help teacher candidates clarify what the "big ideas" are, assess what the teacher candidates already know, and develop links between previous and incoming material.

As the content faculty have assessed what teacher candidates know about a physical education concepts or idea, they will then use a variety of instructional strategies to introduce the material and address the diversity of learning styles and experiences students may have. Specific opportunities are when physical education content faculty include the following strategies in coursework;

- ✓ Begin by teaching words in categories.
- ✓ Use contrasts and comparisons
- ✓ Use analogies
- ✓ Use topic-focused wide reading
- ✓ Use multimedia

Deconstructing complex discipline-specific text structures

Candidate who major in physical education will also be exposed to integrating literacy text structures within the physical education setting. Faculty will teach students how to understand the various types text structures (i.e., Description/List Structure, Cause and Effect Structure, Comparison/Contrast Structure, and Order/Sequence Structure) and help candidates locate and organize information in the text. Faculty will help candidates understand how to infuse literacy by including a story in the game or activity, and have students brainstorm what they already Know – What to Learn – and Learned about a specific sport or health concept. Faculty will model by recording answers on a large KWL Chart. Further, faculty can have students select three tactics from a list and explain in writing what each tactic is and how each tactic contributes to successful game play.

Specific opportunities of how physical education content faculty include the following strategies in coursework;

- ✓ Introduction of organizational pattern: The content faculty will introduce the signal words and phrases that identify each text structure and gives students a graphic organizer for each pattern.
- ✓ Give students opportunities to work on the text: The content faculty will provide the teacher candidates with chances to analyze the text structures in informational documents. At this stage, students will learn the signal words and phrases in the text that identify each text pattern. They will also may use graphic organizers to illustrate these patterns.
- ✓ Writing: Teacher candidates will write paragraphs using each text structure pattern: This can be whole-class assignment, followed by small-group, partner, and independent writing activities.

Mapping graphic and physical education representations against explanations in the text

Information is often represented visually in physical education as a method of organizing, extending, or replacing other methods of presentation. Visual representation in physical education involves creating and forming models that reflect physical education information. Specific opportunities are when physical education content faculty include the following strategies in coursework;

- ✓ A semantic map is one type of graphic organizer that can be used to support learning in physical education. This type of graphic organizer is mainly used to relate conceptual information, and could be used to support conceptual learning in physical education.
- ✓ A semantic feature analysis is another type of graphic organizer. This graphic organizer is characterized by a matrix format, where features or characteristics of objects or concepts are displayed. A semantic feature analysis might be used to compare shapes in geometry, where comparisons could be made between number of sides, vertices, types of angles, etc.
- ✓ Visual display is a type of graphic organizer that can be used in physical education for displaying spatial relationships very clearly. Visual displays can be used for a number of different purposes.

This includes making comparisons between objects or concepts using a Venn diagram, or display information temporally using a timeline to compute the answer to a word problem.

Posing discipline-specific questions

Posing discipline- specific actions in physical education involves thinking questions as a tool for developing and strengthening critical thinking skills. It is an inductive questioning process that structures dialogue in the classroom. Specific opportunities are when physical education content faculty include the following strategies in coursework;

- ✓ When planning questions, content faculty will keep in mind course goals.
- ✓ Aim for direct, specific questions. During class discussions, rather than beginning with a single question that is multilayered and complex, use a sequence of questions to build depth and complexity.
- ✓ Ask questions throughout class and ask only one question at a time.
- ✓ Ask open-ended questions.
- ✓ Use Bloom's Taxonomy to be sure you are addressing various types of cognitive processes in your questions.
- ✓ Refine and reflect on questions throughout class.

Providing evidence to support and evaluate claims

To provide evidence to support and evaluate claims in physical education coursework text evidence strategies will be used by the content faculty. Specific opportunities are when physical education content faculty include the following strategies in coursework;

- ✓ Rereading
- ✓ Specify Purpose
- ✓ Think-Alouds
- ✓ Text Annotation
- ✓ Paraphrasing
- ✓ Use Evidence to Build Arguments
- ✓ Color-Code

2. Provide at least two examples of opportunities that are provided for candidates to acquire both academic and discipline-specific vocabulary, AND communicate using this vocabulary accurately and effectively.

Teacher candidates have multiple opportunities to acquire academic and discipline vocabulary. In course PER 338 and PER 339- Methods of Teaching Physical Education candidates will learn academic and discipline vocabulary by engaging in Health and Physical Education activities differentiated according to capacities, needs, interest and development of pupils; study and evaluation of current methods and units of course material; development of program goals, program design and management techniques. Further, in this course students complete a Biomechanical Analysis assignment in which they understand content specific vocabulary, and how to plan for assessment and instruction.

Lastly, once vocabulary is acquired, candidates will communicate using this vocabulary accurately and effectively in the P-12 environment. To ensure that candidates are assimilating and using vocabulary knowledge essential to learning physical education, the physical education courses will include these basic vocabulary strategies in every lesson:

- Pre-teach physical education vocabulary
- Model vocabulary when teaching new concepts
- Use appropriate labels clearly and consistently
- Integrate vocabulary knowledge in assessments.

Additional richer vocabulary strategies would include the following;

Word Wall. Faculty will model developing word walls.

Frontload Multiple-Meaning Words. Physical education often uses words with multiple meanings. This can be very confusing for candidates. It is helpful to present these words prior to the lesson and ask candidates to brainstorm various meanings. This revelation can be a relief to students with limited background knowledge.

List-Group-Label, Word Sort, or Circle the Category. Classifying and categorizing vocabulary words are important skills for comprehension and application. A closed sort means the instructor provides terms and categories. An open sort allows for students to be given the terms but are not given the category titles. It is up to them to create and justify groups and titles for each group. Circle the category is a kinesthetic way to either do an open or closed sort. Candidates receive the words and work collaboratively in formed cooperative groups.

The Frayer Model. The Frayer Model is a graphic organizer for building candidates' physical education vocabulary. This technique requires candidates to define target vocabulary and apply

their knowledge by generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word.

With the completion of the previously stated activities, the candidates will not only develop physical education thinking through effective strategies, but will in turn utilize these strategies with their students to focus on how reading and writing is used in the physical education classroom.

3. Structure clinical experiences to support candidates' ability to prepare P-12 students to acquire, comprehend, and communicate discipline-specific information through reading, viewing, listening, speaking, and writing.

The EPP has structured the program to provide support to prepare the teacher candidate with the ability to prepare P-12 students to acquire, comprehend, communicate physical education thinking through reading, viewing, listening, speaking, and writing. Students majoring in Physical Education are required to take field-based courses, methods course as well as clinical practice with seminar. Coursework in field-based courses require teacher candidates to observe, conduct mini lessons, plan instruction and assessments based on strengths and needs of students within the P-12 environment. Further, candidates are taught during the field experience and clinical practice to prepare P-12 students to acquire, comprehend and communicate physical education through reading by including a reading strategies on the content lesson plan.

The following demonstrate the strategies both the content instructor and the teacher candidate will use to achieve the desire outcome.

Before Reading

- ✓ Anticipation Guide
- ✓ Collaborative-Strategic-Reading Learning Logs
- ✓ Concept Sorts
- ✓ First Lines
- ✓ List-Group-Label
- ✓ Listen-Read-Discuss

During Reading

- ✓ Think Alouds
- ✓ Think-Pair-Share Concept Maps
- ✓ Directed Reading Thinking Activity
- ✓ Double-Entry Journals
- ✓ Inferential Reading
- ✓ Inquiry Chart
- ✓ Jigsaw
- ✓ Paragraph Shrinking
- ✓ Partner Reading
- ✓ Power Notes
- ✓ Prediction Relay
- ✓ Reading Guides
- ✓ Reciprocal Teaching
- ✓ SQ3R

After Reading

- ✓ Exit Slips
- ✓ Frame Routine
- ✓ Question the Author
- ✓ Question-Answer Relationship
- ✓ RAFT Writing

✓ Summarizing

Faculty will support teacher candidates' ability to prepare P-12 students to acquire, comprehend and communicate physical education through viewing by requiring the teacher candidates to include a viewing component of content lesson plans. In the methods course PER 338 and PER 339, candidates will complete a visual analysis activity and a video lesson plan. Teacher candidate will select from the following strategies to help P-12 learners deconstruct what they see in a video.

- ✓ Anchor Strategies: Viewing Purpose, Preview, Predict, Connect
 - Set a viewing purpose
 - Predict (e.g., sequence of events, video creator's position on a given topic, etc.)
 - Preview video (editing conventions, length, title)
 - Identify media connections (e.g., I read a book on a related topic recently; I saw a tweet that described this same idea but in sarcastic terms, etc.)
 - Make True/False statements about general video topic
 - Begin KWL chart
 - Roughly summarize (e.g., what they know about topic, video creator, channel, etc.)
 - Concept map the video topic in a given or self-selected context
 - Complete Anticipation Guide
 - Create self-produced guiding questions
- ✓ *During viewing* comprehension strategies that promote understanding of video and streaming content.
- ✓ Anchor Strategies: Stop, Clarify, Question, Infer
 - Stop (or pause) the video while viewing based on viewer preference and monitoring of own understanding
 - Rewind to clarify understanding or uncover subtle data/events
 - Rewatch video with new purpose and perspective
 - Form relevant questions based on viewing
 - Clarify (e.g., information, bias, fact/opinion, "author" position, etc.)
 - Monitor & Repair Understanding
 - Evaluate use of primary and secondary modalities
 - Make meaningful and personalized inferences (e.g., primary and secondary audiences)
 - Infer underlying assumptions of video
 - Adjust viewing speed (i.e., use slow-motion) if available (e.g., physics videos)
- ✓ *After viewing* comprehension strategies that promote understanding of video and streaming content.
- ✓ Anchor Strategies: Summarize, Analyze, Create, Socialize
 - Retell what happened; Paraphrase "standout" ideas
 - Summarize main idea and key supporting details
 - Recall own thinking and/or emotions during video (metacognition)
 - Modality Analysis (e.g., identify and analyze prevailing modalities and their effect)
 - Metric Analysis (e.g., to infer social context with respect to total views, currently watching, social shares, etc.)
 - Analyze idea organization of video
 - Create a word cloud (e.g., that reflects diction, tone, theme, etc.); Tweet, comment on, blog, or otherwise socialize initial impressions in a way that reflects digital citizenship
 - Socialize extended responses (e.g., in writing, on social media, etc.)
 - Categorize information and perspectives

- Separate explicit and implicit ideas
- ✓ *Extended* comprehension strategies are meant to provide extended learning around video and streaming content, as well as opportunities for more complex thinking about that content.
- ✓ Anchor Strategies: Reflect, Create, Critique, Design
 - Reflect on “fit” of video with regards to Viewing Purpose
 - Compare & contrast video with similar video content
 - Create Anticipation Guide (for viewers that haven’t seen video)
 - Identify “big idea” of video
 - Critique video for which modalities supported video purpose and theme, and which seemed to distract
 - Roughly determine history of topic in similar and dissimilar media
 - RAFT thinking & extension (Role, Audience, Format, Topic/Theme)
 - Prioritize ideas & information from least to most important
 - Distinguish between tone and mood of video
 - Design follow-up medium that extends and deepens purpose of video

Faculty will support teacher candidates’ ability to prepare P-12 students to acquire, comprehend and communicate physical education through listening and speaking by requiring the teacher candidates to have the P-12 student to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. This will be done when a discussion component is included on the lesson plan. Specific strategies include;

- ✓ Readers' Theatre
- ✓ Oral Presentations
- ✓ Listening stations
- ✓ Listening Gallery Walk.

Faculty will support teacher candidates’ ability to prepare P-12 students to acquire, comprehend and communicate physical education through requiring a writing component on lesson plans. In comparison to writing to learn, writing to record can help physical education and literacy. This offers P-12 students the opportunity remembers details, steps, and important definitions. When teacher candidates include writing to record in their instruction, they are giving P-12 students opportunities to compile accurate and factually correct information for reference. This is done when the teacher candidate allows the P-12 student to complete final draft of notes as a class assignment.

Because there are different purposes for writing in the content areas, teacher candidates will use both in their instruction method. The two main goals are writing for rehearsal and writing for reorganization. Writing for rehearsal occurs when the teacher candidate allows students to fill out a graphic organizer to review the test material or when physical education teacher candidates has the P-12 students write the steps for solving a problem to help the students memorize it. Rehearsal writing is for revisiting material, reviewing, or putting concise definitions/procedures on paper. Writing for reorganization is more of a thinking tool. Students take note of theories, ideas, and questions they have relating to the text. They write their thought process out in hopes of making connections and building an understanding. Teacher candidates will use both of these techniques to help students, not only with writing skills, but also to understand the concepts.

The EPP understands it is logical to teach content-area teacher candidates that teaching literacy in their classes is their job and a responsibility. Requiring the teacher candidates to integrate literacy into their

lessons in order to support content learning is reasonable. Teacher candidates are required to use integration as making parts into a whole or complete by bringing together separate parts to describe what they are doing physical education, in other words, it helps them retain more knowledge.