 **SITL Mini Grants:**

**Videotaping a Sample**

**Spectrum Episode**

**Submission Form**

**REQUIREMENTS for the Videotaped Spectrum Episode**

Directions: Please adhere to each of the eight REQUIREMENTS listed when videotaping your Spectrum episode.

1. The videotaped Spectrum episode must be in Style A, B, C, D, E, F, G, H, I, J, or K.

2. Subject matter (content) for the videotaped Spectrum episode is your choice.

3. The videotaped Spectrum episode must be 5-10 minutes in length.

4. The Spectrum episode must be videotaped (and include audio).

5. A class/group/team of 10-25 individuals must serve as learners in the videotaped Spectrum episode.

6. The learners in the videotaped Spectrum episode must be elementary, middle, or high school aged students or college/university students.

7. You may choose to produce the videotaped Spectrum episode in your native language or English.

8. If produced in your native language, the videotaped Spectrum episode must include English subtitles (translated captions of audio).

**PERSONAL INFORMATION**

Directions: Please provide answers to the following four items.

1. Your Name:

2. Position/Title:

3. Affiliation:

4. E-mail Address:

**EPISODE INFORMATION**

Directions: Please provide answers about the episode taught.

1. Teaching Style Used (A, B, C, D, E, F, G, H, I, J, or K)

2. Episode Participants (elementary, middle, high school, or PETE majors; number of participants)

3. General Subject Matter (volleyball, basketball, dance, etc.)

4. Specific Task Taught (task, movement, skill, tactic, etc.) or Problem Presented (F-K)

5. Episode Objective and Developmental Channels

6. If applicable, Task Sheet or Wall Chart (if used, include it as an attached word document, pdf, or jpeg file)

NOTE: See examples of answers at the end of this form.

**SITL Mini Grant Award RECIPIENTS**

Please note the following requests from all SITL mini grant award RECIPIENTS:

• Permission documents to share your work for educational purposes with the SITL, a 501(c)(3) non-profit educational foundation, must be included.

• The financial award associated with each successful mini grant award application will be made payable to the principal presenter’s university/institution/school. Because of this, recipients will have to include proof that their university/institution/school is a non-profit organization. For U.S. based institutions, that is the EIN (Employer Identification Number). For institutions based outside of the U.S., we will require documentation with the institution’s letter stating that it is a non-profit institution.

• No other compensation will be provided by the SITL apart from the above-mentioned amount of money.

• Award recipients must forward a headshot (picture) for posting on the SITL Website and FaceBook/Twitter Pages.

**Please e-mail your completed *Submission Form* (word document), Videotaped Spectrum Episode, and any other information (e.g., task sheet) to** [**spectrumofteachingstyles@gmail.com**](mailto:spectrumofteachingstyles@gmail.com)**.**

The SITL will acknowledge the receipt of all submissions.

**SUBMISSIONS ACCEPTED May 1 – November 30, 2023**

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

**ASSESSMENT of SPECTRUM EPISODES SUBMITTED**

A Spectrum expert will assess your videotaped episode and episode information for purposes of completeness/acceptance according to the following criteria:

**I. Assessment of Episode Information**

1. Items 1-6 are complete.

YES NO

**II. Assessment of Videotaped Episode**

1. INTRODUCTION is reflective of the style-specific behaviors.

NOT VERY 1 2 3 4 5 VERY

2. DEMONSTRATION (A-E)/PROBLEM (F-K) is reflective of the style-specific behaviors.

NOT VERY 1 2 3 4 5 VERY

3. LEARNER PERFORMANCE is reflective of the style-specific behaviors.

NOT VERY 1 2 3 4 5 VERY

4. CLOSURE is reflective of the style-specific behaaviorss.

NOT VERY 1 2 3 4 5 VERY

**III. Assessment of Task Sheet/Wall Chart (if applicable)**

1. The task sheet/wall chart is complete.

NOT VERY 1 2 3 4 5 VERY

2. The task sheet/wall chart is reflective of the teaching style used.

NOT VERY 1 2 3 4 5 VERY

3. The task sheet/wall chart is clear and understandable.

NOT VERY 1 2 3 4 5 VERY

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

**FOUR EXAMPLES OF EPISODE INFORMATION**

**EXAMPLE 1**

1. Teaching Style Used (A, B, C, D, E, F, G, H, I, J, or K)

• A

2. Episode Participants (who and number)

• 12 PETE Majors (pretending to be 5th grade students)

3. General Subject Matter (volleyball, basketball, dance, etc.)

• Volleyball

4. Specific Task Taught (task, movement, skill, tactic, etc.) OR Problem (F-K)

• Forearm Pass (skill)

5. Episode Objective and Developmental Channels Addressed

• The learners will perform the skill elements (thumbs touching, elbows locked, shoulders square to target, lift platform) for the forearm pass accurately and quickly from a partner tossed ball (Physical Channel) while following the teacher’s cues (Emotional Channel).

6. Task Sheet or Wall Chart (if used, include it as an attached word document)

• No task sheet/wall chart used

**EXAMPLE 2**

1. Teaching Style Used (A, B, C, D, E, F, G, H, I, J, or K)

• B

2. Episode Participants (who and number)

• 12 PETE Majors (pretending to be 7th grade students)

3. General Subject Matter (volleyball, basketball, dance, etc.)

• Striking with a short-handled racquet

4. Specific Task Taught (task, movement, skill, tactic, etc.) OR Problem (F-K)

• Return to base position after each stroke (game tactic)

5. Episode Objective and Developmental Channels Addressed

• In a 1 vs. 1 game, the paired learners will return to base position after each stroke (Physical Channel) while making decisions about location, use of time, order of tasks, and asking questions (Emotional Channel) and receiving private feedback from the teacher (Emotional Channel).

6. Task Sheet or Wall Chart (if used, include it as an attached word document)

• No task sheet/wall chart used

**EXAMPLE 3**

1. Teaching Style Used (A, B, C, D, E, F, G, H, I, J, or K)

• E

2. Episode Participants (who and number)

• 12 PETE Majors (pretending to be 7th grade students)

3. General Subject Matter (volleyball, basketball, dance, etc.)

• Striking with a bat

4. Specific Task Taught (task, movement, skill, tactic, etc.) OR Problem (F-K)

• Batting a ball (skill)

5. Episode Objective and Developmental Channels Addressed

• The learners will select a level of difficulty (Emotional Channel) at which to bat a ball (Physical Channel) while self-checking performance (side to target, bat back, eye on ball, level swing, rotate and shift; Cognitive and Emotional Channels).

6. Task Sheet or Wall Chart (if used, include it as an attached word document)

• See attached Style E task sheet

**EXAMPLE 4**

1. Teaching Style Used (A, B, C, D, E, F, G, H, I, J, or K)

• G

2. Episode Participants (who and number)

• 12 PETE Majors (pretending to be 7th grade students)

3. General Subject Matter (volleyball, basketball, dance, etc.)

• Badminton

4. Specific Task Taught (task, movement, skill, tactic, etc.) OR Problem (F-K)

• Striking the shuttle to open space to force your opponent to move

5. Episode Objective and Developmental Channels Addressed

• The learners will discover the one answer to the problem (Cognitive Channel) by engaging in a 1 v. 1 game for three minutes (Physical Channel) and then discussing the answer to the problem with their opponent after the game (Cognitive and Social Channels).

6. Task Sheet or Wall Chart (if used, include it as an attached word document)

• No task sheet/wall chart used