



SITL Mini Grants for Videotaping Exemplary Sample Spectrum Episodes/Lesson

2026-2027 Submission Form

PERSONAL INFORMATION

Please provide the following personal information:

1. Your Name:
2. Position/Title:
3. Affiliation:
4. E-mail Address:

SUBMISSION CATEGORIES

Please select the category of your submission (highlight box):

☐ CATEGORY 1 – Landmark Teaching Style Episode

This category is reflective of what we have been inviting individuals to submit over the past four years. However, now we will only accept submissions of landmark style episodes that are delivered to school-aged learners.

Example: Style C episode with a class of 3rd grade school children

☐ CATEGORY 2: Combining Teaching Styles in an Episode

This category is new. When combining teaching styles in an episode, you merge the primary objectives of two (or more) styles to create a new learning experience. These episodes may be delivered with PETE majors/students or school-aged learners.

Example: Episode A/E Combination – Students perform the modeled task in unison to the teacher's cues/commands (style A) while choosing the level of difficulty at which to perform the task, levels presented to them by the teacher (style E).

☐ CATEGORY 3: Design Variation Episode

This category is new. When implementing a design variation within a landmark teaching style, you expand the learning objectives within the primary decision structure of that teaching style by emphasizing different attributes on the developmental channels (physical, cognitive, social, and emotional). The design variation episode then falls under the canopy of the particular landmark style.

Example: Style B Episode with Paired Learners – Students perform the modeled task at their own pace and rhythm (decisions about location, starting time, stopping time, task order, among others, may also be made by the students) in pairs while receiving individual feedback from the teacher. This example emphasizes the attribute of working together (social developmental channel). Within this design variation, the

episode now falls under the canopy of style B because the learners are no longer working individually which is an element of a landmark style B episode.

□ **CATEGORY 4: Episodic Teaching Lesson**

To reach the intended objectives of a lesson, a variation of teaching styles is often necessary to accommodate the complexities of the lesson's subject matter presentation. A lesson can be planned and executed as a series of Spectrum episodes. Teaching that incorporates a series of purposefully planned Spectrum episodes is termed episodic teaching. A great deal of teaching experience and expertise with the Spectrum teaching styles is a requisite for developing a lesson reflective of episodic teaching. Your series of purposefully designed episodes (must have at least three episodes in the lesson developed) may be delivered with PETE majors/students or school-aged learners. For more information about episodic teaching, we refer you to Mosston and Ashworth, *Teaching Physical Education*, 2008, pages 204-209.

REQUIREMENTS OF EPISODE/LESSON

Directions: Please adhere to each of the six REQUIREMENTS listed below when producing your Spectrum episode/lesson.

1. Subject matter (content) for the videotaped Spectrum episode/lesson is your choice.
2. The Spectrum episode/lesson must be videotaped and include clear audio.
3. A class/group/team of 10-25 individuals must serve as learners in the videotaped Spectrum episode/lesson.
4. The learners in CATEGORY 1 **MUST** be elementary, middle, or high school aged students. or college/university students.
5. The learners in CATEGORIES 2, 3, and 4 may be elementary, middle, or high school aged students or college/university students.
6. You may choose to produce the videotaped Spectrum episode/lesson in your native language or English.
7. If produced in your native language, the videotaped Spectrum episode/lesson must include English subtitles (translated captions of audio).

EPISODE/LESSON PLAN

Directions: Please provide answers about the episode/lesson taught.

1. Teaching Style(s) Used (A, B, C, D, E, F, G, H, I, or J)
2. Episode Participants (who and number)
3. General Subject Matter (volleyball, basketball, dance, etc.)
4. Specific Task Taught (task, movement, skill, tactic, etc.) or Problem Presented (F-J)
5. Episode Objective(s) 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 episode developer'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/Lesson, and any other information (e.g., task sheet) to spectrumofteachingstyles@gmail.com.

The SITL will acknowledge the receipt of all submissions.

SUBMISSIONS ACCEPTED May 1 – November 30, 2023

ASSESSMENT of SPECTRUM EPISODE/LESSON 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 behaviors.
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/LESSON PLAN

EXAMPLE 1

1. Teaching Style Used (A, B, C, D, E, F, G, H, I, or J): A
2. Participants (who and number): 20 5th grade students
3. General Subject Matter (volleyball, basketball, dance, etc.): Volleyball
4. Specific Task Taught (task, movement, skill, tactic, etc.) OR Problem (F-J): 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): None

EXAMPLE 2

1. Teaching Style Used (A, B, C, D, E, F, G, H, I, or J): E
2. Participants (who and number): 24 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-J): 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 3

1. Teaching Style Used (A, B, C, D, E, F, G, H, I, or J): G
2. Participants (who and number): 24 7th grade students
3. General Subject Matter (volleyball, basketball, dance, etc.): Badminton
4. Specific Task Taught (task, movement, skill, tactic, etc.) OR Problem (F-J): 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): None