

Narrative: Kate Neally, CD Grant

Summary of Previous Grant: I received my first CD Grant in Fall 2024 for EDUC 225 Education and Social Justice, taught Spring 2025. These funds supported a comprehensive course redesign that integrated contemporary social justice topics, including LGBTQIA+ student rights and comparative analysis of Critical Race Theory and Culturally Relevant Pedagogy. Student evaluations showed heightened engagement with the updated content and positive reception of its practical classroom applications.

A. Course Description (New Online Course):

EDUC 364, Curriculum and Pedagogy in Physical Education, serves as a foundational course for students pursuing a teaching licensure (major) or an endorsement in physical education while fulfilling program requirements for curriculum development. This course is approved by CC as a new course for the major. This course provides an in-depth exploration of the essential elements that constitute effective physical education programming across PK-12 settings. Students will engage in thoughtful examination of curriculum planning approaches, assessment strategies, and technological innovations that enhance teaching and learning in movement-based environments. The course emphasizes creating inclusive learning spaces that accommodate diverse physical abilities and learning styles, preparing educators to design differentiated instruction that meets all students where they are. This course also offers practical field experience in a local school district. This integration of theoretical foundations with applied practice equips students to develop comprehensive physical education programs that promote lifelong wellness, motor skill development, and positive attitudes toward physical activity for all learners.

While I bring junior high and high school teaching experience, my background lies outside physical education, necessitating rapid acquisition of domain-specific research and instructional methods before teaching this course in Spring 2026. This grant would support development of a new curriculum that leverages my pedagogical strengths while addressing content-specific requirements. This is the first time this course is being offered and curriculum development must carefully align with both Culturally Responsive Teaching and Leading Standards (CRTL) and Illinois Professional Educator Standards (IPES) to ensure licensure compliance.

This course will also be taught online. The online delivery format presents challenges for creating accessible, movement-focused learning experiences that effectively prepare pre-service physical education teachers. Additionally, I recognize the growing challenge of maintaining academic integrity in the age of generative AI tools. My curriculum development will include designing authentic assessments that require application of physical education concepts in personalized contexts, implementing multi-stage assignment submissions with progress checkpoints, and incorporating reflective components tied to field experiences. These strategies are specifically designed to minimize AI dependence while teaching students to ethically navigate these technologies as future educators. This proactive approach will both preserve academic integrity and equip pre-service teachers with critical digital literacy skills increasingly necessary in educational settings.

Although adherence to CRTL and IPES standards is mandatory, these frameworks provide flexibility to design curriculum that achieves core learning outcomes through multiple

approaches. My preliminary planning has identified five essential learning units for pre-service physical education teachers that progressively build competence in developmental considerations, curriculum models, pedagogical approaches, assessment practices, and inclusive instruction techniques.

Unit 1: Foundations and Developmental Considerations

- **Knowledge:** Students will examine research on physical and cognitive development across the PK-12 spectrum and analyze how national/state PE standards reflect developmental progression. They will investigate physical literacy concepts as the foundation for lifelong physical activity and wellness across age groups.
- **Examples:** Content will be delivered through interactive Canvas modules featuring embedded video lectures, virtual lab experiences analyzing developmental milestone demonstrations, and discussion forums where students collaborate on case study analyses. Students will observe instructional videos demonstrating age-appropriate teaching and management strategies. Students will analyze videos of exemplary PE classes showing skill progression from early childhood through adolescence. Sample lesson plans will illustrate appropriate developmental adaptations for specific movement skills across grade levels.
- **Application:** Students will create developmental profiles for specific age groups and develop observation protocols to use during field experiences. They will analyze grade-level standards to visualize how physical education content progresses across the PK-12 spectrum.

Unit 2: Curriculum Models

- **Knowledge:** Students will explore research supporting elementary curriculum models (Movement Education, Skill Themes) and secondary frameworks (Sport Education, Tactical Games, Wellness Approaches). They will examine the theoretical foundations of play-based versus student-centered approaches and strategies for integrating physical education with academic content.
- **Examples:** Online delivery will utilize multimedia presentations showcasing each curriculum model, virtual breakout rooms for collaborative model comparison activities, and asynchronous video discussions where students present their curriculum model analyses to peers. Students will analyze sample lessons from various curriculum models and videos showing implementation across elementary and secondary settings. Students will discuss implementation strategies for different age groups.
- **Application:** Students will analyze curriculum models observed during field experiences and create a comparative analysis with implementation rationales. They will design age-appropriate lesson plans that apply selected curriculum models to demonstrate understanding of theoretical frameworks.

Unit 3: Pedagogical Approaches

- **Knowledge:** Students will investigate developmentally appropriate instruction techniques across PK-12, including age-specific teaching cues and management strategies. They will

analyze organizational approaches ranging from elementary station-based teaching to secondary student-centered methods that build leadership and autonomy.

- Examples: Students will engage through curated video libraries demonstrating teaching techniques, virtual practice sessions using screen-share technology for peer feedback on instructional planning, and interactive webinars featuring guest practitioners from various grade levels. There will be an analysis of teacher-student interactions that will illustrate how communication evolves from elementary to secondary settings.
- Application: Students will document teaching strategies observed during field experiences and design age-appropriate instructional sequences for targeted grade levels. They will deliver lessons in the field implementing developmentally appropriate techniques.

Unit 4: Assessment Across Developmental Levels

- Knowledge: Students will explore assessment practices comparing elementary tools for fundamental skills with secondary performance-based methods. They will investigate age-appropriate self-assessment techniques and examine communication strategies that align with developmental readiness.
- Examples: Online components include digital assessment tool exploration through interactive simulations and synchronous workshops where students practice assessment techniques through role-playing scenarios. Students will review assessment tools for different developmental levels and analyze case studies of effective implementation. Demonstrations of various fitness tracking methods will illustrate adaptable assessment approaches across the developmental spectrum.
- Application: Students will collect and analyze assessments from field placements and create tools tailored for specific developmental levels. They will develop a comparative assessment toolkit with appropriate instruments for both elementary and secondary physical education settings.

Unit 5: Technology, Adaptive PE and Inclusive Practices

- Knowledge: Students will investigate age-appropriate technology applications and examine Adaptive Physical Education principles for supporting students with disabilities. They will analyze Universal Design for Learning frameworks and differentiation strategies that address diverse learning needs across developmental stages.
- Examples: Delivery will incorporate online collaboration with special education professionals through video conferencing and digital accessibility audits of existing PE programs. Students will experience technology demonstrations and observe videos of exemplary Adaptive PE programs serving students across the developmental spectrum. They will analyze case studies of inclusive practices and review modifications for specific disabilities that evolve with developmental progression.
- Application: Students will assess technology and accessibility at field sites and design inclusive lesson plans with appropriate adaptations for diverse learners. They will develop a teaching portfolio that demonstrates understanding of adaptive strategies and inclusive practices across the PK-12 physical education spectrum.

Assessment: Assessment in this course will follow a comprehensive, practice-oriented approach that prepares pre-service teachers for real-world application of course concepts. Students will demonstrate mastery through the creation and implementation of three developmentally appropriate lesson plans that progressively integrate curriculum models, pedagogical strategies, and inclusive practices explored throughout the course. Each lesson plan will undergo peer review and instructor feedback, allowing for iterative improvement and reflection. As a culminating project, students will develop a cohesive unit plan that showcases their ability to sequence learning experiences, incorporate appropriate assessment tools, and adapt instruction for diverse learners across the PK-12 spectrum. This assessment structure provides multiple opportunities for students to apply theoretical knowledge in practical contexts, create resources for their future teaching careers, and demonstrate proficiency in meeting both the Culturally Responsive Teaching and Leading Standards and Illinois Professional Educator Standards required for licensure preparation.

B. Rationale for Grant Request:

As I conclude my first year as an Assistant Professor at Illinois Wesleyan University, this course will mark my tenth course. While the content extends beyond my primary area of expertise and will be delivered in an online format, I am committed to maintaining the high standards of student learning expected at IWU. To support this, I will be completing the university's online teaching training to ensure a high-quality, engaging, and accessible learning experience for all students.

This CD grant is crucial for this specialized course transformation. The support will enable dedicated time and resources needed to craft a comprehensive physical education curriculum that bridges theoretical foundations with practical application. The intensive development process will span from initial planning through implementation, requiring extended work during academic breaks to ensure quality and alignment with licensure standards.

The grant will facilitate:

1. In-depth exploration of contemporary physical education research, developmental frameworks, and evidence-based instructional methodologies across PK-12 settings. This research foundation will ensure students receive instruction reflecting current best practices in physical literacy and movement education.
2. Construction of accessible, interactive online learning environments on Canvas that effectively demonstrate movement-based concepts through multimedia demonstrations, video analysis tools, and virtual collaborative spaces tailored to distance learning.
3. Development of authentic assessment instruments that evaluate students' abilities to design age-appropriate, inclusive physical education experiences, including observation protocols, lesson analysis, and performance-based teaching demonstrations.
4. Incorporation of specialized content addressing adaptive physical education approaches, technology integration in movement instruction, and culturally responsive physical education practices—preparing future educators to create inclusive learning environments that accommodate diverse physical abilities and learning needs.

This grant will significantly expand my instructional expertise in physical education pedagogy while enhancing our teacher preparation program. Our pre-service teachers will graduate with comprehensive understanding of physical literacy's role in student development and the skills to create inclusive movement experiences for diverse learners. Beginning Spring 2026, this course will also serve practicing educators seeking physical education endorsement, providing them with research-backed strategies to enhance their existing programs and expand their instructional repertoire. The online format offers particular value to in-service teachers by providing flexible access to professional development that fits their demanding schedules, while the practical applications and field-based components allow them to immediately implement new approaches in their current teaching contexts. This investment produces educators prepared to foster lifelong wellness across the PK-12 spectrum, while establishing a model curriculum that effectively blends theory with practice in an online environment aligned with state licensure standards.

C. IRB/IACUC Review: Not applicable

CD Grant Application

Name(s): Kate Neally

Department(s) or School(s): Educational Studies

Type of Grant Sought: ☒ Individual ☐ Group*

*Please list additional member(s) here: _____

Course(s): EDUC 364 - Curriculum and Pedagogy in Physical Education

A) Have any of the applicants received funding from the Thorpe Center to develop the course? ☐ Yes ☒ No

B) Will the course use human beings as experimental subjects? ☐ Yes* ☒ No
**If yes, please explain in narrative.*

If you have questions about whether IRB approval or exemption is required for your project, please visit on "Policies and Procedures" at <https://www.iwu.edu/institutional-review-board/irb-policy-procedure.pdf>.

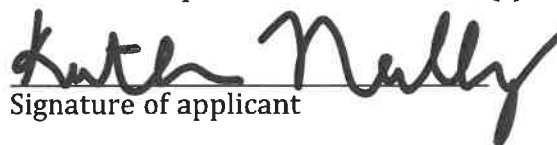
C) Will the course use animals as experimental subjects? ☐ Yes* ☒ No
**If yes, please explain in narrative.*

(See the IACUC link for protocol forms at <https://www.iwu.edu/associate-provost/>)

D) If your proposal is funded, would you be willing for the Thorpe Center to use it as an exemplary submission in the online Handbook? ☒ Yes ☐ No

Please complete the following checklist by placing a check mark against each item to ensure that your application is complete. Please note that incomplete applications will be returned to the applicant without further consideration.

- ☒ 1. Summary of Prior CD Grants (if applicable)
- ☒ 2. Narrative (formatted as requested)
- ☒ 3. CD Budget Page
- ☒ 4. CD Grant Supervisor's Endorsement(s)


 Signature of applicant

8/19/25
 Date

Leah Nillas
Digitally signed by Leah Nillas
 Date: 2025.08.18 10:19:54 -05'00'
 Signature of Dept. Chair/Director
 (if different than applicant)

8/18/25
 Date

CD Grant Budget Page

1. **Estimated expenses** (make sure to include a description of each of the expenses in the narrative). If you are requesting books or DVDs, please provide titles and approximate costs.

<u>ITEM</u>	<u>AMOUNT</u>
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
TOTAL \$ _____	

2. **Stipend(s) requested** (see grant description for specific requirements):

<u>NAME</u>	<u>AMOUNT</u>
Kate Neally _____	\$ 2000 _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
TOTAL \$ 2000 _____	

3. **Total amount requested: (Stipends Requested + Estimated Expenses):** \$ 2000 _____

Please note: Materials purchased with CD and ID grant funds, including, for example, software, CDs, and DVDs, are subject to all applicable copyright laws. Faculty members are responsible for upholding these laws. Materials for use in the library collection should be purchased through The Ames Library with allotted departmental funds. For details about copyright issues, please go to <http://libguides.iwu.edu/copyright>, or contact the University Librarian or your department's liaison librarian.

CD Grant Supervisor Endorsement

Name(s) of applicant(s): Kate Neally

Please provide the information below and return this form to the applicant(s).

1. Is/are the course(s) proposed:

☒ new to the IWU curriculum? ☐ substantial revision of existing course(s)?

2. What part of the curriculum is served by the proposed course? (check all that apply)

☒ major/minor ☐ Shared Curriculum
☐ interdisciplinary program(s) ☐ elective

3. How frequently will the course be offered?

Yearly, every spring

4. By checking the boxes below, I acknowledge that I have reviewed the narrative with the applicant and **affirm it addresses the following:**

☒ the new course or course revision's **contribution to the program/curriculum**

☒ the **student learning outcomes** that the course will address

☒ the **anticipated contribution to the applicant's teaching repertoire, whether that be an expansion of teaching content or pedagogical approaches**

Signature of supervisor Leah Nillas

Digitally signed by Leah
Nillas
Date: 2025.08.18
10:20:15 -05'00'

Date 8/18/25