

Understanding and applying the long-term athletic development model (3 cr.)

Instructor: Peter Verdin

Email: pverdin7@gmail.com

Time/day of class: MWF 10:00am-11:00am

Phone: (703) 380-6710

Location of class: Room 300

Prerequisites: None

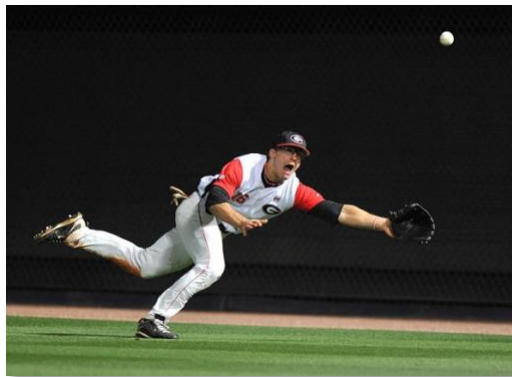
INTRODUCTION

Letter to the learner

Dear partners in learning,

Welcome to “Understanding and applying the long-term athletic development model.” I am beyond excited to start this 12-week journey with you into discovering methods of how to create a healthier society and ultimately activate a model that so often stops at policy change not reaching the child it was intended for. My biggest hope for you in this class is that you are inspired to think deeply, confident to take risks and make mistakes, and ultimately are excited about applying the long-term athletic development model (LTAD) into your career moving forward.

My name is Peter Verdin and I am teaching this class after a variety of experiences with LTAD including in the K-12th grade physical education setting and the private sports performance industry. Here is a little bit about me:



I am a former division I baseball player



My wife, Jess, and I have been married for four years. We have three dogs and a 10-month old daughter, Brooklynn, and a 1-month old, Kendall (not pictured).



In my free time I enjoy lifting weights, surfing, drinking really good coffee, mountain biking, and skiing

As your course instructor my goal is to guide you through this learning process rather than direct it. Ultimately, you will shape your learning path. This course is set up in a way that may be slightly different than previous courses you have taken. For this reason, it is important to read and understand all of the information in this course syllabus to level set on exactly what we will be doing this semester and what is needed to be successful. Use the outline tab in the navigation pane on the left to quickly and easily navigate through sections of the syllabus. Most immediately below, I have outlined our responsibilities in this class in addition to some tips for success. Please do not hesitate to reach out with any questions!

Sincerely,

Your instructor, Peter Verdin

Teacher responsibilities

- Clearly set expectations for the course, week, and lessons so the student is prepared to engage each class.
- Create an environment that fosters collaboration, creativity, deep thinking, and application of the concepts learned.
- Provide timely descriptive feedback (within 5 days of turning in an assignment) in a way that is disarming.
- Communicate in a timely manner (within 24 hours) to all forms of communication.
- Provide quality instruction through a variety of evidence-based instructional methods.
- Be energetic and engaging when delivering a lesson.

Student responsibilities

- Come to class each day prepared having read, watched, or listened to the assigned pre-readings.
- Bring energy and excitement to class to engage with peers, guests, and the instructor applying the concepts you learned prior to class.
- Communicate with the instructor in a timely manner if there are ever any issues with an assignment or expectation.

- Provide the instructor ongoing feedback on how your learning could be improved.
- Ask deep meaningful questions to your classmates and instructor to further understanding and application of the material.

Tips for success

- Engage with the content for the sake of learning rather than earning a grade. If you look at it from the perspective of learning, the grade will take care of itself.
- Take advantage of office hours as way to get feedback on your work well in advance of any summative assessment that will count toward a grade.
- Set up a schedule and routine to complete your pre-work for each class.
- Follow up with guests as networking and further learning opportunities.

COURSE DESCRIPTION

This course is designed to introduce students to the long-term athletic development model (LTAD), its implications, and how this model applies to the work they will be doing in the fields of physical education, sports performance, recreational sports, or competitive sports. LTAD is a relatively new concept gaining traction throughout the United States and world. With the improvement of physical literacy at its core, LTAD aims to develop life-long physically active individuals. In doing so, this will create a more active, healthier population. Through this course, students will develop a deep understanding for what LTAD means, acquire skills and tools to activate the LTAD framework, and ultimately design a program to apply the learned concepts.



What is essential is not the answer but the questions; answers are indeed the death of the life that is in the questions.

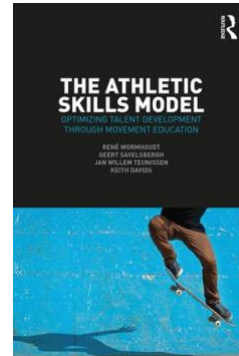
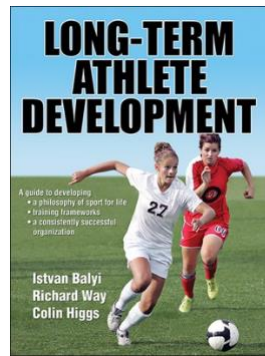


Essential questions to be answered this semester:

- How is the LTAD model different than current physical education, recreation sports, after school program, and competitive sport models?
- How will adopting an LTAD model create a healthier population?
- What makes a high-quality program founded on the LTAD model?
- How can a teacher/coach apply the LTAD model into the work they are/will be doing?

Required books:

- Balyi I, Way R, Higgs C. *Long-Term Athlete Development*. Champaign, IL: Human Kinetics; 2013.
- Wormhoudt René, Davids K, Savelsbergh G, Teunissen JW. *The Athletic Skills Model: Optimizing Talent Development through Movement Education*. London: Routledge; 2018.



COURSE LEARNING OUTCOMES

The following are the course outcomes— what you will be able to do by the end of this course:

- ✓ 1. Know & Understand:
 - Students will describe the various stages of the LTAD model and components specific to each.
- 🔍 2. Analyze & evaluate:
 - Students will visit and analyze a physical education, rec sports, after school, or competitive sports program and evaluate the program's effectiveness in applying the LTAD model.
- 🧪 3. Create:
 - Students will develop a program for applying the LTAD model in a context of their interest.

COURSE CALENDAR OVERVIEW

The following table outlines each week including the topic, readings and videos, assignments, and assessments that week. For more information on each week, refer to the more detailed descriptions below the table. All assignments are due Friday of the assigned week unless otherwise stated.

Week(s)	Topic	Assignments & Assessment (point value)	Course Objective
1	Introduction to the long-term athletic development model	Program introduction part 1 (10 pts)	#1 & 3
2	Youth physical development model	Section 2 program introduction part 1 (10 pts)	#1 & 3
3	Youth cognitive, social, and moral development	Section 2 program introduction part 2 (10 pts)	#1 & 3
4	Developing a culture within your program	Program introduction part 2 (10 pts)	#1 & 3
5-6	Fundamental sport and movement skills	Scope and sequence of 12-week program (10 pts)	#1 & 3
7	A performance-based mindset: infusing sport performance methodology into your program	Skill and activity program outline (10 pts)	#1 & 3
8-9	Pedagogical considerations: A Constraints-led approach	<ul style="list-style-type: none"> • Final project section 3 (10 pts) • Section 2 progressions and regressions (10 pts) 	#1 & 3
10-11	LTAD program evaluation	Local LTAD program evaluation (50 pts)	#2
12-13	LTAD application & program exhibition	<ul style="list-style-type: none"> • Final LTAD program (100 pts) • LTAD program presentation during student exhibition (50 pts) 	#3

COURSE OUTLINE

The following outline is designed to give you an overview of each week in this course, the learning targets for that week, the materials to review during that week, and any assignments or assessments in that week. It is important that you come to class having read, watched, or listened to the assigned materials for that day. This will foster a more engaging class applying the information already absorbed from those resources.

Week 1: Introduction to the LTAD model

- Overview: This week, you will be introduced to the long-term athletic development model. This week will be the 30,000-foot view of what the model is and how it provides a framework for everything you will be doing in this course and if ever working with youth. This week you will begin working on the culminating project that you will

exhibit at the end of the semester. Your program will outline the how the philosophy of the LTAD model is activated within a context of your choosing. This program will include written text of the LTAD model in your setting and the prescription of a program which could be implemented.

- Learning targets:
 1. I can describe the four domains that make up the LTAD model.
 2. I can give examples the key components (ages and content focus) within each stage in development.
- Materials to review (day of class to have them reviewed prior to):
 - Read (Monday): LTAD Chapters 1 & 3
 - Read (Wednesday): ASM Chapter 2
- Assignments and assessments:
 - Program introduction part 1 (10 pts): Describe your program's context in 2-3 pages including the target population, setting of the program, and intent. Include considerations within each domain of the LTAD model that impact your program. This assignment will be graded on a rubric for completion and feedback will be provided to inform revisions to include in your culminating semester project.

Week 2: Youth physical development model (YPD)

- Overview: This week is your introduction to the physical development component of the LTAD model. We will discuss the stages of development and the implications they have on skill development.
- Learning targets:
 1. I can illustrate the youth physical development model from 0-18 years of age.
 2. I can give examples of youth I have interacted within different developmental stages.
- Materials to review (day of class to have them reviewed prior to):
 - Read (Monday): *LTAD* Chapters 5 & 6
 - Watch (Wednesday): [The Youth Physical Development Model- A new approach to long term athletic development](#)
- Assignments and assessments:
 - Section 2 introduction (10 pts): In about 1 page describe where your target population falls within the physical development of the LTAD model, how your program will target specific qualities within the YPD, and how you will progress those qualities. This assignment will be graded on a rubric for mastery of this week's learning targets.

Week 3: Youth cognitive, social, and moral development

- Overview: This week will cover the three other components of the LTAD model, youth cognitive, social, and more development. We will dig into the theories of great theorists like Piaget, Erikson, Freud, Vygotsky, and Havighurst then apply consider how these theories shape a program founded on the LTAD model.
- Learning targets:

1. I can align the cognitive, social, and more developmental theories with the stages in the LTAD model.
 2. I can teach a peer about my assigned developmental theory.
- Materials to review (day of class to have them reviewed prior to)
 - Read (Monday): *LTAD* Chapter 7
 - Watch (Wednesday): [The five social and emotional competencies](#)
 - Watch (Friday; for those interested in working with 0-12-year old children): [Piaget's stages of cognitive development](#)
 - Read (Friday; for those looking to work with teenagers): [Johnson SB, Blum RW, Giedd JN. Adolescent maturity and the brain: the promise and pitfalls of neuroscience research in adolescent health policy. *J Adolesc Health*. 2009;45\(3\):216–221. doi:10.1016/j.jadohealth.2009.05.016](#)
 - Assignments and assessments:
 - Section 2 introduction continued (10 pts): In about 1 page describe where your target population falls within the cognitive, social, and moral development of the LTAD model, how this will impact the skills and activities within your program, and the implications it will have on your pedagogical philosophy. This assignment will be graded on a rubric for mastery of this week's learning targets.

Week 4: Developing a culture within your program

- Overview: This week is a deviation from the first three weeks and the weeks to follow. Focusing on culture may seem out of place but this will be the foundation upon which any successful program is built on. In order to successfully activate the LTAD model in your program, you must first have a strong organizational culture. We will walk through a step-by-step process to creating a mission and vision, defining your values, and operationalizing these through behaviors. This process then will connect to goal setting and an action plan for your program.
- Learning targets:
 1. I can articulate my mission, vision, and values.
 2. I can operationalize my mission and vision by name behaviors that support my values and ones that detract from them.
 3. I can take someone else through this strategic planning process.
- Materials to review (day of class to have them reviewed prior to):
 - Read (Monday): [A True Sport Agreement- Your Values in Action](#)
 - Read (Wednesday): [Visek AJ, Achrati SM, Mannix H, McDonnell K, Harris BS, DiPietro L. The fun integration theory: toward sustaining children and adolescents sport participation. *J Phys Act Health*. 2014;12\(3\):424–433. doi:10.1123/jpah.2013-0180](#)
 - Read (Friday): [The True Sport-LTAD Matrix](#)
- Assignments and assessments:
 - Program introduction part 2 (10 pts): In part 2 of your program's introduction you will have 1-3 pages describing your program's mission, vision, and values. You will outline the operationalization of those values with specific behaviors

that support and detract from those values. This assignment will be graded on a rubric for mastery of this week's learning targets.

Week 5-6: Fundamental movement & sport skills (weeks 5 and 6)

- Overview: Fundamental skills are the what of your program. This is the activation of the physical development portion of the LTAD model. We will discuss the developmental sequencing of key FMS and FSS, how skills overlay with the LTAD model, and the implications this should have on your teaching or coaching.
- Learning targets:
 1. I can demonstrate the developmental sequencing of 4 key fundamental movement skills.
 2. I can demonstrate the developmental sequencing of 4 key fundamental sport skills.
 3. I can categorize videos of children into the various sequences of development for these skills.
- Materials to review (day of class to have them reviewed prior to):
 - Read (Wednesday week 5): ASM Chapter 4 & 5
 - Read (Monday week 6): LTAD Chapter 14
 - Read (Wednesday week 7): ASM Chapter 6
- Assignments and assessments:
 - Scope and sequence of skills (10 pts): Due Friday of week 6, you will develop a scope and sequence of the skills that you plan to teach in your program. This will be rationalized using the LTAD model and developmental theory which supports it. This assignment will be graded on a rubric for mastery of this week's learning targets.

Week 7: A performance-based mindset— Infusing sport performance methodology into your

- Overview: Week 7 builds off weeks 5 and 6 to cover skills and concepts typically left out of youth programming because of lack of expertise in the area of sports performance methodology. You will learn about the topics of acceleration, change of direction, agility, and resistance training this week in a hands-on way.
- Learning targets:
 1. I can effectively cue the 4 A's of acceleration and prescribe an appropriate drill or activity for that correction.
 2. I can identify breakdowns in change of direction technique (side stepping, decelerating, and hip turning) in videos of children performing the movement.
 3. I can demonstrate the 6 basic human movement patterns correctly—squat, hinge, push, pull, brace, carry
- Materials to review (day of class to have them reviewed prior to):
 - Read (Monday): [Tompsett, Claire & Burkett, Brendan & McKean, Mark. \(2015\). Comparing Performances of Fundamental Movement Skills and Basic Human Movements: A Pilot Study. Journal of Fitness Research. 4. 13-25.](#)

- Read (Wednesday): [M. Shepard, Jeremy & Dawes, Jay & Jeffreys, Ian & Spiteri, Tania & Nimphius, Sophia. \(2014\). Broadening the view of agility: a scientific review of the literature. Journal of Australian Strength and Conditioning. 22. 6-30.](#)
- Read (Friday): [Designing linear speed programs](#)
- Assignments and assessments:
 - Skill and activity outline (10 pts): In this assignment you will operationalize your scope and sequence from week 6 through a prescription of drills and activities. This assignment will be graded on a rubric for mastery of this week's learning targets.

Weeks 8-9: Pedagogical considerations— A constraints-led approach

- Overview: The past three weeks have covered the “what,” now we will cover the “how.” Now that you know what needs to be in your program, how you teach and coach that is informed by the cognitive, social, and moral development components of LTAD model. Additionally, how you teach these skills is informed by skill acquisition theory. We will discuss the constraints-led approach which is an umbrella under which all of these concepts live.
- Learning targets:
 1. I can teach my skill of choice to a peer under specific constraints (not being able to cue and only being able to cue).
 2. I can outline the environmental and individual constraints that will impact the delivery of my program.
- Materials to review (day of class to have them reviewed prior to):
 - Listen (Monday): [Part I](#) of Rob Gray's 3 Part Series on the CLA
 - Read (Wednesday): [Wulf G, Lewthwaite R. Optimizing performance through intrinsic motivation and attention for learning: The OPTIMAL theory of motor learning. Psychonomic Bulletin & Review. 2016;23\(5\):1382-1414. doi:10.3758/s13423-015-0999-9.](#)
 - Read (Friday): [Glazier, Paul & Robins, Matthew. \(2013\). Self-organisation and constraints in sports performance.](#)
- Assignments and assessments:
 - Section 3—due Friday week 8 (10 pts): In this section you will outline the pedagogical philosophy that will underpin your program. You should consider the education of your teachers and coaches within this section. This assignment will be graded on a rubric for mastery of this week's learning targets 2.
 - Section 2 progressions/regressions—due Friday week 9 (10 pts): Using your pedagogical philosophy in section 3, develop progressions and regressions for your skills and activities within your program to provide teachers and coaches implementing the program opportunities for differentiation of instruction. This assignment will be graded on a rubric for mastery of this week's learning target 1.

Weeks 10-11: LTAD program evaluation

- Overview: Up to this point, you have been learning many new concepts and content to inform the creation of your LTAD program. These two weeks are designated as opportunities to see these concepts in action. You will visit a local program in your area of interest (i.e. K-6 physical education, middle school physical education, high school physical education, extracurricular school sports, rec sports, after school programming, etc.). You will observe and interact with the children, coaches, and administrators within this program looking for the content of the program and how it aligns with the LTAD model (weeks 1, 2, 5, 6, 7), how the program is delivered (weeks 3, 8, 9), and the culture of the organizations (week 4). Through this you will develop a site visit report, something you may do some day as an administrator.
- Learning targets:
 1. I can identify the components of LTAD in real time being implemented.
 2. I can customize a template for visiting a program to collect notes on their implementation of the LTAD model.
 3. I can provide feedback in a way that is constructive and well received.
- Materials to review: None
- Assignments & Assessment:
 - Program visitation: During week 10 you will visit a local program that is or should be using an LTAD model.
 - Program evaluation (50 pts): Based on what you have learned about LTAD, you will evaluate a local community of your choice and write feedback as if you were an administrator for that program looking to improve the participant experience and outcomes. *See the assignment rubric on Canvas for specific expectations.*

Week 12-13: LTAD program completion and student exhibition

- Overview: The final two weeks of this course are designed for you to put the final touches on your program that you have been working on throughout the semester. In week 13 you will present this program in a final exhibition to an invited group of community members in your area of interest. This exhibition should be aimed at gaining the buy in of those members to implement it. For an outline of the suggested sections to include in your final program, see Appendix II.
- Learning targets:
 1. I can articulate my LTAD program to invested community leaders in my area of interest.
- Materials to review: None
- Assignments & assessments:
 - LTAD Project completion—due Friday week 12 (100 pts): You will put together all of the pieces of each section you have developed thus far in the semester using the feedback provided to revise each.
 - Student program exhibition—due Friday week 13 (25 pts): You will exhibit your program to a group of invited community members and peers. The presentation can take on whichever format you choose—poster, PowerPoint, etc.

ASSESSMENT OVERVIEW

Formative v. summative assessment

Assessment in this class will take on two forms, formative and summative. Formative, by definition, is assessment *for* learning. This means that this is feedback for you on where you are in comparison to the expectation. While not part of your grade, it is important that these assessments are taken seriously so that the feedback provided sets you up for success. This is also feedback for me to know how well a topic has been taught. These assessments will be completed in class as checks for understanding using a variety of different methods including exit tickets, peer-evaluation, and self-evaluation.

Summative assessment is assessment *of* learning. These assessments are listed in the course calendar and outline. Each summative assessment will be graded on a rubric based on clear expectations set in advance. Formative assessments will provide you with feedback that translates to performance on summative assessments. Meaning that if you take the feedback from for formative assessments and apply it, there should be no surprises on your summative assessments.

Assessments will all be aligned to one of the course objectives. Each course objective breaks down into smaller weekly learning targets which will inform the assessment, if any, that week. Learning targets are simply what you should be able to say, “I can do that” by the end of the week. Formative assessments will also be used to keep track of these. If you struggle with any one, schedule time during office hours to clarify any muddy points.

Late assignments

If an assignment is going to be turned in late, arrangements need to be made with the instructor in advance of turning it in. Late assignments will be accepted if these arrangements are made and communicated in advance.

Make up assignments

If you perform poorly on an assignment and feel that it does not represent your abilities or you master the content later in the semester, make up assignments will be offered with proper arrangements. You must make your case to the instructor using the make up assignment application in Appendix I of this syllabus. Make up assignment grades will replace the original grade.

Grading scale

The grade scale below aligns with the university’s policy on grade scale. This scale represents how your final grade will be communicated. This final grade will be based on the point representations of each assignment (280 total possible points).

Letter	Percentage	Grade Value
A	100-93	4.00
A-	92-90	3.7

B+	89-87	3.30
B	86-83	3.00
B-	82-80	2.70
C+	79-77	2.30
C	76-73	2.00
F	72 & below	0.00

UNIVERSITY POLICIES

Below are overviews of commonly referenced university policies in the university student handbook. For a complete list and description of policies, visit the student handbook on the university's website.

Academic integrity

This university expects students and faculty to hold each other and themselves to the highest professional standard. Faculty and students are expected to conduct themselves in a way that upholds the university's academic integrity policy avoiding infractions, actions that may lead to suspicion of infractions, and any behavior that could aid other students with infractions of academic dishonesty. For the full academic integrity policy, visit the student handbook.

Communication guidelines

University policy expects student and faculty to respond to email communication within three (3) business days. However, in this class I aim to respond within 24 hours at a minimum to acknowledge receipt and give a timeline for a more complete response.

I have provided you with my cell phone number at the top of the syllabus. You may text or call me any day during the week between 8am and 5pm. If your question falls outside of those hours, please email me your question or request.

Request for accommodations

At this university and in this class, we value all students and understand the need that some students have for differentiated instruction. To request accommodations, please refer to that university's policy guidelines for doing so and/or speak to me for assistance.

APPENDIX I. MAKE UP ASSIGNMENT APPLICATION

Student name: _____

Assignment name: _____

Date of application: _____

1. Reflection: Why do you feel as though you did not meet expectations on this assignment?

2. What steps have you taken since the first assignment to learn the content?

3. How would you like to demonstrate your mastery of this content? (Your answer to this question does not guarantee this method will be assigned)

4. When would you like to schedule the due date for your make up assignment? (Your answer to this question does not guarantee this date will be chosen)

5. Other comments:

Signature: _____

APPENDIX II. FINAL PROGRAM OUTLINE

1. Introduction

In this section you should utilize what you learned in week 1 to connect your program mission, vision, and values from week 4 to the LTAD model. Details to include are, your program setting, your mission, vision, and values, your target audience, the current status of the state, and how your program will utilize the LTAD model to spur change.

2. Content & Programming

In this section you will outline a 12-week LTAD program for your setting and an overview of the content (i.e. skills & activities) that will be taught to children during that period. Within each week, provide rationale for the inclusion of that content using the LTAD model to support it. This includes the YPD from week 2, FMS/FSS from week 5-6, and sports performance methodology in week 7. This section should include elements of differentiation, a thought-out scope and sequence of skills, and guidance for the teachers/coaches who will implement it each day.

3. Pedagogical beliefs and strategy

In this section you will overview the cognitive, social, and moral development of your target audience using the information learned in week 3. Additionally, embedded within the content section, it should be apparent how you will leverage the CLA to appropriately differentiate the skill and activity for a range of learner abilities. Use this section to explicitly explain how that is embedded within the content section.

4. Parent and community engagement

Finally, this section will outline the initiatives you will take to educate parents and create change within the youth sport community. This should include a prescriptive plan and be linked to your mission, vision, and values.

Other notes

- Length: There is not specified length for your final product but it will likely take 10+ pages, not including the lesson plans/workouts in your programming section.
- Organization: Creativity is encouraged. For example, diagrams in your content and programming section will help teachers/coaches better implement the activities you prescribe.
- Delivery: The organization of these sections is up to you. They should be organized in a way that an outsider with no background in LTAD or your program's context could pick it up and gain a basic understanding for what you are trying to do. The content and programming section should be prescriptive enough for a teacher or coach to pick up and be 7~5% of the way there for delivering it to the children. The remaining ~25% will be left to their expertise with the population you have chosen and individual personality.

- Feedback: You will get feedback on drafts of each section throughout the semester. However, after implementing that feedback, please do not hesitate to send it back to me for more. Please do so at least 5 days in advance of any deadline.