



Physical Education & Health Curriculum Review

West St. Paul - Mendota Heights - Eagan Area Schools

School District 197

Prepared by

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May 2015

The Curriculum Review Process

Curriculum in School District 197 is reviewed using a six-year cycle of continuous improvement. This process was adopted in the spring of the 2012-13 school year and includes professional development for teachers that is focused on the creation of digital curriculum and the adoption of innovative instructional practices.

In years 1-3, participating curriculum areas are considered to be in "formal review". In year one a content area team of teachers conducts an in-depth study of the current program to determine its overall effectiveness. Community and staff input is gathered and the team of teachers examines current best practice in curriculum and instruction. Based on the results of the study the team, with assistance from the Curriculum Advisory Committee (CAC), identifies strengths and needs of the existing program, creates a vision for future programming and develops Outcomes that Matter to All and Core Beliefs.

During year two content area teams review the current scope and sequence of the curriculum for grades K-12 and assess how it aligns to state and/or national standards and benchmarks. They then create a district curriculum framework/map that identifies the knowledge, skills, and learning targets that students need to know, be able to do, and act upon. Content area teams also select the materials (paper and electronic) needed to implement the revised curriculum and work to ensure the new curriculum and materials are culturally sensitive and non-discriminatory. If applicable or needed, in year two teams will develop digital curriculum for their content area. Teams also plan professional development activities to ensure proper training and support are provided relative to the new curriculum.

During year three each curriculum area moves to the implementation phase where teachers look at the curriculum as taught, identify holes, design common assessments and begin to review at data. The content area team also recommends grouping strategies, identifies how to accelerate or remediate students, and addresses issues relating to students with special needs (ELL and special education). Additionally, in the spring of year three, the content area team will meet to determine if the intended scope and sequence is achievable and identify areas for additional professional development.

Year four of the curriculum review cycle focuses on measurement and ensuring curriculum is being implemented as intended. Staff will pay careful attention to how well students are responding to the new curriculum and ensure that teachers' and parents' questions are answered. Common assessments continue to be reviewed and refined.

During year five, the revising phase, teams adjust implementation procedures and implement changes as needed. The curriculum is evaluated in terms of how well it is working and where modifications need to be made. Common assessments continue to be reviewed and refined.

In the refining phase, year six, teams continue to refine the curriculum. They determine if adjustments are needed and implement them accordingly. Common assessments continue to be reviewed and refined.

Summary of Year One Process

A review team was put together including a representative K-12 group of teachers, building and district administrators to evaluate the Physical Education and Health curriculum.

The team gathered input and feedback from staff at four Review Planning Team meetings. The feedback gathered during the meetings was used in developing the Outcomes that Matter to All, Core Beliefs and Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis for Physical Education and Health.

A key component of the review process is the SWOT analysis. Through the SWOT analysis, the committee identified some significant strengths, including providing opportunities for students to enjoy physical activity and develop positive lifelong fitness and health habits.

The committee also identified some weaknesses and opportunities in the program that we will make recommendations on in year two of the review. Areas for consideration include creating consistent programming between middle schools in health, expanding the use of innovative digital tools and aligning assessments across schools. We have significant opportunities in our hybrid health course with all students having one-to-one access to devices as well. A goal of year two will be to create a comprehensive scope and sequence for Physical and Health Education in grades K-12.

Physical Education & Health Review Team

Team Member	Site
Doug Linton	Henry Sibley High School
Scott Reddy	Friendly Hills Middle School
Garrett Retka	Henry Sibley High School/Heritage Middle School
Lisa Schwinn	Mendota/Moreland Elementary
Kate Skappel	District Office
Caryn Stremmer-Birr	Friendly Hills Middle School
Tracy Westman	Somerset Elementary

Physical Education & Health Outcomes That Matter To All

Mission (Our Core Purpose) School District 197 provides a challenging educational environment that instills in each student a lifelong passion for learning, empowers all students to achieve their personal goals and academic potential, and prepares them to be responsible citizens in an interconnected world.

When our work aligns with our Core Purpose, we will produce Outcomes That Matter To All:

Physical Education:

In order to be a physically literate individual students will:

- Demonstrate competency in a variety of motor skills.
- Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Exhibit responsible personal and social behavior that respects self and others.
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Health Education

In order to be a health literate person, students will be able to:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influences of family, peers, culture, media, technology and other factors on health behaviors.
- Demonstrate the ability to access valid information, products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health and reduce health risks.
- Demonstrate the ability to practice health-enhancing behaviors and avoid health risks.
- Demonstrate the ability to advocate for personal, family and community health.

Physical Education & Health Core Beliefs

The School District 197 core beliefs for Physical and Health Education program:

1. We believe an effective K-12 Physical Education and Health program aligns with state and/or national standards.
2. We believe an effective K-4 Health program teaches health concepts within Physical Education and the general education classroom.
3. We believe an effective K-12 Physical Education program provides multiple opportunities for students to work on fundamental motor skills.
4. We believe effective K-12 Physical Education and Health instruction employs a wide array of instructional strategies and tools that address the individual learning styles of our students.
5. We believe effective K-12 Physical Education and Health instruction incorporates a variety of technologies that enhance and promote personalization to improve all modes of learning.
6. We believe effective K-12 Physical Education and Health program incorporates goal setting and decision making skills that leads a healthy lifestyle.
7. We believe an effective K-12 Physical Education and Health program utilizes a variety of assessments to measure physical and cognitive learning.
8. We believe an effective K-12 Physical Education and Health program emphasizes the importance of face-to-face interaction in order to promote interpersonal communication and social skills.
9. We believe an effective K-12 Physical Education and Health program emphasizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Physical Education & Health SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Knowledgeable and experienced staff ● Curriculum based on best practices and state and national standards ● Elementary report card for parents ● Collaborative Team time ● Equipment ● Communication within the department ● Common focus on Health and Fitness ● Foster the enjoyment of lifelong physical activity ● Physical Activity for students during the school day 	<ul style="list-style-type: none"> ● Fitnessgram - ability to collect the necessary data to make it an effective tool ● Lack of scope and sequence ● Human Sexuality Expectations are not consistent across schools ● Common Assessments across schools ● Lack of alignment between middle schools ● Access to up to date technology ● Health in MS is not a separate course - time lost in movement ● Middle Schools are not aligned with how they spend PE/Health time ● Not enough required time to teach all health topics in MS and HS ● K-12 PE/Health Staff Development time
Opportunities	Threats
<ul style="list-style-type: none"> ● Collaborative Team time could be more effective ● New and innovative uses of technology ● Personal fitness devices ● Online tools for fitness focus ● Hybrid/Online Health components for MS and HS ● K-12 Discussion around Human Sexuality topics ● Learning Targets and CFA alignment at Elementary 	<ul style="list-style-type: none"> ● DAPE service driven by schedule ● Budget for equipment replacement - not equitable across buildings ● Large Class sizes (gym space issues) <ul style="list-style-type: none"> ○ Elementary - 1.5 or double classes ○ MS: 20-40+ ○ HS: 35-40+ ● Reduction in time for Grades 5 and 6 PE ● Need to defend validity and necessity for program ● DAPE not available for Pre K and Branch Out