



The goal of physical Education is to develop student's physical literacy.



Physical Literacy: The motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.
(Margaret Whitehead, 2014 as cited by the International Physical Literacy Association, 2015.)

PRACTICES TO RETHINK

BEST PRACTICE

Learning Environment

- | | |
|---|--|
| ✗ Attendance on roll call #s for extended time | ✓ Take roll during active warm-up
Line leaders/captains report absences |
| ✗ Static stretching on numbers prior to warm-up | ✓ Dynamic stretching/after warm-up as needed
Stretching to maintain & improve flexibility |
| ✗ Running laps for daily warm-up | ✓ Instant activity right out of locker room
Fun warm-ups/drills that lead to SLO |
| ✗ Exercise as punishment | ✓ Promote exercise as part of a healthy lifestyle |
| ✗ Students as human targets | ✓ Physical/emotional safety for all students |

Curriculum

- | | |
|---|---|
| ✗ Not age/developmentally appropriate | ✓ Obvious scope/sequence based on standards |
| ✗ Little academic content | ✓ Understanding of key academic concepts
Use of academic language
Understanding/application of biomechanics |
| ✗ Fitness activities are unrelated to lifelong health | ✓ Develop fitness skill and understanding for life |
| ✗ Free Play | ✓ Structured instruction focused on SLO |
| ✗ Teach only American team sports | ✓ Activities represent cultural diversity |
| ✗ Activities are gender specific | ✓ All students have equitable access to every activity |
| ✗ Skills are taught once a year | ✓ Lessons are planned to revisit skills |

Instruction

- | | |
|---|---|
| ✗ Students not clear of learning outcome | ✓ Clear goals communicated re: SLO and success criteria |
| ✗ Students sit out for variety of reasons | ✓ Teachers accommodate for ALL needs
All students work towards daily SLO |
| ✗ Students waiting for equipment/turn | ✓ Enough equipment that is easily accessed |
| ✗ Students in MVPA less than 50% time | ✓ Students in MVPA more than 50% class time via:
small sided games, modified games, circuits,
equipment for all to participate, etc. |
| ✗ Primarily direct instruction | ✓ Variety of direct and indirect teaching styles
Student centered learning opportunities
Students access content via informational text |

SLO = Student Learning Outcome
MVPA = Moderate to Vigorous Physical Activity

****Based on Appropriate Practices document released by NASPE. Original document can be accessed at www.SHAPEamerica.org.****

PRACTICES TO RETHINK

BEST PRACTICE

Assessment

- ✗ Students get little/no/vague feedback
- ✗ Assessment only used for grading
- ✗ Use of fitness scores to assign grade
- ✗ Weekly grading on timed mile
- ✗ Grades based on single performance
- ✗ Grades are subjective/based on effort
- ✗ Student progress not communicated
- ✗ Program evaluation based on impressions

- ✓ Students receive ongoing, specific feedback
- ✓ Ongoing formative and summative assessment embedded in learning process
- ✓ Fitness assessment used to set goals for improvement that are revisited throughout year
- ✓ Regular student MVPA **at least** 15 minutes to build aerobic capacity
- ✓ Regular/ongoing assessment based on standards
- ✓ Use of performance-based assessment and criteria for grading
- ✓ Regular progress updates to students & parents
- ✓ Program evaluation is based on student achievement data

Professionalism

- ✗ Teacher does not stay current

- ✓ Teacher seeks new information and stays up to date with best practices

Resources

Fit 2 Learn Fit 4 Life Website (www.fit2learn.sdcoe.net): Videos, sample lesson plans, assessments, management strategies, templates by grade level to provide standards based, Common Core aligned, high activity physical education

SDCOE Health and Physical Education Website (www.sdcoe.net/hpe): Resources and professional learning to support quality health and physical education

SHAPE America Website (www.shapeamerica.org): Professional development, guiding documents, research, advocacy tools and teacher toolkits by the national professional organization for health and physical educators

Red Flags

- Kids sitting
- Students as human targets
- Exercise as punishment
- “Picking” of teams
- Kids in lines
- Instruction without purpose
- Extended time sitting on numbers
- Excessive time in the locker room
- Free play
- Running laps
- Static stretching prior to warm-up
- Recess
- Running clubs for physical education minutes
- Physical educators don’t have opportunity for meaningful professional development



What You Should See

- Teacher actively engaged in learning process
- All students actively engaged with content
- Enough equipment to give students many learning opportunities
- Learning
- Collaboration
- Daily Student Learning Outcome (SLO) clearly communicated
- Feedback directly related to the SLO
- Students engaged in Moderate to Vigorous Physical Activity (MVPA) at least 50% of class time
- Instant activity at start of class
- Differentiation
- Ongoing assessment (formative and summative)
- Connection to other subject areas
- Student use of academic language
- Smooth, quick and few transitions
- Closure
- Evidence of student learning
- Active/dynamic stretching if ties to daily SLO
- Use of informational text to convey content
- 4 Cs of 21st Century Learning
- Student scores are confidential
- Student progress is regularly communicated
- Appropriate use of technology to increase engagement with content.

Call today to set up customized services in the following areas:

- Professional Learning
- Physical Literacy Institutes
- Physical Education Leadership Academy
- Site Visits/Walk-Through
- Program Evaluation Tools
- Data Collection
- School/District Strategic Planning
- National, State and Local Updates
- Resources



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