

**Iowa City Community School District
Child-Centered : Future-Focused**

1725 N. Dodge Street * Iowa City, IA 52245 * www.iowacityschools.org

**Self Study
of
K-12 Physical Education**

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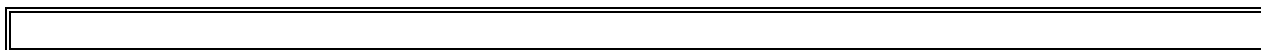


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Equity Statement

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, creed, color, religion, national origin, gender, age, marital status, sexual orientation, gender identity, veteran status, disability, or socioeconomic status in its educational programs, activities, or employment practices. If you believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Equity Director, Ross Wilburn, at 1725 N. Dodge St., Iowa City, IA 52245, 319-688-1000

Curriculum Description

PHYSICAL EDUCATION

The Physical Education Program contributes to the total development of students. The program is divided into: fitness/wellness, basic movement skills and concepts, and movement forms. Each area has a cognitive, psychomotor, and affective component. When students exit elementary school they possess a variety of basic skills and are well grounded in movement (space awareness, quality of movement, and body awareness). In addition, students have a beginning awareness of a variety of movement forms (including dance and sport forms).

In junior and senior high, students use the acquired skills of basic movements to refine specific skills. Students graduating from high school value and appreciate physical activity and fitness concepts and are able to design their own personal fitness/wellness program. Participation in physical education will give students the knowledge to understand the importance of making educated decisions to achieve a healthy lifestyle.

Mission Statement, Belief Statement

As a result of the curriculum review process, the following mission statement, belief statements and K-12 program goals have been established for physical education of the Iowa City Community School District.

Mission Statement

Educate the body and mind for a healthy active lifestyle.

Belief Statements

We believe students should:

- Σ receive a quality and comprehensive physical education curriculum to promote daily physical activity.
- Σ learn a variety of skills to promote fitness, wellness, and lifetime physical activities.
- Σ develop positive self-esteem in physical education.
- Σ be offered developmentally appropriate programs through progressive skill learning.
- Σ display cooperation and sportsmanship.
- Σ participate in a safe, positive and non-threatening learning environment.
- Σ demonstrate socially responsible behavior.
- Σ develop program solving, critical thinking and conflict resolution skills.
- Σ demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. *
- Σ demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performing of physical activities. *
- Σ demonstrate understanding and respect for differences among people in physical activity settings. #
- Σ values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. *

Further, we believe that curriculum, instruction and assessment should:

- Σ provide for physical, cognitive, and affective development of the child while addressing individual needs.
- Σ be a building block, if not the foundation, of the total educational process.

* denotes statement from revised National Standards for Physical Education 2004

denotes statements from National Standards for Physical Education 1996

Program Standards

The physical education program has adopted the revised National Standards for Physical Education developed by the National Association for Sports and Physical Education (NASPE).

- Σ Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Σ Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Σ Participates regularly in physical activities.
- Σ Achieves and maintains a health-enhancing level of physical fitness.
- Σ Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Σ Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Physical Education Strengths

The following strengths and limitations were generated from review and analysis of data gathered from surveys and Physical Teachers input. Those responding to the surveys included:

Elementary teachers – 152

Secondary teachers – 100

Elementary students – 679

Secondary students – 438

Elementary parents – 918

Junior High parents – 132

High School parents – 506

Building administrators – 14

Curriculum and Instruction

- Σ Offer a diverse and varied number of units and activities.
- Σ Adequate movement time in class.
- Σ Students feel comfortable participating in class.
- Σ Staff feels there is adequate scope and sequence of instruction.
- Σ Integration in appropriate units.
- Σ Units/activities are age/developmentally appropriate.
- Σ Units address the NASPE standards.
- Σ A curriculum guide is available in each building.
- Σ Yearly outline of units is appropriate at the elementary level.
- Σ Accommodations are made for students with special needs.
- Σ All required physical education units are being taught.
- Σ Administrators feel there is adequate planning time to include special education students in class.
- Σ Administrators feel the minutes per week are adequate.
- Σ Administrators believe class size is appropriate and similar to other content areas.
- Σ Physical Education incorporates cooperative learning.
- Σ Administrators feel there is adequate time for set-up and break down of equipment.

Academic Achievement

- Σ Physical Education is improving student's fitness and wellness.
- Σ Physical Education helps student improve their skills in class.

- Σ Students are learning skills to become active adults.
- Σ Students believe physical education is an important part of the school day.
- Σ Elementary teachers believe physical education is an important part of education.
- Σ Staff promotes wellness between staff and students.
- Σ Administrators feel that physical education provides maximum participation for all students.

Assessment

- Σ Teachers see students being physically active in unstructured time.
- Σ Staff feels there is adequate student assessment.
- Σ Students can teach a friend skills they learning in physical education.

Professional Development

- Σ Staff feel professional development is adequate and take advantage of workshops.
- Σ Staff is remaining up to date on current physical education trends.

General Management

- Σ Students feel they get along with others and use good sportsmanship in physical education.
- Σ Students feel they are active outside of school and use skills learning in physical education.
- Σ Students feel they are staying healthy.
- Σ Elementary teachers feel there is adequate communication between teachers and physical education teachers.
- Σ Students speak positively about physical education.
- Σ Participation in physical education is perceived as a positive experience.
- Σ Administrators believe physical education budgets are adequate.
- Σ Administrators believe facilities are safe and adequate.
- Σ Parents believe there is a difference between physical education and athletics.
- Σ Parents believe their child is interested in physical education.

Staff

- Σ Willingness to share equipment and ideas with other staff members.
- Σ Many staff is members of professional associations.
- Σ Teachers promote positive social interactions.
- Σ Teachers promote character development opportunities.

Physical Education Limitations

Curriculum and Instruction

- Σ Secondary parents feel uninformed about what is being taught in physical education.
- Σ Secondary Administrators do not feel physical education is integrated with other content areas.
- Σ Secondary Administrators do not feel physical education addresses problem solving.
- Σ Secondary Administrators believe communication between physical education teachers and staff is limited.
- Σ Students feel large class size limits their participation.
- Σ Students do not feel a connection between physical education and other subject areas.
- Σ Teachers feel physical education is not integrated with subject areas.
- Σ Teachers feel physical education does not promote learning connections.
- Σ Staff feels the curriculum guide needs to be updated.
- Σ Staff feels class size effects student participation in units/activities.
- Σ Staff feels class size has a negative effect on student safety.
- Σ Staff feels there is not enough planning time.
- Σ Staff feels they do not have enough say in helping develop the teaching schedule at their building.
- Σ Staff feels there is not enough time to adequately break down or set up equipment to be ready for the next class.

Academic Achievement

- Σ Parents do not feel student utilize skills outside of class.

Assessment

- Σ Need for district wide electronic assessment tools.
- Σ Limited fitness assessment program due to outdated software and computers.

Professional Development

- Σ Funding is not always available to attend conferences.

General Management

- Σ Parents do not feel there is adequate space and facilities for physical education.
- Σ According to secondary parents and classroom teachers, students do not speak positively about physical education classes.
- Σ Technology issues need to be addressed by the district.
- Σ Voice and music systems need to be available in all schools.
- Σ Facilities at many schools are limited.

Staff

- Σ Many staff travel to several buildings causing staff to feel disconnected to a building.
- Σ Staff feels they need more assistance from GWAEA when working with students with special needs.
- Σ Staff feels the budget is not adequate for student and program needs.

Physical Education Improvement Plan Recommendations

Curriculum/Instruction

- Σ Class size, reduce ratio to classroom ratio.
- Σ Connection to the classroom, brain breaks.
- Σ Prep and transition time to allow for set-up and break-down of equipment.
- Σ Allow for collaboration time with other curricular areas.
- Σ Curriculum needs to be updated, emphasis on lifetime activities and fitness
- Σ Electronic curriculum is needed. Ipads for each physical education teacher.
- Σ Conference attendee will share information during staff meetings.
- Σ In-service on curriculum units to keep staff informed and updated.
- Σ Each elementary school a Physical Best Teacher's Guide for Lifelong Fitness.
- Σ Secondary physical education teachers a Physical Best Lifelong Fitness Teacher's Guide.

Academic Achievement

- Σ Increase parent information to help them understand the curriculum.
- Σ Promote research on positive efforts of exercise between fitness and academics.
- Σ Work with secondary counselors to consider scheduling physical education prior to students more difficult classes.
- Σ Expand the connection between mind and body for academic improvement.

Assessment

- Σ 47% of secondary parents would like PE included in the GPA
- Σ Educate parents on the importance of developing and educating the "whole" child
- Σ Emphasis on health and fitness with life time activities
- Σ Use benchmarks to direct assessment activities.
- Σ Revise district wide assessment and rubrics electronically.
- Σ Need to purchase web-based fitness program so we can collect, compare and utilize the data throughout the district. License for each building is needs.

Professional Development

- Σ Allow time to meet as a whole staff on an in-service day.

- Σ Provide funding to attend state and national conferences.

General Management

- Σ Every classroom technology for physical education.
- Σ Multiple purpose room or larger gym in each building.
- Σ Use open house and webpages to keep parents informed.
- Σ Increase on-site communication between physical education teacher, program director and principal for facility usage and scheduling.
- Σ Amplification system needs for each building.

Staff

- Σ Reduce amount of travel for staff and keep travel between buildings within reasonable distance.
- Σ Work with scheduling administrators to allow input from instructor.
- Σ Work with scheduling administrators for consistency in scheduling.