The Essential Components of Physical Education

American School Health Association Conference
Indianapolis, Indiana
October 5, 2018 at 2:45 p.m.
SHAPE America

Supporting health, physical education, recreation and dance since 1885

• SHAPE America envisions a nation where all children are prepared to lead healthy, physically active lives.

• The nation’s largest membership organization of health and physical education professionals.

• Defines excellence in health and physical education through programs, resources, and professional development to support health and physical educators at every level.
Learning Objectives

By the end of today’s session, you will be able to:

1. Explain the need for essential components of physical education.
2. Identify and review guidance and resources available to promote the four essential components of effective physical education.
3. Describe how the essential components raise awareness for critical policies and practices of health and physical education.
Energizer Activity
Few states set minimum amount of time that elementary (19), middle school/junior high (15) and high school (6) students must participate in physical education.

Many states (31) allow other activities as substitutions for PE credit.

Nearly all states (50) have set standards for physical education programs.

Only a handful of states (10) prohibit withholding physical activity as punishment.

Most states require students to participate in physical education during elementary (39), middle/junior high (37), and high school (48).
Comprehensive School Physical Activity Program

Active Students = Better Learners

www.cdc.gov/healthyschools/PEandPA

SHAPE America
Society of Health and Physical Educators®
health. moves. minds.
The Essential Components of Physical Education
Redefining Physical Education

Quality Physical Education Components

• Opportunity to Learn
• Meaningful Content
• Appropriate Instruction
• Student and Program Assessment

Essential Components of Physical Education

• Policy and Environment
• Curriculum
• Appropriate Instruction
• Student Assessment
Policy and Environment

• Every student is required to take daily physical education in grades K-12, with instruction periods totaling 150 minutes/week in elementary and 225 minutes/week in middle and high school.

• School districts and schools require full inclusion of all students in physical education.

• School districts and schools do not allow waivers from physical education class time or credit requirements.

• School districts and schools do not allow student exemptions from physical education class time or credit requirements.
Policy and Environment

- School districts and schools prohibit students from substituting other activities (e.g., JROTC, interscholastic sports) for physical education class time or credit requirements.
- Physical education class size is consistent with that of other subject areas and aligns with school district and school teacher/student ratio policy.
- Physical activity is not assigned or withheld as punishment.
- Physical education is taught by a state-licensed or state-certified teacher who is endorsed to teach physical education.
Physical Education Curriculum

• School districts and schools should have a written physical education curriculum for grades K-12 that is sequential and comprehensive.
• The physical education curriculum is based on national and/or state standards and grade-level outcomes for physical education.
• The physical education curriculum mirrors other school district and school curricula in its design and schedule for periodic review/update.
Physical Education Curriculum Analysis Tool (PECAT)

**CDC-developed self-assessment and planning guide**

- Assesses how closely physical education curricula align with national standards for high quality physical education programs
- Analyzes content and student assessment components of a curriculum that correspond to national standards for physical education for four grade levels: K–2, 3–5, 6–8, and 9–12
- Helps school districts or individual schools identify changes needed in locally developed curricula

Updated PECAT will be available Spring 2018
Appropriate Instruction

• The physical education teacher uses instructional practices and deliberate-practice tasks that support the goals and objectives defined in the school district’s/school’s physical education curriculum (e.g., differentiated instruction, active engagement, modified activities, self-assessment, self-monitoring).

• The physical education teacher evaluates student learning continually to document teacher effectiveness.

• The physical education teacher employs instruction practices that engage students in moderate to vigorous physical activity for at least 50 percent of class time.

• The physical education teacher ensures the inclusion of all students and makes the necessary adaptations for students with special needs or disabilities.
Student Assessment

• Student assessment is aligned with national and/or state physical education standards and established grade-level outcomes, and is included in the written physical education curriculum along with administration protocols.

• Student assessment includes evidence-based practices that measure student achievement in all areas of instruction, including physical fitness.

• Grading is related directly to the student learning objectives identified in the written physical education curriculum.

• The physical education teacher follows school district and school protocols for reporting and communicating student progress to students and parents.
Categories of Assessments

Informal Assessments
- Content and performance driven
  - Include such assessments as
    - Checks for understanding
    - Rubrics/checklist/rating scales
    - Portfolios/Projects
    - Tests/Quizzes
    - Pre-assessments
- Still provide data that informs instruction
- Usually criterion referenced measures (Students assessed based on achieving outcome or standard)

Formal Assessments
- Standardized measures
  - Conclusions based on statistical analysis of data
  - Data are mathematically computed and summarized
  - Uses percentiles, standard scores or other statistical based comparisons
  - Used to assess overall achievement, to compare student’s performance with others
- Most common formal assessment in physical education is Health-related Fitness Test
# Types of Assessments

## Formative
- Range of formal and informal assessments occurring during learning process
  - To modify instruction
  - To modify learning experiences
  - To improve student learning
  - To determine student progress (pre/post assessments)
- Considers evaluation as a process
- Seeks to determine how students are progressing to meeting a learning goal or outcome

## Summative
- Use to evaluate student learning at the end of an instructional unit against a standard or outcome
- Determines student’s mastery of knowledge, skills, or concepts
- Used to assign grades and evaluate achievement
- Considers evaluation as a product
- Often high stakes with high point values

## Authentic
- Students ask to perform real-world task or in the environment that is closest to real-world
  - 3 v 3 game play is more authentic than practice tasks or isolated skill assessment
  - Usually devised by teacher or groups of teachers
  - Provides direct performance measures
  - Provides multiple paths for students to demonstrate competency
  - Integrates teaching, learning, and assessment
Key Physical Education Resources to Remember
Nationals Standards and Grade-level Outcomes

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Physical Education Position Statements

Position Statement

Physical Education is Essential for All Students: No Substitutions, Waivers or Exemptions for Physical Education

Position
SHAPE America – Society of Health and Physical Educators believes that each K-12 student should complete all required physical education courses and that state, school district, and school policies should not allow substitutions, waivers or exemptions for physical education courses, class time, or credit requirements.

Appropriate and Inappropriate Practices Related to Fitness Testing

SHAPE America’s Position
Fitness testing is a valuable part of fitness education when integrated appropriately into a comprehensive physical education curriculum, and students’ fitness scores should not be used to grade students or to evaluate physical education teachers.
Physical Education Program Checklist

• Corresponds with The Essential Components of Physical Education
• Enables stakeholders to conduct an assessment of their school's physical education program
• Enables schools to identify components that are in place, and components that are not in place
• Helps to identify strengths and weaknesses, and prioritize actions to strengthen the program

<table>
<thead>
<tr>
<th>Policy and Environment</th>
<th>Program Element</th>
<th>Yes</th>
<th>No</th>
<th>In Progress</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>School districts and schools do not allow student exemptions from physical education class time or credit requirements.</td>
<td>School district or school policy prohibits any student from being exempt from physical education class time or credit requirements for any reason.</td>
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# Physical Education Policy Guide

## Guide for Physical Education Policy

<table>
<thead>
<tr>
<th>Policy Component</th>
<th>Recommended Policy Language</th>
<th>Accountability Measure</th>
<th>Rationale for Policy Component</th>
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<tbody>
<tr>
<td>1. State <strong>does not</strong> permit school districts or schools to allow students to substitute other activities for their required physical education credit.</td>
<td>Waivers, exemptions, substitutions, and/or pass-fail options for physical education class time or credit are prohibited. Accommodations will be made for those with medical, cultural, or religious considerations.</td>
<td>State requires evidence of participation rates in physical education for each school, by grade level, to be reported in the school profile or report card.</td>
<td>• <strong>School Health Guidelines to Promote Healthy Eating and Physical Activity</strong> - Guideline 4: Implement a Comprehensive Physical Activity Program with Quality Physical Education as the Cornerstone; <strong>Strategy 1</strong>: Require students in grades K–12 to participate in daily physical education that uses a planned and sequential curriculum and instructional practices that are consistent with national or state standards for physical education. All students should take all required physical education courses and no substitutions, waivers, or exemptions should be permitted (385). Schools and school districts should not allow students to be exempted from required physical education for the following reasons:</td>
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*Currently being updated*
Appropriate Instructional Practice Guidelines

A side-by-side comparison

- Includes developmentally appropriate and inappropriate practices in elementary, middle and high school physical education classes
- Organizes the practices into five separate sections: Learning Environment; Instructional Strategies; Curriculum; Assessment; and Professionalism

<table>
<thead>
<tr>
<th>Appropriate Practice: Elementary</th>
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<th>Appropriate Practice: Middle School</th>
<th>Inappropriate Practice: Middle School</th>
<th>Appropriate Practice: High School</th>
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<td>1.0 LEARNING ENVIRONMENT</td>
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<td>1.1 Establishing the Learning Environment</td>
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<tr>
<td>1.1.1 The teacher systematically plans for, develops and maintains a positive learning environment that is focused on maximizing learning and participation, in an atmosphere of respect and support from the teacher and the child’s peers.</td>
<td>1.1.1 The teacher is not supportive or safe (e.g., the teacher makes degrading or sarcastic remarks). As a result, some children feel embarrassed, humiliated and generally uncomfortable in physical education class.</td>
<td>1.1.1 The teacher systematically plans for, develops and maintains a positive learning environment that allows students to feel safe (physically and emotionally), supported and unafraid to make mistakes.</td>
<td>1.1.1 The teacher doesn’t establish a positive, supportive and safe learning environment. As a result, some students feel embarrassed, humiliated and generally uncomfortable in physical education class.</td>
<td>1.1.1 The teacher systematically plans for, develops and maintains a positive learning environment. As a result, some students feel embarrassed, humiliated and generally uncomfortable in physical education class.</td>
<td>1.1.1 The teacher fails to establish a positive, supportive and safe learning environment. As a result, some students feel embarrassed, humiliated and generally uncomfortable in physical education class.</td>
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20 Indicators of Effective Physical Education Instruction

SHAPE America encourages school administrators to establish a baseline for observing physical education classes. The indicators detailed in the checklist that follows reflect the practices and policies recommended in SHAPE America’s guidance documents *The Essential Components of Physical Education* and *Physical Education Program Checklist*. When conducting a walk-through evaluation or an evaluative observation of a physical education class, school administrators should expect to see the following practices.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Observed</th>
<th>Not Observed</th>
<th>Not Applicable</th>
<th>Documentation of Progress</th>
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<tbody>
<tr>
<td><strong>Curriculum</strong></td>
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<td>The teacher displays the student learning objectives established in the written physical education curriculum that are linked to state or national standards.</td>
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<td>The teacher addresses student learning objectives in the lesson through the cognitive, psychomotor and affective domains.</td>
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<tr>
<td><strong>Appropriate Instruction</strong></td>
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<tr>
<td>The teacher establishes a physically and emotionally safe learning environment through established rules and routines.</td>
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<td>The teacher maintains student engagement throughout the class through voice and movement.</td>
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<td>The teacher can be heard from all locations in the space.</td>
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SHAPE America’s Teacher’s Toolbox

- Adapted PE
- Elementary PE
- Secondary PE
- Health Education
- Early Childhood
- Coaching
Connect with us!

Your HPE Community
Connected
We look forward to working with you!

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