



INNOVATION CONFIGURATION

Physical Education

2018 – 2021

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Course Group Number: 10457471

Purpose

The Physical Education Program is a learning program that affords Broward County school educators the opportunity to become proficient and stay current with the Physical Education content and learning strategies necessary to impact student achievement. The program provides training/retraining in the implementation of standards and use of texts/resources available to provide effective classroom instruction and meet school and district needs. The program provides diverse support strategies for educators including coaching and mentoring, online support, and blended learning opportunities.

Needs Assessment

In 2012, the District completed the Healthy Schools Program Inventory from the Alliance for a Healthier Generation to determine the proportion of schools in the District that provide students the instruction they require to improve healthy behaviors. Principals were asked to complete the assessment and report the Healthy Schools practices occurring at their school. At the time, 63 percent indicated that their physical education teachers participate annually in professional development to improve PE instruction for a minimum of six contact hours, and only 50 percent indicated their school conducts an annual health-related fitness assessment.

The Desired Outcomes and Performance Indicators below were adapted from the standards of the National Association of Sport and Physical Education (NASPE), available at:
<http://www.aahperd.org/naspe/standards/nationalStandards/PETEstandards.cfm>

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Innovation Configuration.

Desired Outcomes and Performance Indicators

1.0 Physical Education Teachers			
1.1 Desired Outcome: Apply Scientific and Theoretical Knowledge. Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Apply motor learning, physiological and biomechanical concepts related to skillful movement, physical activity and fitness in planning for and delivering instruction for all stages of student proficiency.</p> <p>Identify historical, philosophical and social perspectives of physical education issues and legislation evidenced in projects, assignments and tests.</p> <p>Help students to meet or exceed the criterion score established by the program on selected assessments in physiology and biomechanics.</p> <p>Analyze, detect and correct critical elements of all fundamental motor skills and performance concepts in written or verbal formats using skill cues that are linked to the identified critical elements.</p>	<p>Demonstrate knowledge of various theories and applies the theories to teaching practices.</p> <p>Provide instruction for skillful movement, physical activity or fitness includes the ‘how’ and ‘why’ of the movement, physical activity or fitness.</p> <p>Ensure practice conditions allows for individual differences and adjust instruction based on student responses.</p> <p>Use skill cues consistently during the lesson.</p> <p>Provide specific, corrective feedback on critical elements (strategies and tactics) for motor skill development.</p>	<p>Provide basic instruction in skillful movement, physical activity or fitness.</p> <p>Recognize motor learning and psychological/ behavioral theory related to skillful movement, physical activity and fitness.</p> <p>Manage student behavior using proactive strategies including encouraging student self-responsibility.</p> <p>Provide lessons that focus on skills without consideration for the context in which the skills are executed.</p> <p>Provide limited feedback on the effective use of tactics and strategies.</p>	<p>Limited or no evidence of the application of scientific and theoretical knowledge in planning for and delivering instruction.</p>
1.2 Desired Outcome: Demonstrate Skill- and Fitness-Based Competence. Physical education teachers are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in NASPE’s K-12 Standards.			

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Model and design activities that demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.</p> <p>Demonstrate all the fundamental movement patterns at the automatic stage in an authentic environment.</p> <p>Achieve and maintain a health-enhancing level of fitness throughout the program that exceeds student's age and gender specific levels for all field components on health-related physical fitness.</p> <p>Execute advanced strategies using skills at appropriate times and/or appropriate situations. Performs consistently at the utilization level of motor competency across all activities.</p>	<p>Use a variety of accommodations and/or modifications for students with disabilities to demonstrate competent movement, performance concepts and fitness.</p> <p>Show proficiency in a variety of physical activities.</p> <p>Demonstrate the ability to combine movement patterns into a sequence. Select and execute appropriately in a variety of activities.</p> <p>Demonstrate movement skills at the utilization level across a variety of physical activities.</p> <p>Apply standards established by national, state or program-level testing.</p> <p>Demonstrate the ability combine and adapt skills during game play.</p> <p>Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns</p> <p>Demonstrate fundamental performance concepts related to skillful movement in some physical activities in an isolated environment.</p>	<p>Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns</p> <p>Demonstrate fundamental performance concepts related to skillful movement in some physical activities in an isolated environment.</p> <p>Demonstrate movement skill at the control level.</p> <p>Recognize established national and state standards.</p>	<p>Limited or no evidence of modeling or designing activities that demonstrate skill- or fitness-based competence.</p>

	<p>Demonstrate movement skill at the control level.</p> <p>Recognize established national and state standards. Does not model or design activities that demonstrate skill- or fitness-based competence.</p>		
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1.3 Desired Outcome: Plan and Implement the Physical Education Program. Physical education teachers plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Plan for and manage resources to provide active, fair and equitable learning experiences.</p> <p>Use creativity and insight to accommodate diversity among the student population in the selection of unit instruction, display materials, student selection for demonstrations and methods of grouping students.</p> <p>Collaborate with the ESE Specialist to plan and implement lessons that meet the needs of students with disabilities as specified in their IEP.</p> <p>Incorporate specific modifications and/or modifications for student exceptionalities.</p> <p>Develop lessons that reflect sophisticated</p>	<p>Develop and implement short (daily lessons) and long (unit lessons) term lesson plans that are linked to program, instructional goals and provide a variety of student needs and lesson sequencing.</p> <p>Create learning activities that are consistent with lesson and unit objectives and align directly to student needs.</p> <p>Demonstrate teaching practices that make modifications for gender, class, ethnicity, race, physical or mental disability and or socioeconomic status.</p> <p>Ensure alignment of learning activities that require students to appropriately use technology to meet lesson objectives.</p>	<p>Create daily learning activities that are aligned with instructional and program goals.</p> <p>Develop learning objectives and tasks that are appropriate for the subject area and students' developmental levels.</p> <p>Implement lesson content that is aligned with lesson objectives.</p> <p>Recognize local, state and national standards to address diverse student needs.</p> <p>Use one instructional model/approach throughout lesson with adaptation or choices in equipment, space use or practical tasks for the entire class.</p> <p>Pre-assess students to determine an appropriate starting point.</p>	<p>Do not plan or implement developmental learning experiences aligned with local, state and national standards to address diverse students' needs.</p> <p>Do not make accommodations for the diversity found in the student population.</p>

<p>adaptations for all ability levels, interests and motivational needs with a sound rationale.</p> <p>Develop and implement measurable, developmentally appropriate, performance-based goals and objectives that are aligned with local, state and/or national standards.</p>	<p>Consider the context of the teaching environment in the planning and implementation of lessons.</p> <p>Demonstrate knowledge of current technology in lesson development and implementation.</p> <p>Incorporate logical sequencing of lessons with no gaps in progression to facilitate learning.</p> <p>Ensure learning/ practice tasks allow students to begin and end at different levels based on individual readiness and to extend tasks to increase or decrease levels of challenge.</p>	<p>Plan and adapt instruction for diverse student needs with multiple choices in equipment, space and/or level of practice tasks based on their individual differences.</p> <p>Align objectives to the local, state and/or national standards.</p> <p>Use multiple instructional models throughout the lesson to account for variations in learning styles and prior experiences.</p> <p>Adjust task complexity based on student performance both for the entire class or for individual student.</p>	
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1.4 Desired Outcome: Provide Instruction and Classroom Management. Physical education teachers use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Create and maintain a safe and effective learning environment that reflects the use of established rules, routines and transitions that are logical, reasonable and developmentally appropriate.</p> <p>Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.</p>	<p>Implement effective demonstrations, explanations and instructional cues and prompts to link physical concepts to appropriate learning experiences.</p> <p>Provide positive, specific, corrective feedback that is well-timed, linked to both individual and group student responses and identifies key elements or skill acquisition, student learning and motivation.</p>	<p>Use variation in tone, inflection, and pacing with varying types of communication.</p> <p>Use alternative forms of communication such as task sheets, bulletin boards, etc. to communicate content.</p> <p>Repeat instructional cues and prompts throughout the lesson.</p> <p>Articulate clear managerial routines that</p>	<p>Limited or no evidence of effective communication and pedagogical skills or strategies to enhance student engagement and learning.</p>

<p>Create innovative instructional cues/prompts to facilitate learning, including rhymes and find ways to make abstract concepts concrete.</p>	<p>Create instructional cues or prompts that identify key elements of the skill/strategy and are appropriate for the students’ developmental level.</p> <p>Adjust instructional tasks based on the changing dynamics of the environment and adjust instructional tasks based on student responses.</p> <p>Demonstrate flexibility and creativity when adjusting lessons based on student responses and teachable moments during lesson delivery.</p> <p>Establish rules that are logical reasonable and developmentally appropriate with clear consequences for discipline issues.</p> <p>Promote an environment where students are encouraged, supported and can self-manage their behavior</p> <p>Select direct and indirect instructional approaches, including cooperative learning, problem solving, peer teaching and child–designed instruction.</p>	<p>include stop/start signals, a system to distribute/return equipment, take attendance, partner/form groups and appropriate /maximized use of space.</p> <p>Create a supportive environment that invites student participation.</p> <p>Address behavioral issues immediately, effectively and include student prompts.</p> <p>Enforce consistently, established rules routines and systems.</p>	
<p>1.5 Desired Outcome: Evaluate Impact on Student Learning. Physical education teachers utilize assessments and reflection to foster student learning and to inform instructional decisions.</p>			
<p>Performance Indicators</p>			
<p>Level 4</p>	<p>Level 3</p>	<p>Level 2</p>	<p>Level 1</p>

<p>Create appropriate assessments that will measure student achievement of goals and objectives.</p> <p>Utilize the reflective cycle (self-reflection) to implement change in teacher performance, student learning, instructional goals and decisions.</p> <p>Use multiple assessments, ongoing assessments, as well as summative and formative assessments in various contexts.</p> <p>Incorporate record-keeping strategies that provide detailed information on students and can be transferred into a format that is accessible by others (parents and administrators).</p>	<p>Show evidence of a plan for formal assessment, record keeping and data analysis that are appropriate for the lesson and/or standard.</p> <p>Use assessments to inform instruction, modify the instructional plan, provide feedback communicate progress and determine grades.</p> <p>Modify short- and long-term goals based on the reflective cycle and placed into action in lessons.</p>	<p>Use appropriate assessments to evaluate student learning before, during and after instruction that reflects more than a grade for effort.</p> <p>Record student progress.</p> <p>Plan learning/ practice lessons based on pre-assessments.</p>	<p>Limited or no evidence of utilizing assessments to foster student learning or inform instructional decisions.</p>
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1.6 Desired Outcome: Demonstrate Professionalism. Physical education teachers demonstrate dispositions essential to becoming effective professionals.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.</p> <p>Make presentations at District, State, National professional learning opportunities.</p> <p>Provide leadership to student groups and planning activities.</p>	<p>Participate in activities that enhance collaboration leading to professional growth and development.</p> <p>Maintain professional relationships with students.</p> <p>Demonstrate respect for cultural differences and exhibits teaching</p>	<p>Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.</p> <p>Encourage all students to participate using equitable feedback and practice opportunity provided to all students regardless of skill level.</p>	<p>Focus feedback on highly skilled students.</p> <p>Exclude students by having them participate less often in drills.</p> <p>Do not adapt lessons for underperforming students</p> <p>Do not maintain confidentiality regarding</p>

<p>Collaborate with faculty, parents, supervising teachers, and/or service projects beyond program requirements.</p> <p>Communicate in ways that convey respect and sensitivity.</p>	<p>behaviors that are inclusive.</p>	<p>Adapt lessons to include underperforming students.</p> <p>Avoid sarcasm and put downs while interacting with students.</p> <p>Foster an environment in which students are respectful to each other.</p> <p>Maintain confidentiality regarding colleagues, students and families.</p> <p>Participate in appropriate professional development opportunities.</p>	<p>colleagues, students or families.</p> <p>Demonstrate favoritism for specific students or groups of students.</p> <p>Has inappropriate contact with student.</p> <p>Use inappropriate language with or around students.</p> <p>Exhibit behaviors that are indicative of gender or racial bias.</p>
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Data Collection Plan: Physical Education Teachers			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Attendance and feedback forms in PD Management System	1x/workshop	PE Program Supervisor
2. Participants' Learning	Teacher self-assessments	1x/workshop	PE Program Supervisor
3. Organizational Supports	District records of communication with school-based administrators School-based observations	1x/year or as needed	PE Program Supervisor
4. Participants' Practice	Teacher performance data	1x/workshop	PE Program Supervisor
5. Student Outcomes	Teacher reflections and formative assessments	1x/year	PE Program Supervisor

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Physical Education Teachers	Attendance and feedback forms in PD Management System	Summary of attendance Summary of feedback
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Physical Education Teachers	Teacher self-assessments	Analysis of teacher assessments
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Physical Education Teachers	District records of communication with school-based administrators	Summary district records
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Physical Education Teachers	Teacher performance data	Summary of teacher performance data
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Physical Education Teachers	Teacher reflections and formative assessments	Summary of teacher reflections