

SHIFTING GEARS

Achievement in Health and Physical Education



TOPICS OF DISCUSSION

- * What is Quality Health and Physical Education?
- * NJDOE Model Curriculum in Health and Physical Education
- * Assessment
- * Evaluation/SGOs
- * Discussion

What is Quality Health and Physical Education?

- * Health and Physical Education: standards based, planned curriculum, instruction, and activities for all students throughout the entire school year.
- * Quality Health and Physical Education programs:
 - * •Fosters a physically active lifestyle.
 - * •Encourages students to increase their knowledge of health and wellness and how it will affect their lives.
 - * •Gives students the foundation to maintain their physical, social, and emotional health.
 - * •Is designed to maximize the amount of time students are participating in vigorous physical activity.
 - * •Provides an opportunity for every student to learn and achieve.

What is Quality Health and Physical Education?

- * Engages students in 21st century communication skills such as problem solving, negotiation, and conflict resolution.
- * Assesses students' progress on mutually agreed upon goals.
- * Assists students in being advocates for personal, family, community, and global wellness.
- * Increases academic achievement (CDC, Robert Wood Johnson Foundation).
- * Provides an enjoyable and enriching experience for all students.

What is a Model Curriculum?

- * The objective is to assist schools in implementing the 2009 New Jersey Core Curriculum Content Standards (NJCCCS) in Comprehensive Health and Physical Education by providing an example of a product for implementation.
- * Each unit contains targeted Student Learning Objective (SLOs) that illustrate what students need to know and do within the unit.
- * The model rubrics and assessments at the end of each unit will help clarify the level of rigor expected from the standards.
- * Developed by teachers, administrators, educators from higher education, and the NJDOE.
- * The model rubrics and assessments will also serve as a valuable tool in creating quality Health and Physical Education programs.

What is a Model Curriculum?

- * The model curriculum (version 1.0) includes all standards and content contained in the grade band.
- * The standards are organized into 4 units of study for Health, and 5 units of study for Physical Education.
- * Each unit is scaffold by grade level inside the grade band to monitor achievement and mastery through each grade in the band.
- * *For example in grades K-2 Health, the SLOs are broken down specifically into grades K,1, and 2.
- * The time frame to teach and assess each unit may be modified to accommodate each school's program and student needs.
- * The units are sequenced to target essential skills and build upon these skills as the school year progresses.

What is a Model Curriculum?

- * Each of the units that were developed in both Health and Physical Education contain a “blending” of the standards.
- * The blending of the standards was achieved by crossing over standards that can and should be taught in both the classroom and the gymnasium.
- * *For example nutrition, decision making, physical activity etc.
- * Each unit contains model rubrics and assessments that can be used to measure student proficiency of the target skills (SLOs) at the completion of each unit.

Assessment

- * Health and Physical Educators need to increase accountability in Health and Physical Education classrooms.
- * Assessment and accountability need to be applied to the instructional system as part of an effective health and physical education program. (Jacklyn Lund, Assessment and accountability in Secondary Physical Education)
- * Authentic assessments can be used to gauge student achievement in a manner that reflects true evidence of student learning.
- * Assessment, not grading (dressed in uniform, behavior etc.), needs to become part of the culture of the Health and Physical Education program on all grade levels.

Assessment

- * Measures of performance/assessments should be linked to curricular goals aligned with state standards.
- * Formative assessments can be used to enhance student learning. Results should be used to improve instruction and student achievement.
- * Performance measures/assessments could be used to assess student learning: Fitness Assessments,
- * Project Based Learning Assignments,
- * Portfolios.

Assessment

- * Fitness Assessments- President's Challenge, FitnessGram etc.
- * These assessments can be used as an individualized student learning opportunity where true evidence of student learning may be measured. Benchmarked fitness plans, developed by the student and expanded upon by the teacher to increase wellness knowledge.
- * Online fitness blogs or journals can be used to document, monitor and adjust their plans.
- * Not assessing on the pre and post test but on the body of work and knowledge that was taken away by the students.
- * Students could also use a multimedia presentation to present their plans to the school community. (21st Century Skills)

Assessment-PBL

- * Project Based Learning Assignments-Are a student centered approach built upon learning activities that engage student interest and motivation.
- * PBL assignments should allow students to learn to depth, exercise their own choice and voice, and make the decisions that will affect the learning outcomes.
- * PBL assignments are usually done in groups but performance is assessed on an individual basis.
- * The PBL assignments should be assessed on the product that is produced, the depth of content understanding demonstrated, as well as the contributions that were made to the ongoing process of project realization. (PBL-Online.org)
- * PBL assignments can be developed from any authentic learning objective or student-centered goal related to the program's curriculum.

Assessment Portfolios

- * Through documentation, portfolios should show the stages of learning and provide a record of student growth. (Venn,2000,pp.53-531)
- * Portfolios should demonstrate mastery of student learning objectives that are connected to the curriculum and aligned to state standards.
- * Teachers need a plan to decide on portfolio contents (evidence of student learning and progress), assessment procedures, as well as procedures for the review (Rubrics) of the portfolios with the students.
- * Rubrics need to be developed to be used by both the student and teachers to gauge the quality of the work.