

Shifting Gears: Improving Student Achievement in Health and Physical Education

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Shifting Gears: Improving Student Achievement in Health and Physical Education

- 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.

Discussion

- How does your program rate?
- Challenges
- Successes

Why 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 the 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 scaffolded 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 the 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. (Jacalyn 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

- 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.

Evaluation/SGOs

- Beginning in Fall of 2013 school districts will be implementing their new teacher evaluation systems.
- The evaluation systems are meant to help teachers and school leaders continuously improve their practice.
- Teachers in both the tested and non-tested subject areas will be evaluated on student performance and achievement.
- Teachers in both tested and non-tested subject areas will be asked to develop Student Growth Objectives to measure student achievement.

Evaluation/SGOs

What is an SGO?

A **Student Growth Objective** is a long term academic goal that teachers set for groups of students and must be:

- Specific and measureable
- Aligned to the 2009 NJCCCS in Health and Physical Education
- Based on available prior student learning data
- A measure of student learning between two points in time
- Ambitious and achievable

SGOs and SMART goals

| | Typical Usage | SGOs must be | SGOs require a teacher to |
|----------|---------------|--------------------------|---|
| S | Specific | Specific | Describe how many students learn "what" or grow by "how much" |
| M | Measurable | Measurable | Use prior learning data and/or pre-assessments, and post-assessments |
| A | Achievable | Ambitious but Achievable | Determine growth/achievement using baseline data and teaching context |
| R | Relevant | Relevant | Align SGOs to content standards |
| T | Time-related | Time-related | Set an instructional period for the SGOs |

Evaluation/SGOs

SGO-Requirements:

- Teachers in untested subject areas must develop 2 SGOs.
- Teachers will develop SGOs in consultation with their supervisor/principal.
- All SGOs must be aligned to NJCCCS and measure student achievement/growth between two points.
- Principals will give final approval of each teacher's SGOs.
- A teacher's final SGO rating is determined by his or her principal.

Evaluation/SGOs

Attributes of SGO Development:

- Process-based
- Teacher-created
- Tailored
- Collaborative
- Flexible

Evaluation/SGOs

SGO Process

- 1) Choose the content to be measured (aligned to the 2009 NJCCCS in Comprehensive Health and Physical Education).
- 2) Determine the students' baseline (starting point).
- 3) Set ambitious and achievable SGOs in consultation with your supervisor/principal with final approval by the principal.
- 4) Track progress, refine instruction.
- 5) Review results and score in consultation with your supervisor/principal.

Evaluation/SGOs

Types of SGOs:

There are two types of SGOs that teachers in non tested subject areas will be responsible for.

General SGOs are broad in scope. They include a significant portion of the curriculum and key standards, and all, or a significant number of students.

Specific SGOs focus on a particular subgroup of students, or specific content or skill.

Evaluation/SGOs

SGO Development Scenario:

- A 2nd grade class of 20 students that are scheduled for three 42 minute periods of physical education per week.
- The class is being instructed using the voluntary NJDOE Model Curriculum and assessments.
- The content being measured are NJCCCS 2.1.2,2.5.2,.2.6
- There is no existing baseline data on this group of students to set the baseline.
- A baseline will have to be set with data from authentic activity assessments and assessments of cognitive knowledge.

Evaluation/SGOs

Finding the baseline

- Because no previous data was available, the teacher must use different baseline assessments to measure their students starting points.
- The teacher has developed different baseline assessments to be recorded on a check list and compared against the NJDOE rubrics for the 2nd grade Physical Education units.
- The teacher has planned to use one to two class periods during the first three weeks of school to implement the baseline assessments.

Evaluation/SGOs

Baseline Assessments

1) Fundamental Movement activity

➤ Activity will be used to assess basic movements as well as the concepts of moving at different levels, directions, ranges, and pathways.

Evaluation/SGOs

Movement tag- Students will be instructed to move in general space to avoid being touched by one of the taggers. As the activity begins the teacher will give ongoing verbal instructions to the students as to what type of movement they should be demonstrating (walking, skipping, galloping, etc.) Both the taggers and the students avoiding being tagged must move in the directed way. Teacher should be observing the basic movements during this time and recording on the checklist. As the activity progresses the teacher will add obstacles (cones, low hurdles) to monitor the students ability to change level, direction and pathway. To conclude the authentic movement activity the teacher will continue the movement tag game but add different tempos of music (slow, fast, etc.) to dictate the manner that the taggers and the students will be moving. The teacher will explain to the students to move in a manner that they feel the music dictates.

Evaluation/SGOs

- The teacher will then review the checklist against the appropriate rubrics from the NJDOE model curriculum to start a student portfolio.

Evaluation/SGOs

Open ended cognitive Fitness and Wellness assessment

- Assessment will be used to measure students' baseline knowledge of physical activity, fitness/fitness activities, and fitness goals and achieving them.
- Fitness baseline assessment- Students will be asked to answer three short open ended questions regarding their prior knowledge of fitness and physical activity.
- The teacher should explain any terms or phrases that might hinder students being able to answer the questions. Teachers may either read the questions aloud or have the students read them from a printed sheet.

Evaluation/SGOs

Questions would consist of the following:

- What are your favorite types of physical activity?
- What does physical fitness mean to you?
- What is a goal? What type of goal could you achieve by becoming more physically active?

The teacher will review the questions against the appropriate NJDOE model curriculum rubric record on the checklist and place in the student's portfolio.

| Baseline Checklist | Developing | Targeted | Exceeds Targeted | Feedback/Notes |
|---|------------|----------|------------------|----------------|
| Walking, hopping, galloping, skipping, speed walking, running | | | | |
| Demonstrate movement in different levels, directions, ranges, and pathways | | | | |
| Striking, bouncing, throwing, catching, kicking | | | | |
| Fitness concepts- Explain and demonstrate- physical activity, physical fitness and age appropriate activities, fitness goals. | | | | |
| Demonstration of basic safety and sportsmanship concepts. | | | | |

Evaluation/SGOs

Checklist

- Was there anything on the baseline checklist that wasn't measured through one of the baseline assessments?
- If so, what type of authentic activity could be used as a baseline assessment to determine the students' starting point.

Evaluation/SGOs

- After the assessments have been completed teachers will review the data to set the baseline.
- The outcomes of the 2nd grade baseline assessments showed that for the movement assessment that 70% of the students were still developing, 30% of the students were on the targeted level.
- The fitness baseline assessment revealed that 65% were developing, 35% were on the targeted level.
- With this data SGOS can now be set for this class.

Examples of General SGOs

➤ All students will demonstrate increased competency in fundamental movement, motor, safety and fitness skills and concepts by moving from developing to targeted or targeted to exceeds targeted on the corresponding rubrics. (Grade 2)

NJCCCS 2.5, 2.6

➤ All students will demonstrate increased fluency in Fitness and Wellness concepts by moving from developing to targeted or targeted to exceeds targeted on the performance and project based learning tasks rubrics. (Grade 7) NJCCCS 2.1, 2.5, 2.6

Evaluation/SGOs

- After SGOs are set the student's portfolios will need to be used to measure student achievement before the summative assessments.
- Examples of additional portfolio items could be written samples, worksheets, additional checklists that monitor formative performance assessments, etc.
- Baseline assessments process could be used again to measure student growth and placed in the portfolio as a culminating activity.

Evaluation/SGOs

- If baseline data is already available via previous assessment work (portfolios, district data collection systems, etc.) then SGOs may be developed along with an assessment plan to measure them.
- Teachers will be able to take the baseline data and decide what kind of student growth they expect to see from their students.
- General SGOs will be created to cover a broad scope.
- Specific SGOs may be created to focus on particular sub-group of students or a specific content or skill.

Evaluation/SGOs

Examples of Specific SGOs

- All students will demonstrate increased competency in throwing and catching skills by moving from developing to targeted or targeted to exceeds targeted on the corresponding rubrics. (Grade 1) NJCCCS 2.5.A
- All students will demonstrate increased competency of the FITT training principle by moving from developing to targeted or targeted to exceeds targeted on the corresponding rubric. (Grade 7) NJCCCS 2.6.A

Discussion

Brainstorming

Let's brainstorm some content ideas for the development of both general and specific SGOs.

Compare the list to the SMART goals chart to identify which may be best suited for development as general and specific SGO.

As a group we will now begin to develop a general and a specific SGO.

Discussion

Individual SGOs

- Now that we have developed SGOs as a group let us take the opportunity to develop some individual SGOs.
- Using the provided template start the process of developing a general or specific SGOs relating to your own grade level and school community.

| | | | | |
|---|--|--------------------|-------------------------|-------|
| Grade: <input type="checkbox"/> | Subject | Number of Students | Interval of Instruction | |
| 2 | Physical Education | 20 | Full year Semester__ | Other |
| | | | | |
| Name of Assessment | Movement Tag and Open ended cognitive Fitness and Wellness assessment. | SGO Type | General Specific | |
| Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.) This SGO covers all 20 students in my 2 nd grade Physical Education class. Standards 2.1, 2.5, and 2.6 are covered and also represent UNIT I, II, and III of the NJDOE's model curriculum in Health and Physical Education. | | | | |
| Student Growth Objective All students will demonstrate increased competency in fundamental movement, motor, safety and fitness skills and concepts by moving from developing to targeted or to exceeds targeted on the corresponding rubrics. (Grade 2) NJCCCS 2.5, 2.6 | | | | |
| Baseline Data (Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.) Movement tag and opened fitness and wellness assessment checklist and model curriculum rubric data. Movement- 70% developing, 30% targeted. Fitness 65% developing, 35% targeted. | | | | |

Discussion

Resources

- Alliance for A Healthier Generation
- Centers for Disease Control and Prevention
- Let's Move! Active Schools
- National Association for Sport and Physical Education
- Presidential Youth Fitness Program
- NJ Department of Education
- NJAHPERD
- Rutgers Get Moving-Get Healthy NJ

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