

Stillwater Area Public Schools Physical Education Teacher Development & Evaluation Plan Guidance

Teach Standard	Examples	Indicators of Effectiveness
<p>Purpose Standards:</p> <ul style="list-style-type: none"> P1 <i>Connection to standards broader purpose and skill</i> 	<p>P1 The teacher may use a board to post the learning target or they may state the learning target (if outside) The learning target is grade level appropriate and aligned with outcomes</p>	<p>P1 Teacher displays the learning targets and targets are linked to National Physical Education Standards</p>
<ul style="list-style-type: none"> P2 <i>Connection to previous and future lessons.</i> 	<p>P2 Teacher makes connections to prior knowledge by saying things such as, “What were we working on in the previous lessons?” They could also ask about student’s interest and experiences with the activity. They may also relate the content to other activities that use similar skills or strategy. Such as, “what other activities/sports do we have to create passing lanes in?”</p>	<p>P2 The teacher activates prior knowledge about the previous lessons and there is a clear indication that the teacher is <i>building</i> on content</p>
<p>Teaching Points:</p> <ul style="list-style-type: none"> P3 <i>Teaching points are based on students learning needs.</i> 	<p>P3 They key points are aligned with academic content and uses appropriate discipline related academic language such as “personal space” or “striking” or “passing lanes”. The teacher delivers teaching points, asks questions about them and allows students to internalize through language and/or action</p>	<p>P3 Teacher emphasizes key points and ensures that key points are clear to all students through verbal content delivery and subsequent application</p>

<p>Learning Target:</p> <ul style="list-style-type: none"> • P4 <i>Communication of learning target</i> 	<p>P4 The teacher states OR students read a posted learning target. The teacher discusses with students the agenda and the purpose or “why” of the lesson. For example, the learning target may be “I can explain and demonstrate an underhand roll” In this lesson the teacher might discuss how stepping in opposition is part of the success criteria and then make connections to other activities/skills that also require stepping in opposition.</p> <p>Another example of “why” the target is important is:</p> <p>Learning target: “ I can demonstrate proper communication and cooperation needed to perform on a team successfully”</p> <p>“WHY”: The teacher may explain and/or ask questions around how these concepts will be utilized today and how we need these concepts to be successful in the work place or at home and students give examples and discuss.</p>	<p>P4 The teacher verbally delivers the learning target, the agenda and discusses why the learning target is important and makes connections to real world application. The teacher poses questions around the learning target and reiterates the target during the lesson</p>
<ul style="list-style-type: none"> • P5 <i>Success criteria and performance task</i> 	<p>P5-The teacher gives students the agenda and explains how it is they will be able to get better, and how the teacher will know</p>	<p>P5 The teacher makes clear how students will be assessed and aligns the activities so students can meet the success criteria</p>

<p>Student Engagement Intellectual Work:</p> <ul style="list-style-type: none"> • SE1 <i>Quality of questioning</i> 	<p>SE1 Scaffolding in PhyEd may appear in the form of breaking down skills for students (asking questions about skill cues) and providing hands on scaffold, where a teacher may put their hands over a student’s hands to hold a bat properly. (the teacher brings the students in a semi circle in front of him/her in order to address students in a more appropriate proximity (to hear and respond)</p>	<p>SE1 The teacher asks questions beyond simple checks for directions. Questions have depth (more than a one word answer) and the teacher scaffolds for students. Students are encouraged to discuss the questions with each other.</p>
<ul style="list-style-type: none"> • SE2 <i>Ownership of learning</i> Engagement Strategies: 	<p>SE2 The teacher sets up activities so that students can do “the best they can with an activity” as opposed to creating an expectation that the student must meet a set number. The teacher may provide differentiation through stations, and allow students to sometimes choose the activity they are most comfortable with or “ready for”. Students might self evaluate as a beginner, intermediate, or professional so the teacher can provide the proper task/content. For example, “see how many push ups you can do in one minute” instead of “do 20 push ups.”</p>	<p>SE2 The teacher provides opportunities for students to problem solve on their own. Activities are set up so that students can modify it if needed in order to be successful or challenge them selves. The teacher gives students choices.</p>
<ul style="list-style-type: none"> • SE3 <i>High cognitive demand</i> 	<p>SE3 Progressing from simple to complex in physical education varies from level to level and within a unit. Consider that when a teacher does something such as provides a progression requiring a student to perform a skill faster or more accurately that it becomes more challenging. It is when the teacher THEN adds another element for the students to think about, or consider that the task becomes complex. For example: dribbling a basketball stationary, then adding movement EARLY in a unit (the first time) could be considered complex. After that, an</p>	<p>SE3 The activities require students to follow specific cues presented and the activity progresses from simple to complex AND/OR the teacher asks higher order questions.</p>

	<p>additional challenge may be to move faster under control and then complexity would be achieved through adding a defender.</p> <p>Higher order questions would vary depending on timing and grade level as well. Consider in Physical Education that higher order questions could easily stem around the Why of the objective, relating content to health and skill related components, and generally abiding by Blooms taxonomy. Games would be considered complex as well, as many skills are combined and students should have a focus during games. “today we will focus on passing lanes” or “today we are focusing on the concept of communication.” Subsequent verbal questions and stoppage of play to address the concept(s) is best practice.</p>	
<ul style="list-style-type: none"> • SE4 Strategies that capitalize on learning needs of students 	<p>SE4 The teacher makes the material relevant for students by connecting the content to students previous experiences interests. Students are exposed to other visual diagrams or posters that depict skills or scenarios and/or the teacher makes a list of the cues that they will use to perform skills properly.</p>	<p>SE4 The teacher uses multiple relevant ways to engage the students in the content. Students’ interests, background and experiences are considered in order to meet their needs.</p>
<ul style="list-style-type: none"> • SE5 Expectation support and opportunity for participation and meaning making 	<p>SE5 Games should be small sided, and wait time in lines should be minimized by small groups. When teams are made or group tasks assigned, the teacher should be clear about what student’s roles are within the groups. For example, the roles might be, captain, assessor, equipment manager, etc. (roles when appropriate) An example of students leading routines might be having students lead warm ups, or having them help set down or pick up cones.</p>	<p>SE5 The teacher maximizes participation/practice through appropriately sized groups and clear expectations on how to contribute to the group. Students are encouraged to provide feedback to each other and students lead routines.</p>

<p>Talk:</p> <ul style="list-style-type: none"> • SE6 <i>Substance of student talk</i> 	<p>SE6 Practice is deliberate (see definition of deliberate practice below) and students participate in activities that are clearly designed to facilitate student talk that reflects deeper understanding. For example; the teacher asks students to work with a partner to develop a fitness plan. Students show through their discussion that they understand how to apply the principles of fitness in order to create that plan appropriately.</p>	<p>SE6 Performance and cooperative tasks give students the opportunity to engage in content meaningfully and show movement towards higher level understanding</p>
<p>Curriculum and Pedagogy Curriculum:</p> <ul style="list-style-type: none"> • CP1 <i>Alignment of instructional materials and tasks</i> 	<p>CP1 The teacher should make sure to meet students where they are. They can differentiate for students through stations for example. The teacher might create various stations for students to practice the skill of dribbling a soccer ball. The students should have the option of going faster, passing to a target after dribbling, and dribbling zig-zag through cones, however all of these stations should be designed to offer challenge or allow a students to keep working on basic skills without the addition if needed</p>	<p>CP1 Activities align with the purpose of the lesson and challenge all students through additional challenge within the activity or through a different activity or station.</p>
<p>Teaching approaches and/or strategies:</p> <ul style="list-style-type: none"> • CP2 <i>Discipline specific conceptual understanding</i> 	<p>CP2 Student are practicing the skill in a way that develops the skill. For example , when using the forehand swing students need opportunities to practice the full swing with power. If using a real tennis ball is not possible, then the teacher could use a rag ball against a wall. The teacher may also discuss follow through and torque as discussion points</p>	<p>CP2 The teacher engages students in deliberate practice and uses verbal content delivery and questioning in order to promote conceptual understanding</p>

	around the skill	
<ul style="list-style-type: none"> • CP3 Pedagogical Content knowledge 	<p>CP3 The teacher will demonstrate conceptual knowledge of the skills and content so that they design the lesson logically from simple to complex</p>	<p>CP3 The teacher provides opportunity for content knowledge acquisition and application through activities that progress naturally (in alignment with student response)</p>
<ul style="list-style-type: none"> • CP4 Teacher knowledge of content 	<p>CP4 The teacher shows the student how NOT to hold the hockey stick, like a broomstick, or with hands together and then shows the correct form.</p>	<p>CP4 The teacher understands what common misconceptions students demonstrates and provides non examples and examples of proper form, techniques, concepts or strategies</p>
<ul style="list-style-type: none"> • CP5 Differentiated instruction 	<p>CP5 The teacher provides accessibility by increasing opportunity for practice, by modifying activities (using a different size ball) or removing some complexity from a task (take dribbling out of a basketball game in order to teach without the ball)</p> <p>Challenge can be provided by having students move faster, be more accurate, move further apart. The teacher may also ask a student to perform a task in a period of time.</p> <p>The teacher also scaffolds for challenging open ended questions.</p>	<p>CP5 Activities or teacher talk supports student success by providing accessibility and challenge.</p>

<p>Scaffolds for Learning</p> <ul style="list-style-type: none"> CP6 <i>Scaffolds the task</i> 	<p>CP6 The teacher might be discussing (or ask students about) teamwork and first discuss what teamwork is and what it looks like in a game situation.</p> <p>The teacher breaks down the skill of throwing by showing the throwing cues; T, L, STEP, THROW OPPOSITE POCKET</p>	<p>CP6 The teacher provides opportunity for skill development in a progression from simple to complex. They break down the concepts by using look-fors, or a check list rubric. Skills are scaffolded by providing cues and appropriate practice time. The teacher also provides scaffolds for students who show misunderstandings.</p>
<ul style="list-style-type: none"> CP7 <i>Gradual release of responsibility</i> 	<p>CP7 The teacher would provide a demonstration and break down the skill of forearm pass in volleyball. The teacher might then have students practice some parts of the skill with feedback and then students would put all parts of the skill together to practice the forearm pass by reacting to a tossed ball from a partner.</p> <p>After, the students would be given a chance to reflect on their success by noticing the trajectory of the ball or by having their peer observe their form on each of the parts of the skill.</p>	<p>CP7 The teacher provides appropriate examples of the skill or technique, and then students are given opportunities to practice individually or in small groups while minimizing competition. Students then have a chance to reflect through self or peer assessment</p>
<p>Assessment for Student Learning Assessment:</p> <ul style="list-style-type: none"> A1 <i>Self assessment of learning connected to the success criteria</i> 	<p>A1 Students may utilize checklist, analytical, developmental or holistic rubrics in order to evaluate self or peer. Students could also provide a verbal assessment through a simple grow and glow for a partner</p>	<p>A1 Students are given opportunities and criteria to peer and self assess</p>

<ul style="list-style-type: none"> • A2 Demonstration of Learning 	<p>A2 Students understand how they are assessed and the rubrics use the teaching points and cues aligned to the learning target. For example, if a student is practicing throwing, the rubric will break down the skill using the cues, T, L, STEP, THROW OPPOSITE POCKET.</p>	<p>A2 Assessment tasks are aligned to the learning targets and students are given the opportunity to display skills and content knowledge through deliberate practice</p>
<ul style="list-style-type: none"> • A3 Formative assessment opportunities 	<p>A3 The teacher should move around the space observing all students. The activities are designed appropriately so students can apply the skills taught at the appropriate level. Questions are asked throughout the lesson to ensure student understanding</p>	<p>A3 Teacher designs activities, questions and observes students in order to determine movement towards learning targets</p>
<ul style="list-style-type: none"> • A4 Collection Systems for formative assessment data 	<p>A4 The teacher uses a combination of observation, simple checks, depth checks, rubrics, peer and self assessments to collect data</p>	<p>A4 The teacher uses available data to inform instruction</p>
<ul style="list-style-type: none"> • A5 Student use of assessment data 	<p>A5 Students may use heart rate data, fitnessgram data, and formative assessment results to create goals and make a plan to improve</p>	<p>A5 Students use data to assess their learning, determine goals, and monitor progress over time</p>

<p>Adjustments</p> <ul style="list-style-type: none"> • A6 <i>Teacher use of formative assessment data</i> 	<p>A6 When the teacher notices students are not in their target heart rate zone, they may ask the students to increase intensity of their work out or If the teacher notices most students not stepping with opposition when throwing they would bring the students back in to re-teach in a different way</p>	<p>A6 The teacher utilizes visual checks and /or recorded data to modify and adjust instruction and considers data for future individual or whole class modification</p>
<p>Classroom Environment & Culture Use of Physical Environment:</p> <ul style="list-style-type: none"> • C1 <i>Arrangement of classroom</i> 	<p>C1 Safety is a priority and should be addressed in every lesson. For example, students in PK-2 grade have little control over their bodies, therefore tag games can become very dangerous for this age group and is not appropriate. The teacher should consider age appropriateness as well as ability level as they progress through a skill or activity and determine if safety is compromised</p>	<p>C1 The physical environment is safe and the teacher deliberately addresses safety issues related to the activity</p>
<ul style="list-style-type: none"> • C2 <i>Accessibility and use of materials</i> 	<p>C2 Technology use in PE enhances lessons and does not distract or impede instructional flow. For example, students using heart rate monitors and check feedback throughout the lesson to inform student progress</p>	<p>C2 Technology is introduced or intentionally used by teacher and student</p>

<p>Classroom Routines and Rituals:</p> <ul style="list-style-type: none"> • C3 <i>Discussion, collaboration and accountability</i> • 	<p>C3 When the teacher asks students to discuss a question/content or engage in an activity together students exhibit clear understanding of this routine and engage in conversation that result in obvious movement towards learning targets</p>	<p>C3 Students understand the procedures for turn and talks and partner or group collaboration. They show investment in the lesson content and in each other and this results in effective discourse</p>
<ul style="list-style-type: none"> • C4 <i>Use of learning time</i> • 	<p>C4 The teacher has an instant activity that gets students moving immediately. During this time the teacher might take attendance. The students are responsible for set up and take down of equipment when appropriate. The teacher uses obvious effective methods for whole class attention , such as countdowns or clapping techniques.</p>	<p>C4 Students participate in routines and procedures. Teachers have clear entry, exit, grouping and equipment distribution procedures. All procedures are efficient and maximize instructional time</p>
<ul style="list-style-type: none"> • C5 <i>Managing student behavior</i> 	<p>C5 Students prompt each other to be quiet or to adhere to rules or instructions. The teacher uses a management system such as point accumulation or reward for on task behavior.</p>	<p>C5 Students manage themselves and their peers and there is a management system in place that is clear and results in improved behavior</p>

<p>Classroom Culture</p> <ul style="list-style-type: none"> • C6 Student Status 	<p>C6 The teacher provides a safe and welcoming environment as indicated by a greeting and routine entry. Students are encouraged, and deliberately recognized for positive interactions.</p>	<p>C6 Teacher to student, and student to student rapport is positive and elevates students status</p>
<ul style="list-style-type: none"> • C7 Norms for learning 	<p>C7 Students are willing to take academic risks and do their best. They use appropriate language. The class environment is inclusive for all students.</p>	<p>C7 Students are respectful of the teacher and each other and the classroom is safe for students to demonstrate, share aloud and students do not interrupt their peers. Students adhere to classroom norms</p>

Additional Points to consider:

Inappropriate practice

- Lines (Students sitting and waiting while attendance is being taken or for their turn to practice)
- Picking teams
- Sport Focused Curriculum
- Focus on Star Athletes
- Elimination Games
- Sharing one ball with 32 close friends
- Fitness as punishment
- Using people for target practice
- Relay races with more than

***Deliberate practice in physical education can be defined as the practice of having students practice SKILLS in FULL. An example of this would be to teach the forehand swing and set up the activity so students could do this with full force. The non-example in this scenario would be to have students practice hitting a forehand to a partner that was standing too close so they could not or would not perform the full stroke.**

- **Just as you would not observe a classroom teacher during testing, PhyEd teachers should not be observed**

during fitness testing or other testing.