


WELL-DESIGNED (QPE)  
PHYSICAL EDUCATION PROGRAM

CURRICULUM, INSTRUCTION, ASSESSMENT


NJAHPERD ANNUAL CONVENTION  
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# The Essential Components of a Physical Education Program

- ✓ Policy & Environment
  - ✓ Curriculum
  - ✓ Appropriate Instruction
  - ✓ Student & Program Assessment
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## ✓ Policy & Environment

- All students are required to take PE
  - Instructional periods total: 150 minutes per week – Elem  
225 minutes per week – MS/HS
  - Physical Education class size consistent with other subject areas
  - Qualified physical education specialist provides developmentally appropriate program
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- School districts & schools do not allow student exemptions and/or waivers from PE
- PA is not assigned or withheld as punishment
- School districts & schools prohibit students from substituting other activities for PE



## ✓ Curriculum

- Written sequential comprehensive curriculum for grades K – 12, based on state and/or national standards for physical education
  - Instruction in a variety of motor skills designed to enhance the physical, mental and social/emotional development of every child
  - Fitness education and assessment to help children understand, improve and/or maintain physical well-being
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- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve emerging social and cooperative skills and gain a multi-cultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life



## ✓ Appropriate Instruction

- Full inclusion of all students
- Maximum practice opportunities for class activities – MVPA for at least 50% of class time
- Well-designed lessons that facilitate student learning
- Out of school assignments that support learning and practice
- Regular assessment to monitor and reinforce student learning

## ✓ Student & Program Assessment

- Student assessments aligned with state/national PE standards & the written PE curriculum
- 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 PE curriculum.
- Assessment is ongoing, vital part of the PE program



- Assessment of program elements that support well-designed PE
- Stakeholders periodically evaluate the total PE program effectiveness



# WHY ARE WELL DESIGNED PROGRAMS IMPORTANT?

- Provide opportunities for every student to learn and achieve.
- Engage students in communication skills such as problem solving, negotiation, and conflict resolution.
- Assess students for both content knowledge and skill development.
- Assist students in being advocates for personal, family, community, and global wellness.
- Provide an enjoyable and enriching experience for all students.

# HOW DOES YOUR PROGRAM RATE?

- Shape America- Physical Education Program Checklist
- LMAS...Let's Move Active Schools
- Alliance for a Healthier Generation



# CURRICULUM

- Assist schools in implementation of the 2009 New Jersey Core Curriculum Content Standards (NJCCCS) in Comprehensive Health and Physical Education
- Provide examples for implementation
- Each unit contains targeted Student Learning Objective (SLOs)
- Model rubrics and assessments are provided at the end of each unit.

- The standards are organized into 4 units of study for Health & 5 units of study for Physical Education.
- Each unit is scaffolded by grade level inside the grade band.

For example, in grades 6-8 physical education, the SLOs are broken down specifically into grades 6, 7 & 8.

- The time frame to teach and assess each unit may be modified.
- The units are sequenced to target essential skills and build upon these skills as the school year progresses.

- Each of the units that were developed contain a “blending” of the standards.
- Can and should be taught in both the classroom and the gym.  
For example nutrition, decision making, physical activity etc.
- Each unit contains model rubrics and assessments that will be used to measure student proficiency of the target skills (SLOs) at the completion of each unit.

- 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.



# INSTRUCTION





# INSTRUCTION

- Shifts in instruction are needed to effectively represent today's standards based curriculum.
- Instructional methods and practices need to be reviewed and possibly revised to achieve the curricular goals we have set for our students.



## Instructional Shifts to think about

- Learning Objectives- Are the skills or concepts communicated appropriately to all students?
- Content is current and aligned to district curriculum and state standards.
- Instruction engages all students- Maximum student participation, no waiting, all students practice skills or concepts.
- Depth of Knowledge
- Differentiating instruction- adjusting instructional practices and methods to meet all students needs.

- Incorporate technology when appropriate (Heart rate monitors, pedometers, apps etc.)
- Does instruction enhance the physical, mental, and social development of all students?
- Do lessons assist students in understanding fitness skills and concepts for improving or maintaining their personal wellness?
- Do instructional practices lead students to develop cognitive understanding of movement, cooperatives, fitness, and motor skills and concepts.

# ASSESSMENT



# ASSESSMENT

- Multiple measures of high quality assessments need to be applied to instruction.
- Authentic assessments gauge student achievement in a manner that reflects true evidence of student learning.
- Authentic assessments should measure both the application of content knowledge (cognitive) as well skill development (psychomotor).
- Formative assessments can be used to enhance student learning. Results should be used to improve instruction and student achievement.

## Assessment Do's:

- Ongoing formal and informal assessment - allows teachers to reteach or reinforce skills and concepts.
- Communicate assessment criteria- Let students know what is expected for full mastery of the skill or concept. (Rubrics).
- Multiple type assessments- Both performance and cognitive based.
- Allow students to demonstrate creative and critical thinking skills- Give students choice to provide evidence of learning and mastery.

## Examples of Assessments:

- Peer and self assessment- checklists, rubrics, peer evaluations for students to give instant feedback on skills and concepts.
- Performance/Skill based- skill tests, fitness assessments, teacher observation checklists.
- Cognitive based- Open ended questions, Project based learning assignments, peer evaluations, self evaluations, checklists.
- Portfolio development.

(Resource) Physical Education Assessment Toolkit: Brown

# MODEL CURRICULUM WEBSITE

<http://www.state.nj.us/education/modelcurriculum/peh/>

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