

# Powerful Physical Education Instructional Practices

## Teacher Behaviors

## Student Behaviors

## Artifacts

### 1. Students engage in authentic learning experiences and assignments that help them gain the knowledge, skills and appreciation needed to establish and maintain lifelong physical activity and health. (*Authentic Learning*)

#### The teacher:

- Ensures that the physical education curriculum<sup>1</sup> aligns with the social norms and culture of students, families and the community
- Establishes and monitors norms, activities and routines that promote a physically and emotionally safe and inclusive learning environment in which students are encouraged to explore movement based on their unique needs<sup>2</sup>
- Creates balanced, standards-based units that support retention of content and skills and are grounded in overarching performance tasks or themes
- Differentiates instruction by modifying activities to meet the unique needs of each learner

#### The students:

- Explain and apply their knowledge and ability to achieve and maintain a health-enhancing level of physical activity and fitness
- Actively engage and participate in lessons and strive to meet expectations for moderate-to-vigorous levels of physical activity<sup>3</sup>
- Engage in physical activities and can explain the progression of adaptations or modifications they make to those activities based upon their personal needs, abilities and skill development
- Reference and reflect upon their contribution to a positive, safe and inclusive learning environment

#### Classroom artifacts:

- Include overarching plans, performance tasks and project descriptions foundational to the unit
- Outline expectations for learning, including performance descriptions, scoring guides or rubrics that align with state and national standards<sup>4</sup>
- Spotlight interdisciplinary resources students can use to complete tasks or projects
- Include activity, movement or sports-related resources that students can use to develop skills and apply learning throughout the unit
- Show that instructional plans strategically sequence lessons and include performance tasks that support and assess gains in knowledge and skills by ability level



1 Centers for Disease Control and Prevention. (2019). *Physical education curriculum analysis tool*. Atlanta, GA: Author. [https://www.cdc.gov/healthyschools/physicalactivity/pdf/18\\_300595-A\\_PECAT\\_042619\\_508tagged.pdf](https://www.cdc.gov/healthyschools/physicalactivity/pdf/18_300595-A_PECAT_042619_508tagged.pdf)

2 SHAPE America: Society of Health and Physical Educators. (2009). *Appropriate instructional practice guidelines, K-12: A side-by-side comparison*. Reston, VA: Author. <https://www.shapeamerica.org/standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf>

3 SHAPE America. (2016). *20 indicators of effective physical education instruction*. Reston, VA: Author. <https://www.shapeamerica.org/events/upload/20-Indicators-Brochure-WEB-003-2.pdf>

4 SHAPE America. (2013). *National standards for K-12 physical education*. Reston, VA: Author. <https://www.shapeamerica.org/standards/pe/> See also SHAPE America. (2015). *Guidance document: The essential components of physical education*. Reston, VA: Author. <https://www.shapeamerica.org/upload/TheEssentialComponentsOfPhysicalEducation.pdf>



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### 2. The lesson plan sequence supports and scaffolds the learning of disciplinary skills and standards in the cognitive, affective and physical domains. (Strategic Planning)

#### The teacher:

- Plans a series of lessons and units of study related to themes that develop students' knowledge, skills and physical literacy
- Encourages students to explore the cognitive, affective and physical domains of physical education throughout the learning sequence
- Plans lessons that support meaningful skill development, such as appropriate warm-up, practice, application and cool-down cycles
- Helps students develop and display responsible personal and social behaviors (e.g., respect for self and others, teamwork, inclusivity, proper etiquette)

#### The students:

- Can explain the relevance and importance of a physically literate individual
- Demonstrate knowledge of physical education skills and content as these relate to cognitive, affective and physical domains
- Actively engage with lessons in which they discuss the importance of skills and concepts and apply techniques and strategies of physical and sports activities
- Use their knowledge, skills and abilities to complete assignments and become physically literate, working on their own and in teams
- Develop and demonstrate the self-control and social behaviors needed to work in teams

#### Lesson plans:

- Show how the progression of learning supports the development of physical literacy
- Create opportunities for students to practice and/or refine their physical literacy skills daily
- Include opportunities for individual and group practice
- Highlight structures that ensure respect for self and others, teamwork, inclusivity and proper etiquette

### 3. Clear, measurable learning targets, formative and summative assessments, and meaningful feedback support both student learning and skill development. (Assessments and Feedback)

#### The teacher:

- Posts and shares clear learning targets that align with standards and include cognitive, affective and physical domains
- Uses varied, ongoing assessments to monitor students' conceptual understanding and skills
- Ensures that all forms of assessments align with learning targets and instruction to generate meaningful, timely feedback for each student
- Offers detailed feedback on assignments, formative assessments and summative performance tasks
- Explains what physical fitness assessments are designed to measure and offers them in private, nonintimidating, adaptive and inclusive settings

#### The students:

- Actively engage in and can communicate the learning targets of each activity or lesson
- Set content and skill development goals based on teacher feedback and self-assessments
- Self-assess their progress using learning targets, standards-based scoring guides or rubrics
- Can explain how they adjust their products or performances after reflecting on feedback
- Monitor their progress as they complete assignments and gain knowledge and skills
- Can demonstrate mastery of both content and skills at the end of each unit or instructional sequence

#### Classroom artifacts:

- Use student-friendly language to explain the learning targets of each unit or lesson
- Include pre-assessments, formative and summative assessments, and scoring guides or rubrics that communicate grade-level expectations and outcomes for each student, including those with disabilities
- Include exemplars of the types of health and emotional assessment data students need to understand and maintain lifetime fitness

5 SHAPE America defines *physical literacy* as the knowledge and skills needed to develop as an individual who "knows the implications and the benefits of involvement in various types of physical activities; participates regularly in physical activity; is physically active; and values physical activity and its contributions to a healthful lifestyle." See SHAPE America. (2014). *National standards & grade-level outcomes for K-12 physical education*. Reston, VA: Author. <http://www.shapeamerica.org/standards/pe/>



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### 4. Learning strategies empower students to develop physical literacy as they acquire knowledge and skills. (*Learning Strategies*)

#### The teacher:

- Selects learning strategies that increase student knowledge, develop motor skills, adopt healthy behaviors, enhance fitness, build self-efficacy and emotional intelligence, and demonstrate respect for others
- Explains why and how learning strategies support both concept and skill development
- Maximizes opportunities for students to practice in skill development, limits competition, promotes inclusivity and ensures students have adequate equipment and space

#### The students:

- Engage in planned, structured, repetitive activities that help them improve or maintain different elements of physical fitness
- Develop questions or flow charts that help them understand and apply learning strategies
- Practice learned knowledge and skills through physical activity, both individually and in teams
- Can share the benefits of using certain strategies or justify the use of alternative strategies, adaptations or modifications to suit their individual needs

#### Classroom artifacts:

- Showcase specific strategies or resources that support students' understanding of concepts and development of skills
- Highlight how students use skill-based strategies, written feedback and performance data to self-monitor and track their progress
- Show how lesson plans and teaching strategies are modified to meet students' individual needs

### 5. Classroom activities encourage students to reflect on and share the benefits of physical activity for physical and emotional health, enjoyment, challenge, self-expression and social interaction. (*Lifelong Learning Connections*)

#### The teacher:

- Designs assignments that encourage students to develop critical thinking skills and creatively express their thoughts and opinions about healthy practices
- Provides opportunities within each unit for students to explore physical education activities and the lifetime pursuit of physical health and wellness in the context of themselves, their families and their community
- Creates deliberate-practice tasks that support the goals and objectives of the physical education curriculum and can be linked to concepts in other content areas
- Encourages students to compare the concepts, principles, strategies, tactics and benefits of movement and performance for physical and emotional fitness and well-being

#### The students:

- Ask each other questions and actively listen to deepen their understanding of physical literacy and each other's perspectives and needs
- Connect learned concepts and skills with familiar and inclusive individual, family, community and team-related physical fitness activities
- Explore and participate in physical activity or dance from various cultures
- Apply what they have learned with their families and communities

#### Classroom artifacts:

- Include reflections on student learning and recordings of student performances that showcase how students have progressed throughout the course
- Allow students to compare the benefits and potential obstacles of key concepts, strategies or skills
- Highlight students' ability to make interdisciplinary connections
- Showcase projects and performances in which students demonstrate responsible personal and social behaviors related to physical literacy

