

DPS PHYSICAL EDUCATION BEST PRACTICES GUIDE

SCHOOL NAME: _____

TEACHER NAME: _____

This Best Practices Document supports Physical Educators and building administrators as they reflect on the current status of Physical Education in their school. Schools should use this document to set goals to improve access to quality Physical Education programming.

Directions: Please review the Physical Education Best Practices listed below. Within each row, indicate whether your Physical Education program either meets or does not meet the Best Practice. For those areas that do not meet the Best Practice, provide details on the current status of your program, including the barriers and possible solutions to address those barriers.

Descriptor	Best Practice	M E E T S	Tier 2	M E E T S	Tier 1	M E E T S	Provide Tier 1/ Tier 2 Details of Current Status
Contact Time	*Elementary: 125-150 minutes of physical education per week		Elementary: 90-125 minutes of physical education per week		Elementary: 45 - 90 minutes of physical education per week		
	*MS/HS: 180 – 225 + minutes of physical education per week		MS/HS: 150-180 + minutes of physical education per week		MS/HS: Under 150 minutes of physical education per week		
Physical Education Access	*Elementary students have physical education, all year		Elementary students have physical education multiple times per week all year		Elementary students have limited access to and/or inconsistent scheduling		
	*MS students are required to take physical education every semester/trimester		MS students are required to take a semester/trimester of physical education every year		MS students are required to take 2 semesters/trimesters of physical education within 3 years		
	*HS students are required 4 or more semesters/trimesters in 4 years		HS students are required 3 semesters/trimesters in 4 years		HS students are required 2 semesters/ trimesters in 4 years		

- National Recommendation for Physical Education is 150 minutes per week for elementary, 225 minutes per week for secondary, daily.

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Descriptor	Best Practices	Meets Best Practice	Does Not Meet Best Practice Provide Explanation
MVPA: Moderate to vigorous Physical Activity is defined by achieving heart rate zone of 50% or higher of maximum heart rate	Students are moderate to vigorously active for at least 50% of the time during physical education class.		
	Physical Educators use MVPA data to reflect on instructional practices.		
Standards Based Curriculum	Physical Educators use age-appropriate curricular resources that are consistent with state and national standards.		
	Physical Educators consistently utilize district created instructional resources to inform practice.		
	Lessons include locomotor, psychomotor, and cognitive skills. Health and wellness principles are in the forefront of learning.		
Quality Formative/Summative Assessments	Physical Educators use a variety of assessment options aligned to Physical Education CAS and SHAPE America standards.		
	Student performance results should not be used for grading or assessment in physical education. (ie. Student makes 8/10 free throws as a distinguished outcome)		
	Physical educators are given collaborative opportunities to reflect on student growth and quality physical education assessments. Participation in Blue/Green days are highly recommended.		

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Appropriate use of Fitness Testing	Fitness testing is utilized for reflection on personal results and goal setting. Results are provided to students and parents with feedback.		
	Fitness testing scores are not used for grading or assessment in Physical Education.		
Use of Technology	Physical Educators seek new and innovative ways to incorporate technology into the classroom.		
IDEA - Individuals with Disabilities Education Act	Students with disabilities are provided opportunities according to the Federal IDEA mandates.		
	To ensure that all students receive appropriate accommodations, Physical Educators are included in all communication about all students with IEP and 504.		
	Physical Education teacher provides Physical Education equipment that matches the needs of students.		
	Para-educator support should match the needs of individual students based on IEP and 504 requirements and be equivalent to support provided to students in other academic areas.		
Educator Endorsement	All Physical Education classrooms are taught by Physical Education endorsed teachers.		
Physical Educator Professional Growth	Physical Educators participate in various professional learning opportunities to increase their knowledge of effective practices and trends in the Physical Education field. (Local, State, National level, Blue/Green)		
	Physical Educators demonstrate growth mindset and apply new learning to instructional practices.		
	On-going collaboration between Physical Educators and Administrators reflect on instructional feedback using the LEAP Framework, Physical Education Appendix and Best Practice Document to better instructional practices.		

Descriptor	Best Practices	Meets Best Practice	Does Not Meet Best Practice Provide Explanation
Physical Activity/Recess	Recess and Physical Activity breaks are not a substitute for consistent quality Physical Education classes.		
Student Access to Physical Education Class	Physical Education is an academic course. Students should not be removed from Physical Education class to participate in other academic courses and/or testing.		
	Students should not have Physical Education and/or Physical Activity opportunities removed as punishment for negative behavior.		
Learning Environment	School provides cleans spaces for students use, i.e. locker rooms, weight rooms, gymnasium floors, studio spaces, mats. Sanitizing wipes are provided and regularly used on exercise equipment.		
	School provides gender-based supervision for locker rooms.		
	Student: Teacher ratio should not exceed 35:1.		
	<p>All grades: Students wear appropriate footwear during physical education class. Flat, rubber soled shoes are necessary for safety purposes.</p> <p>Secondary: Students should be given the opportunity to change into athletic apparel that is appropriate for movement in physical education. (ie. athletic shoes, athletic shorts, t-shirt.)</p>		

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Resources and Space	Adequate teaching space must be provided in order for students to obtain the skills and knowledge necessary to meet the Physical Education Standards, to provide a buffer from other classes, and provide a safe learning environment for all students.		
	Teaching space should also be large enough and properly equipped to allow all students time to participate with minimal time lost in waiting and in transition.		
	Gymnasium and field space is not used for special events during Physical Education class time unless confirmed prior with Physical Education teacher.		
	Physical Education staff works with facilities management and building administrators to ensure appropriate maintenance within the teaching space.		
Mill Levy Funds	School appropriately uses the 2012 Mill Levy instructional supplies allocation (\$5per student) for physical education equipment.		
	School properly uses the 2012 Mill Levy funding for Physical Education FTE allocation based on the Budget Guidance Manual.		

PE Goal Planner

Please list and describe 3 short-term goals for the school YR 18-19 and how you hope to achieve these goals based on the best practices document.

- 1.
- 2.
- 3.

Please list and describe 3 long-term goals and how you hope to achieve these goals based on the best practices document.

- 1.
- 2.
- 3.