



Discover a World of Opportunity™

Physical Education 2020 Initial Draft Plan

Supporting Goal 4 of the Denver Plan 2020

Draft Website Version: October 2017

Goal 4: Support for the Whole Child

DPS is committed to creating a setting that fosters the growth of the whole child. Our school environments will encourage students to pursue their passions and interests, support their physical health and strengthen the social/emotional skills they need to succeed, including managing emotions, establishing and maintaining positive relationships and making responsible decisions.

Introduction

Denver Public Schools engaged in discussions with stakeholders to evaluate district physical education offerings. A key partner in this work is the PE for All Coalition, comprised of leading health agencies, foundations, and advocacy organizations across Denver, which created a sample model policy for physical education. Using the model policy as a resource and collaborating with the PE for All Coalition, the Arts and Physical Education Department (APED) drafted a physical education plan that aligns to whole child initiatives and the Denver Plan 2020. These efforts will result in a greater vision for physical education programming and will establish meaningful and achievable goals to enhance instruction and physical education experiences for all students.

Belief Statement

Quality Physical Education is an integral foundation for students to achieve lifelong health, wellness, and academic success. Physical education contributes to student development by providing opportunities that positively impact and increase the intellectual, social, emotional, and physical fitness of the whole child. Scientific research has shown that access to consistent moderate to vigorous physical activity (MVPA) within quality Physical Education:

- Enhances academic achievement
- Helps students to achieve higher fitness levels
- Reduces health risks associated with obesity
- Contributes to mental wellness

In addition to supporting high quality Physical Education, physical activity, even short bouts throughout the school day, enhances various aspects of brain activity that positively affects academic performance, including learning, memory, concentration, and mood. The Center for Disease Control recommends that students participate a minimum of 60 minutes per day of physical activity.

Goals

The Physical Education Draft 2020 Plan outlines steps for providing high quality, standards-based Physical Education for every student in Denver Public Schools. In alignment with the Denver Plan 2020 and the Whole Child Healthy Child (WCHC) Agenda 2020, our goals aim to achieve a sustainable foundation in supporting the whole child by creating an environment where health and wellness is a priority. We aim to achieve this by creating proof points, providing teachers with standards-based professional development, emphasizing best practices, and enhancing collaborative partnerships with local, state, and national organizations.

Goal 1 – Establish Proof Points

By 2020, establish proof points across the district of schools modeling practices outlined in the district's PE Best Practices Guide, including national recommendations for physical education minutes.

- Identify and begin piloting with 5 schools in 2016-17. Pilot identification will include to the extent possible diversity with regard to geography, Title I/FRL representation, race and ethnicity, ages/grades of students, school governance types, and scheduling.
- Grow to 10 schools in 2017-18.
- Capture and share lessons learned. Use lessons learned to determine growth of proof points in future years.

Goal 2 – Increase Student Participation in Quality PE

By 2020, increase high quality PE programming for students within the pilot schools by 20% as evaluated by Best Practices Guidance document

Goal 3 – Increase Amount of MVPA per Lesson

By 2020, 85% of DPS PE Pilot school physical education teachers will reach the national recommendation of 50% or higher Moderate to Vigorous Physical Activity (MVPA) per lesson, to provide health-enhancing movement for students.

Goal 4 – Ensure Highly Qualified Teachers

By 2020, 95% of DPS physical education teachers will have an endorsement in physical education.

Special Focus on Addressing Gaps for Our Students with Disabilities

In supporting the WCHC Agenda, we realize there are gaps in serving the needs of our students with disabilities. In “How PE classes are working to get kids with disabilities off the sidelines,” an October 29, 2015 article in *Chalkbeat* by Ann Schimke, it was noted:

“A 2010 report from the federal Government Accountability Office found that students with disabilities had similar opportunities to participate in P.E. as their general education peers, but that teachers didn’t always know how to fully include them, were unclear about requirements under federal law and didn’t have regular access to trainings on these topics. “

Colorado does not offer a teaching license or endorsement in adapted physical education. The need for an Adapted Physical Education Instructional Curriculum Specialist is paramount in supporting all students and educators and in achieving the objectives for this plan. This role would include teaching, supporting, and collaborating with general education physical education teachers who have students with disabilities in their classes. This plan prioritizes the need for an Adapted Physical Education Instructional Curriculum Specialist and on providing teachers with training to meet the needs of all of our learners.

Defining Quality Physical Education in Practice

This plan refers frequently to quality physical education which we define as research-based instructional programs that emphasize highly effective pedagogical theories and practices, including:

- alignment to the Colorado Academic Standards.
- utilization of high quality, standards-aligned curriculum and instructional resources.
- integration of district and nationally recognized best practices.

These descriptors come to life through the vignette shared in Appendix A.

Baseline Data Collection

The baseline data collection will establish the current level of DPS physical education programming, instructional supports, and services. This information will be instrumental in creating the Physical Education Best Practices document, which will serve as a resource to schools as they make budget and programming decisions. Data derived from surveys of administrators, teachers, parents, and students, will allow us to set meaningful and attainable goals based on the following information:

- Staffing
- Teacher certification and endorsements
- Instructional pedagogy
- Professional learning

- Program relevance and student desires
- Physical education contact minutes
- School scheduling
- Physical education program enrollment rates for secondary students

The district will engage support from members of the PE for All Coalition in the data collection and analysis.

Creation of a Physical Education Best Practices Document

A research-based Physical Education Best Practices (PEBP) document will be developed by APED to help guide schools in their physical education program offerings. The PEBP will be based on the cross walk performed between the district's current practices and the PE for All Coalition's Model Policy as well as other research-based local and national best practice documents. It will be updated and communicated annually to physical education teachers and administration. The aspirational goal is that schools will meet the national recommendation of physical education minutes with the understanding of unique school needs. The document will include, but is not limited to, the following:

- Sample instructional schedules
- Student contact time in Physical Education with a progressions to reach national recommendation of minutes
- Supplemental physical activity opportunities for regular education classrooms
- Expectations for meeting the needs of students with disabilities
- Instructional resources available to physical education instructors
- Professional learning opportunities available each year for physical educators
- FTE and equipment per pupil funds allotted by the Physical Education 2012 Mill Levy
- Protocols and procedures for Resource Center check out, maintenance, and repair of physical education facility space, and facility schedule

As outlined in the WCHC Agenda 2020 document, all physical education instructors shall hold an educator license with a physical education endorsement. In the event that an educator is not endorsed, APED will provide a sustainable program to support educators who are not endorsed but are actively pursuing endorsement. Building administrators will be informed as to PLACE test expectations for those teachers who do not have endorsement.

Physical Education Instruction and Resources

Physical education instruction is the cornerstone from which students master standards that provide them with the ability to make connections and make decisions regarding lifelong health and wellness. Standards-based, quality physical education instruction is the focus of physical education programming, allowing all students to grow physically, cognitively, and emotionally. APED's instructional efforts will continue to provide:

- Professional learning sessions focused on standards implementation and student achievement. Building the capacity of Physical Education Teacher Leaders will enhance the effectiveness of these sessions.
- Professional learning opportunities focused on supporting students with disabilities. Limited experiences, strategies, support, and resources available to physical education teachers are gaps in meeting the needs of learners. In collaboration with OT/PT Department, workshops will be offered to equip physical education teachers and paraprofessionals with instructional strategies, skills, and equipment modifications. Adapted physical education sessions will be offered at DPS Physical Education and Dance Summer Institute.

- Education and support for teachers on the importance of MVPA and real time data to enhance student growth and success. Measurement tools such as SOFIT and POLAR will be used to inform instruction, and methods for creating a system of data collection will be developed. Teacher education on the processes, protocols, and instructional shifts will be offered.

Quality resources are foundational in a successful physical education program. APED will continue to provide research and standards-based curricular resources for physical education instructors, administrators, and stakeholders. Access to those resources and education about them will support teachers and enable them to grow as educators. Resources include:

- SPARK curriculum: SPARKfolio, Binder, and on-line resources
- Curriculum Mapping Documents
- Trajectories: ECE through 12th grade
- Pathways Documents
- Model Student Learning Objectives, Performance Criteria, and Learning Progression Rubrics
- Mid-course and End of course Performance Based Tasks
- Physical Education Assessment Bank
- Updated syllabi for high school physical education courses
- Units of Study corresponding to the learning progression

Physical Education Facilities, Equipment, and Schedules

Physical educators will work with facilities managers and building administrators to ensure that physical education instructional spaces are maintained and serviced on a regular schedule. When there are facility needs to be addressed under bond issues, Athletics Department and APED will report information to the Office of Facility Planning. APED will collaborate with district Facility Management Department to create and communicate protocols for repair.

APED will continue to enhance and maintain the Physical Education Resource Center. This Center houses more than \$260,000 of physical education instructional equipment used by teachers to support units and lessons. Protocols and procedures for equipment use will continue to be updated and efficient. Physical education teachers will also continue to receive mill levy funding of \$5 per student per year for equipment purchases. Protocols for equipment sharing and transferring between schools have been set and will be communicated regularly to teachers and building administration.

Proof Points through Pilot Schools

As noted in the goals, APED will identify schools to partner with and pilot the Physical Education Best Practices model. Working with a small task force including members of the PE for All Coalition, five pilot schools will be identified in 2016-17, growing to 10 in 2017-18, with continued expansion based on lessons learned during the first two years. Pilot identification will include to the extent possible diversity with regard to geography, Title I/FRL representation, race and ethnicity, ages/grades of students, school governance types, and scheduling. Pilots will be selected according to their current level of alignment with the model. APED will collaborate with these schools in the planning and implementation stages, focusing on scheduling, professional development, and instructional effectiveness.

The desired outcome is that pilot schools will implement the national recommendation of physical education minutes and will model the best practices set forth for physical education programming. As appropriate and based on readiness, aspects of the model policy will be embedded in other schools.

Accountability Measures

Denver Public Schools is committed to providing quality physical education to students in all neighborhoods. Accountability measures include:

- APED Director and Department of Bond & Mill Levy Programs will ensure communication streams regarding thoughtful use of FTE and per pupil allocation funds are extended to budget partners, school administrations, and Instructional Superintendents.
- APED is working with the DPS accountability team to include physical education as a specific question on the student satisfaction survey that feeds into the School Performance Framework (SPF). This would be for the 2017 SPF. In addition, APED is collaborating with the accountability team to explore ways that schools can have a Whole Child, Healthy Child rating that would be public facing on the school's annual report.
- DPS will provide information about physical education offerings in the Great Schools Enrollment Guide and School Choice website.
- Physical education teachers will be responsible and accountable for participating in and implementing professional learning and use of up-to-date standards-based curricular resources. Monitoring of implementation practices will be identified.
- Physical education teachers will receive continual reinforcement and feedback of best practices through LEAP observations and instructional support from the APED Instructional Curriculum Specialist.
- YR1516-1617 DPS will work collaboratively with task force community members - Data Team and PE Pilot, as thought partners in vision, next steps and decision making process. Moving forward, communication will continue with appropriate community members related to the work. (i.e. Sue Barnd - Metro State, Sue Brittenham - CHF, , Stephanie Perez-CO Children's Initiative, Eve Kutchman - Children's Hospital, Padres Unidos)

Timeline

APED has established the following timeline to meet the goals of this plan:

2015-2016

Winter

- Clarify focus, vision, and next steps
- Gather baseline data
- Secure funding for Adapted Physical Education Instructional Curriculum Specialist

Spring

- Hire Adapted Physical Education Instructional Curriculum Specialist
- Research national programming offerings
- Begin drafting Physical Education Best Practices document using the PE for All Coalition's model policy as a guide (see Appendix B for a detailed cross-walk between the model policy and the district's current efforts)
- Finalize baseline data collection

Summer

- Offer professional learning, (e.g., DPS Physical Education and Dance Summer Institute)
- Develop a comprehensive Physical Education 2020 Plan building off of this draft and the baseline data collected
- Identify pilots for 2016-17
- Continue creation of instructional resources
- Plan and organize MVPA data collection
- Plan professional learning opportunities for YR16-17
- Complete Physical Education Best Practices document

2016-2017

Fall

- Engage in initial planning with pilot schools
- Implement initial cycle stages of the Physical Education 2020 Plan– MVPA, professional learning, adapted physical education support, resources and instructional support
- Adapted Physical Education Instructional Curriculum Specialist supports and collaborates with general physical education teachers
- Ongoing data collection
- Establish task force committees for PE Pilot and Data Team

Winter

- Support implementation with pilot schools
- Develop and implement pilot evaluation process
- Identify pilot schools for 2017-18
- Refine the Physical Education 2020 Plan as needed
- Collaborate with task force members to guide PE 2020 work

Spring

- Plan/implement efforts with pilot schools YR17-18
- Collaborate with task force members to guide PE 2020 focuses

2017-2018

Fall

- Confirm Phase 2 pilot school participants
- Provide professional learning opportunities to PE Pilot teachers - fitness tech, best practices goal setting, PE 2020 vision and data collection
- Consider data collection protocols -school and student - grade, filter, collection window, MVPA, FitnessGram, etc
- Draft MVPA Instructional Reflection and Goal Setting Tool to for teacher feedback and next steps
- Secure DPS ARE and C&I central support for data collection and analysis
- Begin data collection at schools - Week Nov 6-10

Winter

- Implement data collection protocols -school and student - grade, filter, collection window, MVPA, FitnessGram, etc
- Consider how to promote learning readiness PE within programming
- Implement MVPA Instructional Reflection and Goal Setting Tool to for teacher feedback and next steps
- Collaborate with ARE about initial data findings for next steps and lessons learned
- Begin data collection at schools - Week Feb 12-16

Spring

- Check language on PE Pilot Agreement document, adjust as needed. Schools resign agreement
- Secure additional pilots schools, if needed (school admin focus, staffing)
- Collect data and collaborate with ARE on analysis
- Provide professional learning opportunity for PE Pilot teachers focusing on data analysis and goals for YR1819

2018-2020

- Continue instructional support of best practices in pilot schools
- Reevaluate and amend Physical Education Best Practice document as needed
- Revisit program goals and refine timeline