

Content Connections

K-12 Physical Education



This past year, BVSD social studies teachers came together and identified effective practices that align with Boulder Valley Educator Effectiveness Standards 1 and 3. The identified connections are not evaluation criteria, but rather were created to provide examples of effective classroom instruction. This is an ongoing collaborative partnership that will continue to provide targeted examples.

Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach

What does “Effective” look like in the classroom?	
<u>Element a – Alignment</u>	
Connect Learning Environment	<ul style="list-style-type: none"> • Skills outside the classroom, soccer team, visual You Tube • Ask questions about other ways to use this skill You Tube videos to help the connection • Connect the importance of physical activity on the brain and learning
Respond to Student Misconceptions	<ul style="list-style-type: none"> • Redirect questions • Provide appropriate feedback • Have research based information readily available
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> • Talk about students with other teachers the student has to collaborate with lower/upper levels build on skills
Prepare Student for Next Level	<ul style="list-style-type: none"> • Progression of skills- Have students verbalize and demonstrate skill taught
<u>Element b – Literacy</u>	
Provide Literacy Instruction	<ul style="list-style-type: none"> • Word walls, content objectives, written directions, vocabulary • Use of Schoology (or other content delivery systems) • Article reviews, worksheets • Utilize longer class periods to do both activity and instruction
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> • Have students read wall posters out loud • Recall learning from the day • Use opportunities to express physical activities/skills verbally • Note: Ensure students remain active

<u>Element c – Numeracy</u>	
Connections to Math	<ul style="list-style-type: none"> ● Play cards; skip cards, odd even, negative space ● Fit skill scholastics. ● Skip counting, practicing counting out loud as a class ● Schedule secondary PE before math to increase performance
Knowledge of Math Concepts	<ul style="list-style-type: none"> ● Utilize different angle measurements (90°,145°, 180) ● Negative Space, Counting Angles, Odd/Evens, Perpendicular, Parallel, Fitness Scholastics ● Finding Averages, calculate scores ● Percentages, target heart rate (BMI) ● Statistics
<u>Element d – Content</u>	
Appropriately Sequenced Lessons	<ul style="list-style-type: none"> ● Clear skill development and unit design ● Begin with the end in mind ● Developmentally appropriate movement with a purpose.
Explanations and Representations	<ul style="list-style-type: none"> ● Teaching content through movement ● Verbal or physical demonstration ● Coaching opportunities (Peer to Peer)
Inquiry Methods*	<ul style="list-style-type: none"> ● Encourage curiosity/ask questions ● Create an environment where students feel comfortable asking questions ● Pre-assessment ● Self- Reflection ● Examples: <ul style="list-style-type: none"> ● How do you choose your activity to increase fitness level, raise heart rate? ● How to evaluate your recovery? ● How do you perceive your effort? ● How do you see differences between sports, activities, equipment? ● What impacts your heart rate? ● How does diet, sleep affect energy and activity levels?
<u>Element e – Connectedness</u>	
Build Connections	<ul style="list-style-type: none"> ● Connect strategies to activity ● Connect activities to lifelong wellness ● Make connections in between activities (leaping in ballet vs. leaping in football)

Element f – Relevance	
Students Make Connections	<ul style="list-style-type: none"> ● Tie it into real-life ● Make authentic connections (use of activity in everyday life) ● Connections to lifelong health (heart health, joint health, back strength and longevity) ● Importance of effective movement in everyday activities (role of physical activity in getting to work and to school in college) ● Just dance ● Gender equity (importance of activity for both genders) ● Flexibility and lifelong choices for physical activity
Addresses Learning Objectives	<ul style="list-style-type: none"> ● Activation activities ● Discuss objectives throughout activities (coaching opportunities) ● State and/or post objectives

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students

What does “Effective” look like in the classroom?	
Element a - Learning Environment	
Value Diverse Perspectives	<ul style="list-style-type: none"> ● Word walls in multiple languages ● Demonstration by students and teachers ● Learning through technology ● Gender equity/Gender inclusionary practices
Model Respect for Diversity	<ul style="list-style-type: none"> ● Allow for opportunities to choose when dividing by gender ● Mix ability levels when appropriate ● Have all students represented in visuals
Conducive for Learning	<ul style="list-style-type: none"> ● Space is comfortable for all skills and abilities ● Leveled activities and offer options ● Provide a variety of activities
Element b - Community	
Sense of Community	<ul style="list-style-type: none"> ● Respect for each other ● Fairplay (Sportsmanship) ● Safe, fair and friendly ● Clear rules and guidelines

Effective Student Interactions	<ul style="list-style-type: none"> ● Mix individual skills with team sports and activities ● Role playing (secondary level)- coach, reference, team captain, instructor ● Let students be the teacher ● Active warm-ups and prime students
Respect for Differences	<ul style="list-style-type: none"> ● Support and inclusive environment for all students
Positive Social Relationships	<ul style="list-style-type: none"> ● Fairplay (Sportsmanship) ● Sanitary High 5 ● Express positive sayings ● Positive coaching and support
Element c – Student’s Strengths	
Ask Challenging Questions	<ul style="list-style-type: none"> ● Ask “why” questions and open ended questions ● Turn questions back to the students ● Asking students to ask questions
Scaffold Questions	<ul style="list-style-type: none"> ● Break down skills ● Allow for coaching and performance opportunities
Wait Time	<ul style="list-style-type: none"> ● Allow time for questions ● Clear guidelines for classroom management
Flexible Grouping	<ul style="list-style-type: none"> ● Group by design ● Where applicable : <ul style="list-style-type: none"> ➢ Student Choice ➢ Skills Level ➢ Gender (offer choice)
Total Student Participation	<ul style="list-style-type: none"> ● Everybody on task and not too much standing around. ● Opportunities for all students to participate ● Avoid elimination games
Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> ● Collaborate with classroom teacher or other specialists ● Advocate and articulate and reflect on activities ● Offer choice and opportunity
Differentiated Strategies	<ul style="list-style-type: none"> ● Kinesthetic ● Visual ● Auditory

	<ul style="list-style-type: none"> • Different sizes, selection of equipment
Adapt Instructional Strategies	<ul style="list-style-type: none"> • Offer modifications • Provide leveling options for a variety of skills and levels
Challenge and Support Students	<ul style="list-style-type: none"> • Allow student creativity • Provide advanced opportunities • Champion improvement and gains

Element e – Home/School Connection

Partner with Families	<ul style="list-style-type: none"> • Phone calls home • P/T conferences • Progress Reports • Encourage physical activity opportunities outside of school
Coordinate Information	<ul style="list-style-type: none"> • Newsletters Include updates and opportunities in school communication
Seek Services and Resources	<ul style="list-style-type: none"> • Seek out parents or local experts to support new opportunities
Frequent Family Communication	<ul style="list-style-type: none"> • Offer consistent feedback

Element f – Management for Learning

Expectations Understood by Students	<ul style="list-style-type: none"> • Post clear rules and expectations • Be consistent and fair
Safe and Orderly Environment	<ul style="list-style-type: none"> • Ensure there is appropriate and safe equipment • Stay organized • Make sure students are able to engage in activity quickly
Appropriate Response to Misbehavior	<ul style="list-style-type: none"> • Have clear consequences (avoid sitting- out) • Address behavior individually
Maximum Use of Instructional Time	<ul style="list-style-type: none"> • Establish routines • Keep instruction /explanation concise • Deliver information through movement

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

What does “Effective” look like in the classroom?	
Element a - Child/Adolescent Development	
Adapt Lessons to Strengths and Weaknesses	<ul style="list-style-type: none"> ● Differentiation- Have challenges for kids @ each level. Use skill progression to create the levels ● Meet students at their own level ● Understand developmental levels
Implement Modifications and Accommodations	<ul style="list-style-type: none"> ● Adapt to meet students need ● Use different equipment ● Changing size of space ● Provide options and choice
Knowledge of Current Developmental Science	<ul style="list-style-type: none"> ● Explain the impact of physical activity on the brain
Collaboration with Colleagues	<ul style="list-style-type: none"> ● Attends Conferences ● Works on district with initiatives ● Cross- Curriculum with general education ● Share ideas on lessons, assessments with other PE teachers
Element b – Assessments	
Adjustment Based on Assessment	<ul style="list-style-type: none"> ● Provide choice ● Pre-assessment and use informative assessment
Encouraging Academic Risk	<ul style="list-style-type: none"> ● Allow re-test and re-assessment ● Reassurance, building confidence ● More pair-and-share - have students articulate information ● Partners and small-groups (Teaching/Coaching opportunities)
Student Success	<ul style="list-style-type: none"> ● Engagement in activities ● Confidence and pride ● Clear standards and expectations ● Student record of progress and completion ● Self-assessment ● Students are sharing work with peers
Element c – Effective Practices	
Clear Lesson Objectives	<ul style="list-style-type: none"> ● Language Objectives are clear and visible

	<ul style="list-style-type: none"> ● Students demonstrate or explain movement or activity
Create Authentic Discussion	<ul style="list-style-type: none"> ● Pair and share ● Partner and small groups ● Peer teaching/coaching opportunities
Student Reflection on Learning	<ul style="list-style-type: none"> ● Student can explain “why” ● Students are on-task, self-engaged
Varied Instructional Strategies	<ul style="list-style-type: none"> ● Provide auditory, visual and kinesthetic opportunities ● Student-centered learning
Element d – Technology	
Research Effective Technology Approaches	<ul style="list-style-type: none"> ● Use technology as a supplemental, educational tool
Develop Student Knowledge and Skills	<ul style="list-style-type: none"> ● Utilize video (ex. YouTube) to demonstrate higher-level activities or for differentiated instructions
Engaging and Motivating Experiences	<ul style="list-style-type: none"> ● Filming/Video ● Self-assessment ● Heart Rate Monitors/Pedometers ● Chromebook/Ipad
Digital Resources	<ul style="list-style-type: none"> ● Some examples: ● Coaches’ Eye ● House Tabata ● MyFitnessPal ● TeamShake
Element e – Critical Thinking	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● High expectations for all students ● Students can explain physical activity or movement
Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Students devise strategies in team sports and/or game situations ● Students can make connections between concepts and can apply to sport/activity
Element f – Student Collaboration	
Grouping Matches Task and Needs	<ul style="list-style-type: none"> ● Grouping by level when appropriate ● Self-grouping when appropriate

	<ul style="list-style-type: none"> ● Mixed levels when appropriate
Varied Groups	<ul style="list-style-type: none"> ● Mix groups by gender (mindful of inclusionary practices), activity level, physical skill and ability, physical size, when appropriate
Students' Collaborative Efforts	<ul style="list-style-type: none"> ● Plan and perform as a group ● Everyone has a voice ● Can reach group decisions
Element g – Communication Skills	
Model and Teach Effective Skills	<ul style="list-style-type: none"> ● Clear system for solving issues ● "I" statements ● Good fair play (sportsmanship) ● Model good listening/active listening
Practice Communication Skills	<ul style="list-style-type: none"> ● Offer opportunities for discussion and dialogue ● Encourage cheering/positive support
Element h – Feedback	
Frequent Feedback	<ul style="list-style-type: none"> ● Specific, positive, constructive
Students Using Feedback	<ul style="list-style-type: none"> ● Positive language ● Students can apply feedback to new situations
Informal Assessment Methods	<ul style="list-style-type: none"> ● Dialogue/One-on-one ● Thumbs-Up ● Filming students and offering coaching opportunities