

## Physical Education Teacher Self-Assessment for Providing Safe and Effective Physical Education and Physical Activity During COVID-19

The work you do to physically educate kids and help them be physically active each day is more important now than ever, and we thank you for it.

This self-assessment is designed to help you focus and prioritize in difficult and ever-changing circumstances. You may not be able to conduct all actions on the assessment, but we hope it will help you challenge yourself to do whatever is possible at any given time and plan for more as the year progresses. The actions you take can positively influence your school community’s support for physical education and physical activity during and after COVID.

For each action below, assess whether you are currently doing it very well, moderately well, somewhat well, or not at all. Use what you learn from your self-assessment to adjust as able to provide the best possible outcomes for your students. Please be kind to yourself and celebrate your successes. We encourage you to conduct the self-assessment multiple times during the school year, such as fall (now), winter (January) and spring (March), to reassess your priorities.

Your name \_\_\_\_\_ Date \_\_\_\_\_

At the present time, I am delivering physical education to my students in the following manner (check one):

- All in-person learning for all students
- All remote learning that is synchronous (you are providing live lessons) for all students
- All remote learning that is asynchronous (you are providing lessons that are not live) for all students
- All remote learning that is a combination of synchronous and asynchronous for all students
- Hybrid learning that is a combination of in-person and remote learning for all students
- A combination of the above options, such as some students doing in-person learning only, some students doing remote learning only, and some students doing hybrid learning only
- I am currently not permitted to provide physical education instruction
- Other: \_\_\_\_\_

		Very well 3	Mod-erately well 2	Some-what well 1	Not at all 0
<b>Health &amp; Safety</b>					
1.1	I have reviewed national (e.g., CDC, SHAPE America), state, and local guidelines and planning documents and discussed key health, safety, and instructional considerations with my principal and colleagues.				
1.2	I am following all public health COVID-19 safety guidelines when planning and conducting physical education lessons and assignments.				
1.3	I have rules and strategies to ensure that students understand and follow public health safety guidelines during physical education lessons and assignments.				
1.4	I am prioritizing self-care, health, and well-being for my students, parents/caregivers, colleagues, and myself by listening to and understanding needs, setting realistic expectations, and providing appropriate flexibility for various circumstances.				
1.5	I intentionally integrate social and emotional learning and mindfulness activities (e.g., yoga, relaxation techniques) into my lessons and assignments, and I collaborate with other school staff (e.g., classroom teachers, guidance counselor, social worker) to integrate them across the curriculum.				
<i>Score for Health &amp; Safety (add 4 right columns)</i>		<i>TOTAL (max=15)</i>			

		Very well 3	Mod-erately well 2	Some-what well 1	Not at all 0
<b>Communication &amp; Relationships</b>					
2.1	I have surveyed my students and their parents/caregivers about their hopes, fears, interests, challenges, home environment, and access to technology for this school year.				
2.2	I communicate regularly (e.g., once a week) and make recommendations to my principal about how the school overall, and physical education teacher(s) specifically, can best meet students' physical education and physical activity needs.				
2.3	I have conducted, or will be conducting, events to engage my students' parents/caregivers in the physical education program: a virtual or in-person back to school event and Bring PE to Your Family Week (October 19-23).				
2.4	I have mechanisms (e.g., email, text, phone) in place for communication with students and parents/caregivers, and I regularly communicate with them about the importance of making physical activity a part of each day.				
2.5	I actively participate in a virtual physical education teacher community with other physical educators in my school, district, and/or state/national professional association, OPEN, and/or in Facebook groups (e.g., PE Central, Health and Physical Education Distance Learning Resource Page).				
Score for Communication & Relationships (add 4 right columns)		TOTAL (max=15)			
<b>Teaching &amp; Learning</b>					
3.1	I provide clear educational/learning objectives, use formative assessment in each lesson to ensure learning is taking place, and use a variety of methods for students to provide evidence of knowledge, skills, and assignment completion.				
3.2	Each of my lessons and assignments addresses at least one national/state physical education standard, and each of my units addresses all standards.				
3.3	I have a consistent structure for my in-person and remote physical education lessons with student-centered learning being the central focus.				
3.4	My lessons and assignments support students' participation in safe and enjoyable physical activity for at least 60 minutes each day. I utilize age-appropriate tools such as physical activity calendars, logs, journals, tracking devices, challenges, and similar tools to help students track and reflect on their physical activity levels.				
3.5	I use strategies to meet the needs of my students with disabilities and English Language Learner (ELL) students for in-person and remote teaching and learning.				
Score for Teaching & Learning (add 4 right columns)		TOTAL (max=15)			
<b>Supporting Physical Activity Opportunities at School and Home</b>					
4.1	I provide students and their parents/caregivers with information about easy-to-use tools (e.g., homemade equipment, games, online videos) for taking physical activity breaks throughout the day and participating in family physical activities.				
4.2	My physical education assignments include opportunities for students to involve their parent/caregiver or sibling in teaching and coaching at home.				
4.3	I use strategies to meet the needs of my students/families with home technology limitations for remote teaching and learning.				
4.4	I provide leadership and/or support for training classroom teachers to integrate physical activity into their lessons and assignments.				
4.5	I provide leadership and/or support for planning physically distanced recess and training classroom teachers and recess supervisors.				
Score for Supporting Physical Activity Opportunities at School and Home (add 4 right columns)		TOTAL (max=15)			
<b>TOTAL SCORE</b> (add totals from all 4 sections) (max = 60)					