Physical Education Teacher Education Program Integration Guide

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UNIVERSITY OF
NORTHERN COLORADO
Active Schools Institute

Active Schools Physical Education Teacher Education Program Integration Guide

At Active Schools, we know that active kids do better in school and in life. That is why the organization is committed to supporting PK-12 schools across the United States in their efforts to develop an active school culture.

Active Schools offers a variety of tools and resources, including a Guiding Framework, School Implementation Guide, Menus of Evidence-Based Practices, and Evaluation Handbook to help schools integrate evidence-based practices into their physical activity programs before, during, and after the school day (Active Schools, 2022a, 2022b, 2022c, 2022d).

Essential Elements of an Active School Culture

The purpose of this guide is to help physical education teacher education (PETE) programs build Active Schools concepts and strategies into their curricula so that the next generation of physical education teachers are prepared to take on the role of Physical Activity Leader and Active School Champion.

This guide was developed after reviewing the research and literature on integrating comprehensive school physical activity programming (CSPAP) into PETE programs. Of note, a two-part special feature in the Journal of Physical Education, Recreation, and Dance (JOPERD) titled "Integrating CSPAP into PETE Programs: Sharing Insights and Identifying Strategies" was reviewed for ideas from pioneering institutions around the country who have been on the forefront of CSPAP integration (Carson et al., 2017; Castelli et al., 2017). We would like to especially thank the following authors from that special issue for contributing sample learning activities and assignments from their respective PETE programs:

- Dr. Collin Webster, University of Birmingham, University of South Carolina
- Dr. Hans van der Mars, Arizona State University
- Dr. Cate A. Egan & Dr. Grace Goc Karp, University of Idaho
- Dr. Kent Lorenz, San Francisco State University

The first section of this guide provides student learning outcomes and a high-level overview of content and learning experiences that can be integrated at three different time-points within an undergraduate PETE program (early-, mid-, and late- program).

The second section presents sample activities and assignments that instructors can modify for use in specific courses. The sample activities/assignments include a purpose statement, background information, step-by-step instructions for students, and a recommended evaluation rubric, if applicable.

The last section of the guide includes a matrix that illustrates how the nine essential elements of active school culture align with the competencies in the SHAPE America (2017) National Standards for Initial Physical Education Teacher Education.

We hope this guide is useful in helping PETE programs around the country prepare the next generation of physical education teachers to become active school champions.
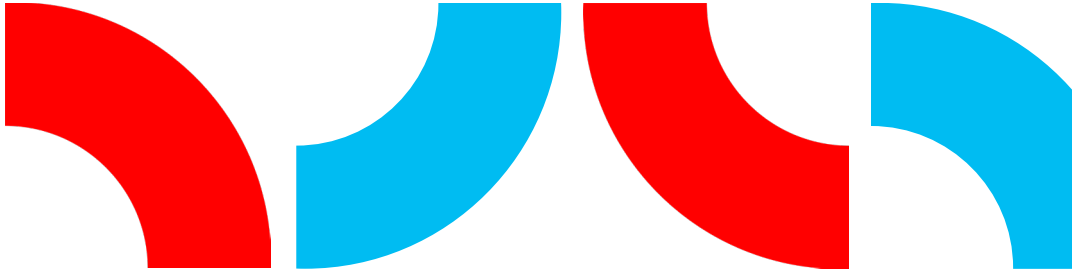
PETE Integration Overview

Learning Outcomes:

1. Teacher candidates will be able to identify and describe the benefits of physical activity, whole of school approaches for physical activity promotion, and the essential elements of an active school culture
2. Teacher candidates will be able to plan for diverse, equitable, and inclusive opportunities for physical activity within and beyond physical education
3. Teacher candidates will be able to identify and describe evidence-based practices for developing and maintaining an active school culture
4. Teacher candidates will be able to plan for staff wellness and engage the larger school community in physical activity promotion efforts
5. Teacher candidates will be able to advocate for robust active school policies, programs, and quality professional development
6. Teacher candidates will be able to plan for, implement, and evaluate multiple elements of an active school culture

Program Sequence	#	Name of Activity/Assignment	Essential Elements of an Active School Culture Addressed	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5	SLO #6
Early-Program	1	School Stakeholder Interviews	All Elements	X					
	2	Active School Champion Guest Speaker	All Elements	X	X				
	3	Physical Education Program Needs Assessment/Evaluation	Physical Education	X	X				
	4	Critical Analysis of Health Disparities	Diverse, Equitable, and Inclusive Opportunities for Physical Activity		X				
	5	Before, During, or After School Physical Activity Programming	Physical Activity Before, During, and After the School Day		X	X			
Mid-Program	6	Movement Integration During the School Day	Physical Activity During the School Day		X	X			
	7	School Community Asset Mapping	Family & Community Engagement			X	X		
	8	Family & Community Engagement Event	Family & Community Engagement				X		
	9	Designing a Staff Wellness Program	School & Staff Leadership				X		
	10	Policy Scavenger Hunt	Policy & Advocacy					X	
Late Program	11	Advocacy Resource Development	Policy & Advocacy					X	
	12	Professional Development Scavenger Hunt	Professional Development & Training					X	
	13	Staff Training Presentation on Classroom Movement Integration	Professional Development & Training					X	
	14	Active Schools Evaluation Plan	Planning, Implementation, & Evaluation						X
	15	Final Presentation & ePortfolio	Planning, Implementation, & Evaluation						X

PETE Integration:
Early Program

School Stakeholder Interviews

Suggested Level:
Early Program

Student Learning Outcomes(s) Addressed:
1. Teacher candidates will be able to identify and describe the benefits of physical activity, whole of school approaches for physical activity promotion, and the essential elements of an active school culture.

Purpose:
The purpose of this assignment is to help teacher candidates gain a deeper understanding of the role different school stakeholders play in helping to establish an active school culture.

Background:
To learn about effective strategies for planning, implementing, and evaluating elements of an active school culture, it is important to understand the roles and perspectives of stakeholders within a school. The purpose of this interview assignment is to gain a deeper understanding of a variety of stakeholders' roles and perceptions as they relate to establishing an active school culture.

Instructions for Teacher Candidates:
1. Choose who you would like to interview: physical activity leader, administrator, or classroom teacher
2. Develop an interview guide with peers planning to interview the same stakeholder
   a. Practice asking interview questions
   b. Discuss interviewing strategies
3. Interview a stakeholder using the interview guide
4. Write a 1-2 page reflection using the assigned prompts
   a. Attach notes or other artifacts with reflection paper
2. Debrief with peers who interviewed the same stakeholder
3. Jigsaw: debrief with peers who interviewed different stakeholders
   a. Share-outs

Evaluation:
Teacher candidates will be evaluated on the quality of the interview guide (50%) and depth of reflection (50%). Please see the rubric on the next page.
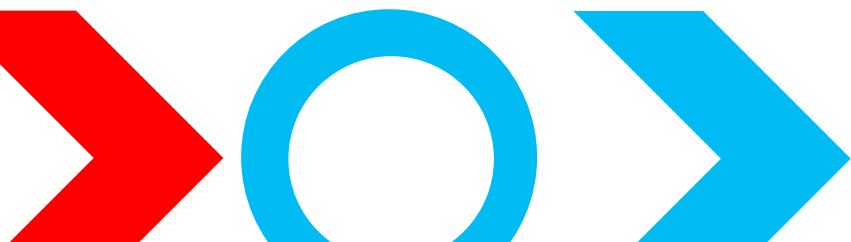
School Stakeholder Interviews
Assessment Rubric

	Beginning 0---75	Developing 76---85	Proficient 86---95	Advanced 96---100
Interview **50%** _____	Interview guide does not contain thoughtful questions and/or is missing details about the interview process	Interview guide contains thoughtful questions and some details on the interview process	Interview guide contains thoughtful questions and sufficient details on the interview process	Interview guide contains exceptionally thoughtful questions and extensive details on the interview process
Reflection **50%** _____	Reflection does not sufficiently identify important takeaways from the interview	Reflection identifies basic takeaways from the interview	Reflection identifies important takeaways from the interview	Reflection is exceptionally detailed and demonstrates depth of thought
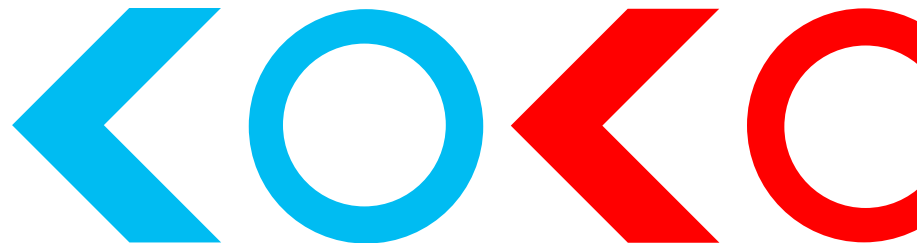
Active School Champion Guest Speaker

Suggested Level:
Early Program

Student Learning Outcome(s) Addressed:
1. Teacher candidates will be able to identify and describe the benefits of physical activity, whole of school approaches for physical activity promotion, and the essential elements of an active school culture
2. Teacher candidates will be able to plan for diverse, equitable, and inclusive opportunities for physical activity within and beyond physical education

Purpose:
The purpose of this activity is to provide teacher candidates with an opportunity to learn from individuals who have successfully implemented evidence-based practices to promote an active school culture.

Background:
It is important that teacher candidates not only learn about an active school culture from accessing the foundational documents, but that they also have the opportunity to learn from individuals who have first-hand experience promoting an active school culture. The purpose of inviting an Active School Champion to be a guest speaker is to provide an opportunity for teacher candidates to learn how evidence-based practices can be successfully implemented in a school and to learn from someone who has done it.

Instructions for PETE Programs:
1. Explore the Active Schools website to identify schools who have earned Active School Champion status or find someone in your community whom you know is serving in this capacity.
2. Contact the Active School Champion to invite them to be a guest speaker for your program. Consider local Champions, as they may be able to visit in person and/or invite teacher candidates to visit their school.
3. Provide the speaker with an optional list of talking points (provided below) to share during their visit.
4. Require teacher candidates to prepare a set of questions to ask the guest speaker.

Evaluation:
Not applicable.

Active School Champion Guest Speaker *Cont.*

Guest Speaker Talking Points:

- Tell us about your school, in general
- Will you tell us about the ways in which you and your colleagues promote physical activity before, during, and after the school day?
- Which of the nine essential elements of an Active School Culture do you implement?
  - Which evidence-based practices do you implement?
- How do you ensure you are considering diversity, equity, and inclusion within your physical activity programming?
- What training, if any, have you had to help you promote physical activity in your school?
- What suggestions or tips for success do you have for future physical education teachers with regard to successful school physical activity promotion?

Physical Education Program Needs Assessment/Evaluation

Suggested Level:
Early Program

Student Learning Outcome(s) Addressed:
1. Teacher candidates will be able to identify and describe the benefits of physical activity, whole of school approaches for physical activity promotion, and the essential elements of an active school culture
2. Teacher candidates will be able to plan for diverse, equitable, and inclusive opportunities for physical activity within and beyond physical education

Purpose:
This assignment provides teacher candidates with the opportunity to identify and assess the implementation of the essential components of physical education within a school-based physical education program in the form of a needs-assessment or a program evaluation.

Background:
SHAPE America has identified the Essential Components of Physical Education (2015) to guide physical education professionals in the expected policies and practices that should be in place in high quality physical education programs. In order to examine the implementation of these practices and policies in school physical education programs, SHAPE America developed the Physical Education Program Checklist (2015). This tool provides teachers, administrators, and other stakeholders with an opportunity to identify programmatic strengths and areas for improvement.

Evaluation:
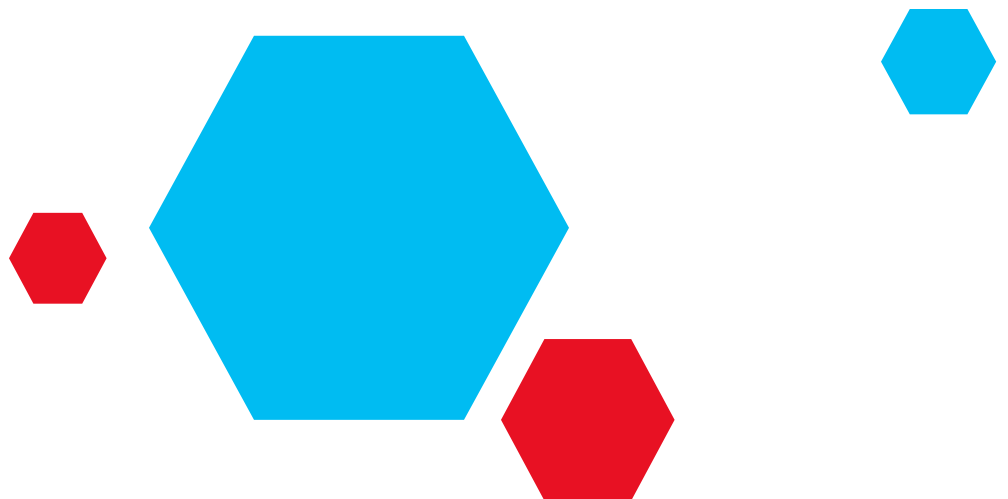Please see the rubric included in this section.
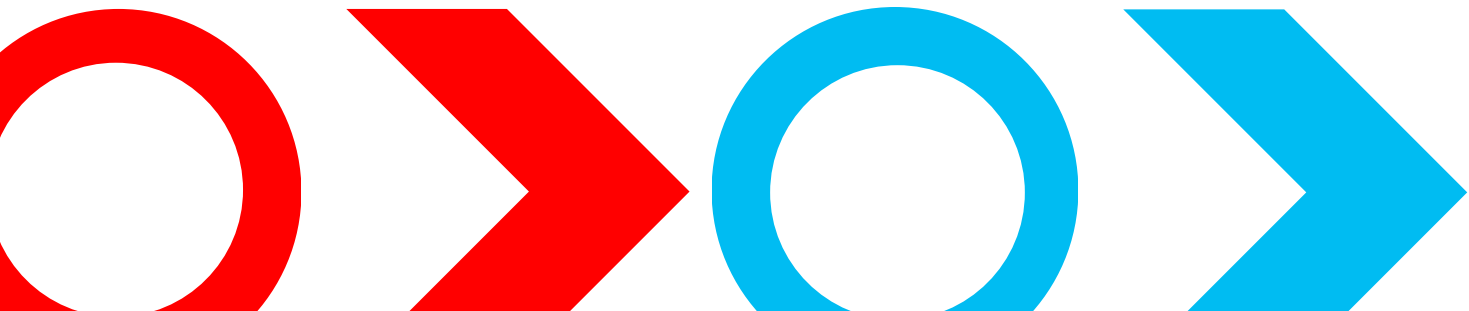
Physical Education Program Needs Assessment/Evaluation *Cont.*

Instructions for Teacher Candidates:

1. Review the following documents to become familiar with the expectations for the physical education program:
   a. National Standards for K-12 Physical Education
   b. State and/or local/district Physical Education Standards
   c. State Physical Education Policies
   d. The Essential Components of Physical Education
   e. School/district physical education and/or wellness policies
   f. School/district physical education curriculum
   g. School schedule for classes
   h. School/district employee handbook

2. In collaboration with a cooperating teacher, review and complete Physical Education Program Checklist to assess the physical education program, including:
   a. Identifying "yes", "no", or "in progress" for each program element, and including comments where applicable to explain the response.
   b. Discuss each element with the cooperating teacher with the intention to learn not only whether or not their program meets the elements but also the "how" and "why" for each.

3. Compose a reflection paper (2-3 pages) discussing the following:
   a. Interpretation of the results of the program checklist exercise, indicating the extent to which the program implements the essential components of physical education and any contextual information (e.g., challenges) that may explain these results.
   b. 2-3 recommendations for the program to maintain or improve their program based upon the results
   c. 2-3 key takeaways from this experience that you will apply to your own experience as a future physical education teacher.

1. Submit the completed program checklist and reflection paper together for the assignment.

Physical Education Program Needs Assessment/Evaluation
Assessment Rubric

	Beginning **0---75**	**Developing** **76-85**	**Proficient** **86---95**	**Advanced** **96---100**
Checklist **30%** _____	• Checklist is not or incomplete • Little to no comments are included	• Checklist is mostly complete for each program element, indicating Yes, No, or In Progress • Comments missing for some elements or lacking detail	• Checklist is complete for each program element, indicating Yes, No, or In Progress • Comments are provided for most if not all elements and include timeline, goals and objectives for PE, target completion dates, PD plans, policy locations, etc. For those in progress, indicate degree of completion.	• All criteria for proficient are met and the comments reflect exceptional
Reflection: **Interpretation of Results** **20%** _____	• Interpretation of results is not thoroughly described • Contextual information is not thoroughly described	• Interpretation of results is generally described • Contextual information explaining results are generally described for some elements	• Interpretation of the extent to which the program implements the essential components of physical education program checklist is thoroughly described • Contextual information (e.g., challenges) that may explain these results are included and thoroughly described for most elements.	• All criteria for proficient are met and the interpretation of results demonstrates exceptional detail

Physical Education Program Needs Assessment/Evaluation
Assessment Rubric

Reflection: Recommendations **20%** _____	• The recommendations do not contain thoughtful ideas for maintaining or improving the program • The recommendations do not align with the results of the program checklist	• The recommendations contain some basic ideas for for maintaining or improving the program • The recommendations are partially aligned with the results of the program checklist	• Recommendations contain 2-3 thoughtful ideas for for maintaining or improving the program • The recommendations are aligned with the results of the program checklist	• All criteria for proficient are met and the recommendations demonstrate exceptional depth of thought
Reflection: **Key Takeaways** **20%** _____	• The key takeaways do not contain thoughtful ideas for future application in a professional physical education position	• The key takeaways contain some basic ideas for future application in a professional physical education position	• The key takeaways contain 2-3 thoughtful ideas for future application in a professional physical education position	• All criteria for proficient are met and the key takeaways demonstrate exceptional depth of thought
Professional Product **10%** _____	• The checklist and reflection contain frequent spelling/grammatical errors • Writing is not academic in tone or professional	• The checklist and reflection are mostly free from spelling/grammatical errors • Writing is somewhat academic in tone and professional	• The checklist and reflection are free from spelling/ grammatical errors • Writing is academic in tone and professional	• The checklist and reflection are ready to be shared with the school

Critical Analysis of Health Disparities

Suggested Level:
Early Program

Student Learning Outcome(s) Addressed:
2. Teacher candidates will be able to plan for diverse, equitable, and inclusive opportunities for physical activity within and beyond physical education

Purpose:
The purpose of this assignment is to identify and reflect upon health disparities that exist based on a variety of demographic factors.

Background:
Social determinants of health are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks. The National Survey of Children's Health (NSCH) provides rich data on multiple, intersecting aspects of children's lives – including physical and mental health, access to quality health care, and the child's family, neighborhood, school, and social context. It is important to analyze how social determinants of health may lead to disparate health outcomes for youth and consider ways in which we can promote physical activity with diversity, equity, and inclusion in mind.

Instructions for Teacher Candidates:
1. Visit the NSCH website
2. Use the Explore the Data tool to review statistics on youth physical activity behavior by different demographic characteristics in your state
   a. Note any disparities that stand out to you by subgroups of the population
   b. Compare your state data to other states and the nation
3. In a 2-4 page double spaced paper, describe some of the disparities you noticed and summarize specific strategies that can be used to promote diverse, equitable, and inclusive (DEI) opportunities for physical activity that will contribute to greater health equity

Evaluation:
Teacher candidates will be evaluated on the data they present (50%) and the appropriateness of the strategies they present for promoting DEI (50%). Please see the rubric on the next page.
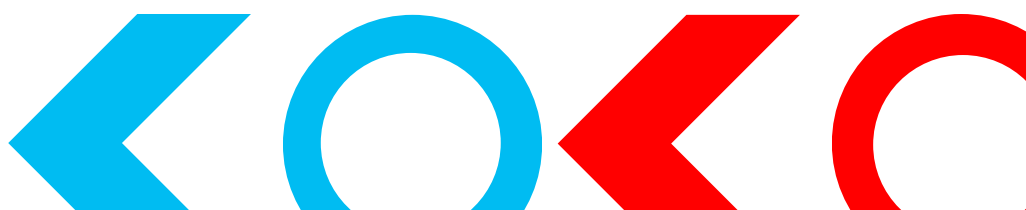
Critical Analysis of
Health Disparities
Assessment Rubric

	Beginning 0---75	Developing 76-85	Proficient 86---95	Advanced 96---100
Health Disparity Data **50%** —————	▪ Physical activity behavior data are not presented for a variety of segments of the population ▪ Comparisons are not drawn to other populations	▪ Physical activity behavior data are presented for a some segments of the population ▪ At least one comparison is drawn	▪ Physical activity behavior data are presented for a variety of segments of the population ▪ Multiple comparisons are drawn	▪ All criteria for proficient are met and the data are presented in an exceptionally clear manner
Strategies for DEI **50%** —————	▪ DEI strategies presented do not align with best practices	▪ DEI strategies presented partially align with best practices	▪ DEI strategies presented align with best practices	▪ DEI strategies are exceptionally creative and extensive
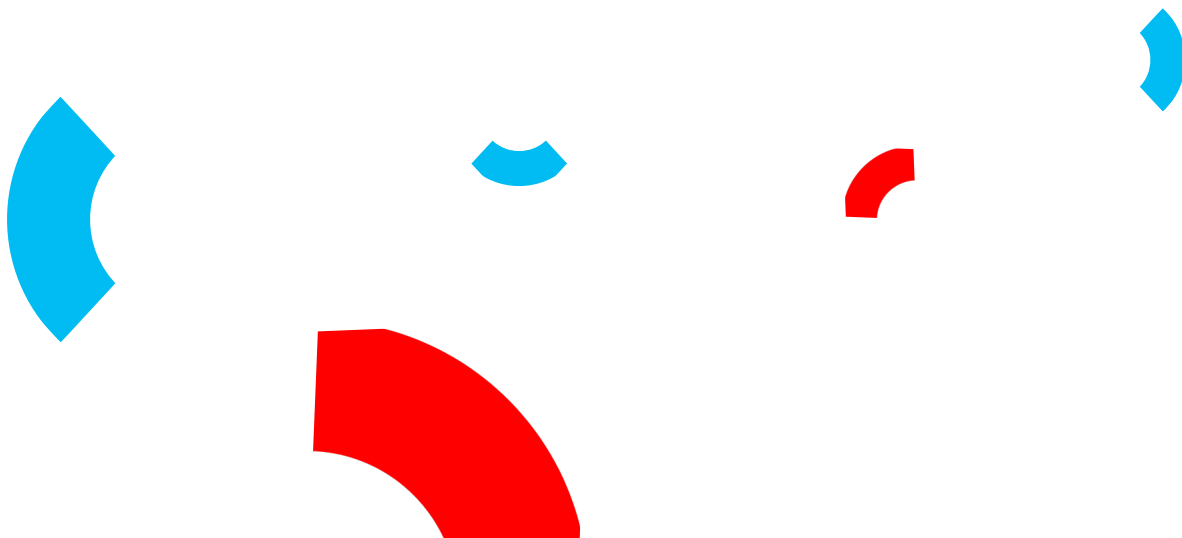
Before, During, or After School Physical Activity Programming

Suggested Level:
Early Program

**Student Learning Outcome(s) Addressed:**
2. Teacher candidates will be able to plan for diverse, equitable, and inclusive opportunities for physical activity within and beyond physical education
3. Teacher candidates will be able to identify and describe evidence-based practices for developing and maintaining an active school culture

Purpose:
The purpose of this assignment is to learn more about an existing physical activity opportunity outside of physical education (before, during, or after school) and consider how the opportunity could be enhanced to provide more physical activity.

Background:
In order for students to achieve the nationally recommended 60 minutes of physical activity each day, schools must consider opportunities beyond physical education to supplement physical activity time. These opportunities can include before-school programs, beginning of the school day routines, classroom movement activities, recess, or after school programs. One strategy for increasing physical activity is to consider how existing programs or opportunities can be modified or enhanced to provide more physical activity (Beets et al., 2016). For example, maybe an intramural sports program could be modified to have smaller teams so that students get more movement and skill engagement. Maybe zones could be established on the playground to promote more active play. Or maybe a new classroom furniture arrangement could be introduced that allows students to more easily participate in movement during class time.
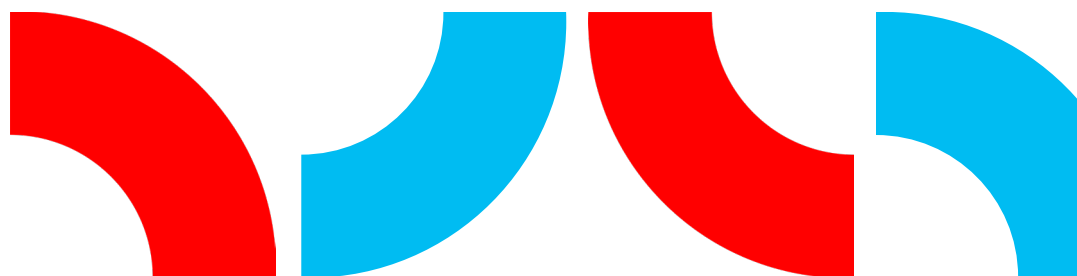
Instructions for Teacher Candidates:

1. Work with your course instructor to identify a school that implements physical activity programming before, during, or after the school day outside of physical education
2. Schedule a time to observe one of these programs at least two times so you can get a sense of what the experience is like
3. Collect field notes during the observation and reflect on the following characteristics of the program
   a. What is the context? Describe the school, location, day/time, space/facility, equipment, number of students, grade level of students, etc.
   b. What are students and adults doing during this time? Describe student behavior and teacher/staff behavior. What kind of movement is occurring? How are adults leading, encouraging, or even limiting physical activity?
   c. Write a 1-2 page reflection paper on your observation experience
4. Using some of the strategies you have learned for promoting positive physical activity experiences that are diverse, equitable, and inclusive, brainstorm ideas for how the program or opportunity you observed could be enhanced to offer more physical activity for students.
   Questions to consider:
   a. Could the program or space be structured/organized differently so that students have more opportunities to move?
   b. Could equipment be used in a more meaningful way to get students active?
   c. Could additional resources or technology be used to enhance the experience?
   d. Could teachers or staff adjust some aspect of their behavior to better promote physical activity?
   e. Could the program be marketed in a more effective way so that more students participate?
5. Write a plan for how the physical activity program or opportunity could be enhanced. Provide a strong rationale for your plan based upon your observation and the characteristics of the school/program. Include detailed descriptions of exactly what steps would need to take place for these enhancements to occur. Consider people, spaces, budget, behaviors, and any training that might be necessary. Make sure the plan is realistic and practical.

Evaluation:

Teacher candidates will be evaluated on the detail included in their observation reflection (40%), the depth of thought put into the enhancement plan (40%), and the quality of the professional product (20%). Please see the rubric on the next page.

Before, During, or After School Physical Activity Programming *Assessment Rubric*

	Beginning 0---75	Developing 76-85	Proficient 86---95	Advanced 96---100
Observation Reflection **40%** ————	▪ Observation context is not thoroughly described ▪ Student and teacher/staff behaviors are not thoroughly described	▪ Observation context is generally described ▪ Student and teacher/staff behaviors are generally described	▪ Observation context is thoroughly described ▪ Student and teacher/staff behaviors are thoroughly described	▪ All criteria for proficient are met and the observation reflection demonstrates exceptional detail
Enhancement Plan **40%** ————	▪ The enhancement plan does not contain thoughtful ideas for enhancing the physical activity experience ▪ The enhancement plan does not sufficiently consider strategies for maximizing diversity, equity, and inclusion	▪ The enhancement plan contains some basic ideas for enhancing the physical activity experience ▪ The enhancement plan partially considers strategies for maximizing diversity, equity, and inclusion	▪ The enhancement plan contains thoughtful ideas for enhancing the physical activity experience ▪ The enhancement plan considers strategies for maximizing diversity, equity, and inclusion	▪ All criteria for proficient are met and the plan demonstrates exceptional depth of thought
Professional Product **20%** ————	▪ The reflection and plan contain frequent spelling/grammatical errors ▪ Writing is not academic in tone or professional	▪ The reflection and plan are mostly free from spelling/grammatical errors ▪ Writing is somewhat academic in tone and professional	▪ The reflection and plan are free from spelling/grammatical errors ▪ Writing is academic in tone and professional	▪ The reflection and plan are ready to be shared with the school

PETE Integration: Mid-Program

Movement Integration During the School Day

Suggested Level:
Mid-Program

Student Learning Outcome(s) Addressed:
1. Teacher candidates will be able to plan for diverse, equitable, and inclusive opportunities for physical activity within and beyond physical education
2. Teacher candidates will be able to identify and describe evidence-based practices for developing and maintaining an active school culture

Purpose:
The purpose of this assignment is to plan physical activities that can be implemented during the school day that are developmentally appropriate for students.

Background:
Students spend most of their school day being sedentary, and we know that movement improves attention span, academic performance, and on-task behavior, among other beneficial outcomes. Additionally, it is recommended that schools provide students at least 30 of the recommended 60 minutes of physical activity per day, and integrating movement during the school day is one way to contribute.

Instructions for Teacher Candidates:
Each candidate will plan the following movement integration activities that take place during the school day:
1. Physically Active Opening Activity for the School Day
   - Get students moving as they start the school day, either as a class or whole school
2. Active Classroom Transitions
   - Plan three transition activities/games to increase children's physical activity during three targeted transitions between subjects/activities (e.g., transition between math and ELA, between science and recess, transition between lunch and health, etc.).
3. Brain Energizer in the Classroom
   - The brain energizer should be a 4-5 minute activity that gets students up and moving in the classroom and does not need to be linked to academics.
4. Active Classroom Lesson
   - The active classroom lesson should incorporate movement into one of the following subject area lessons: Math, ELA, Science, Social Studies, or Health.

Movement Integration During the School Day

Template:
For each of the movement integration activities listed above, use the following template to create your plan, considering the individual requirements for each activity. Each movement experience should involve bodily movement of some kind, be appropriate for the desired grade level, consider diversity, equity, and inclusion, and take into consideration space and safety issues in a classroom setting.

PART 1: SCHOOL/CLASSROOM INFORMATION
- List the grade level(s) for which this activity is appropriate and school context information (number of students, demographics such as ELL students, students with disabilities, etc.)

PART 2: ACADEMIC CONTENT (not required for the opening day activity or the brain energizer in the classroom)
- Identify the academic content you will target for integrating physical activity (this should be based on a discussion with the cooperating teacher):

PART 3: PHYSICAL ACTIVITY INTEGRATION
- Describe the flow of the activity from beginning to end (this should include approximate amounts of time spent on any teacher instruction, transitions, and learning activities, modifications and considerations for diversity, equity, and inclusion):

PART 4: CLASSROOM/STUDENT MANAGEMENT
- Describe what you will do to get and keep the children's attention (example strategies include establishing start and stop signals and using the signals consistently)
- Describe your expectations for student behavior during the lesson (example expectations are for students to follow directions and keep the noise level appropriate to the classroom context)
- Describe what you will do to communicate the expectations for student behavior (example strategies include establishing the expectations before starting the activity and demonstrating examples/non-examples of what you expect)
- Describe space and safety considerations
- Describe how you will help the children to calm down and transition back to seatwork following the activity (see examples of calming activities online via a simple Google search)

PART 5: INSTRUCTION
- Describe how you will ensure that your instruction is clear (example strategies include explaining the academic content and the learning activities one step at a time, demonstrating/modeling the activities, checking for understanding)

PART 6: RESOURCES
- Each reference should include the author(s), date of publication, title of the work, and source:

Movement Integration During the School Day
Assessment Rubric

Evaluation:

- Teacher candidates will be evaluated on the quality of activities planned (40%), the detail included in management and instructional plans (40%), and resources cited (20%).

	Beginning 0---75	Developing 76-85	Proficient 86---95	Advanced 96---100
Activities **40%** —————	▪ The activities involve minimal bodily movement ▪ The activities are not appropriate for the age group listed ▪ The activities are unlikely to engage students ▪ The activities are not tied to academic content (where appropriate)	▪ The activities involve some bodily movement ▪ The activities are appropriate for a segment of the age group listed ▪ The activities may engage some students ▪ The activities are minimally tied to academic content (where appropriate)	▪ The activities involve ample bodily movement ▪ The activities are appropriate for the age group(s) listed ▪ The activities are likely to engage most students ▪ The activities are tied to academic content (where appropriate)	▪ The activities meet all of the criteria for proficient, are particularly creative, and likely to result in a high level of student engagement ▪ The activities are strongly tied to academic content (where appropriate)
Management & Instruction **40%** —————	▪ Key pieces of equipment are missing from the list ▪ Substantial space/safety issues remain unaddressed ▪ Instructional plans leave substantial questions related to implementation	▪ Most of the required equipment is listed ▪ Some space/safety considerations are outlined ▪ Instructional plans are provided, but missing a few details that would facilitate implementation	▪ All required equipment is listed ▪ Space/safety requirements are clearly outlined ▪ Clear instructional plans are provided so that a teacher could easily implement the activities	▪ All required equipment is listed and includes alternatives ▪ Space/safety issues are carefully considered ▪ The instructional plans are exceptionally user-friendly
Activity Description & Resources **20%** —————	▪ Resources are not given proper credit	▪ Some resources are cited	▪ Resources are appropriately cited and contain valuable information	▪ Resources are properly cited and include exceptionally valuable information

School Community Asset Mapping

Suggested Level:
Mid-Program

Student Learning Outcome(s) Addressed:
3. Teacher candidates will be able to describe evidence-based practices for developing and maintaining an active school culture
4. Teacher candidates will be able to plan for and implement staff wellness programming and special events that involve families and the larger school community

Purpose:
The purpose of this assignment is to help teacher candidates identify resources for physical activity within a school community that students and families can use to be active outside of school hours.

Background:
It is important that K-12 students have multiple opportunities to be active outside of the school day. It is an opportunity to not only meet the 60 minutes of physical activity per day recommendation, but to also extend/apply the knowledge and skills that are being learned in physical education. Most communities have resources that support physical activity engagement, whether they are public spaces like skate parks or playgrounds, or formal programming like recreational sports or martial arts. The purpose of an asset map is to make a school community aware of the physical activity resources that are available in a neighborhood.

Instructions for Teacher Candidates:
1. Choose a K-12 school that you are familiar with or will be doing a practicum experience within the future
2. Go onto Google Maps and locate the school (also visit the area in person if possible)
3. Explore the surrounding area to identify spaces, facilities, businesses, or organizations that may offer resources that promote physical activity engagement (e.g., parks, trails, fields, courts, recreational centers, dance studios, martial arts studios, gyms, outdoor pursuits)
   - For denser, more urban areas, limit the search to ~1 mile around the school
   - For more rural areas, extend the search area to ~3+ miles depending on the number of resources you find
4. Drop a pin and label each resource on the map
5. Create a 2-page asset map that shows where the resources are located on the first page and offers more details about each resource on the second page
   - Details can include a description of the space or facilities, what types of activities can be done, costs (if applicable), links to websites
6. Consider adding a brief introduction for students/parents and make the document visually appealing so it catches the eye of potential readers

School Community Asset Mapping
Assessment Rubric

Evaluation:
- Teacher candidates will be evaluated on the number and types of physical activity resources identified (40%), the detailed information provided (40%), and the quality of the professional product (20%).

	Beginning 0---75	Developing 76-85	Proficient 86---95	Advanced 96---100
Activities **40%** _____	▪ Fewer than 3 community resources are identified on a map ▪ Some of the resources do not offer an appropriate opportunity for physical activity engagement	▪ 3-5 community resources are identified on a map ▪ Most resources offer an appropriate opportunity for physical activity engagement	▪ 5-10 community resources are identified on a map ▪ All resources offer an appropriate opportunity for physical activity engagement	▪ All criteria for proficient are met and the resources are thoughtfully selected to be relevant to the school community
Management & Instruction **40%** _____	▪ Minimal information about each resource is included so families may have difficulty make informed decisions about involvement	▪ Some information about each resource is included so families can make decisions about involvement	▪ Sufficient information about each resource is included so families can make informed decisions about involvement	▪ Exceptional detail about each resource is included so families can make well- informed decisions about involvement
Activity Description & Resources **20%** _____	▪ The asset map contains spelling/ grammatical errors ▪ The asset map is not designed to be visually appealing	▪ The asset map is mostly free from spelling/ grammatical errors ▪ The asset map is somewhat visually appealing	▪ The asset map is free from spelling/ grammatical errors ▪ The asset map is visually appealing	▪ All criteria for proficient are met and the asset map is a high quality professional product

Family & Community Engagement Event

Suggested Level:
Mid-Program

Student Learning Outcome(s) Addressed:
4. Teacher candidates will be able to plan for staff wellness and engage the larger school community in physical activity promotion efforts.

Purpose:
This learning experience aims to allow teacher candidates to practice planning and implementing wellness and physical activity programming that involves staff, families, and the larger school community.

Background:
Parents and families strongly influence children's physical activity behaviors and overall wellness habits. Similarly, most children spend a significant portion of their waking hours in school, where teachers and school staff are often seen as role models for physical, social, and health behaviors. A shared effort is needed between schools, families, and the community to support and facilitate physical activity opportunities for children. The purpose of planning and organizing a family and community event is to build school-based programming and partnerships to promote physical activity behaviors outside of physical education.

Instructions for Teacher Candidates:
The next seven steps provide an outline for how to plan, organize, and implement an event. You can create a table or spreadsheet to help you organize each component of the planning process. Attach all planning and organizational documents as appendices. Planning and organization documents can include dates of meetings and agendas, email communication with potential volunteers and community organizations, promotional flyers or social media posts, evidence of data collection (e.g., surveys), and pictures of the day of the event.
1. With the help of the physical education teacher or Active School Champion, identify and select an activity for your event. For example: Family Wellness Night, Walk/Bike to School Day, Fun Walk/ Run event, etc.
2. Work with the physical education teacher or Active School Champion to identify the appropriate school administrator in charge of school events and schedule a meeting to discuss the opportunity to plan and organize an event for the school staff, families, and community.
3. Check with the school secretary to set dates for the event on the school calendar. They can help with promoting the event via social media or school newsletters as well.
4. Identify, invite, & build relationships with other school staff who may help organize or facilitate the event. They can be members of the Wellness or Active Schools committee, nutrition services staff, high school clubs or sports teams, etc.

Continued...

Family & Community Engagement Event

Continued...

5. Depending on your event, you may need to find & build community partnerships with organizations around the school community. For example, if you are planning a Family Wellness Night, you might want to invite local Dance/Karate/Yoga studios, local university students to help run a station, other businesses, YMCA, Park & Recreation centers, etc.
6. Collect data about the event. The data can be in the form of the number of participants, attendance, enjoyment level among participants/attendees, likelihood to attend future physical activity events, etc. Identify the most effective method to collect data to use in your reflection as well as what the findings say about the effectiveness or success of your event.
7. Make sure to promote the event ahead of time (three to four weeks ahead of time) through social media, flyers, posters, emails, newsletters, etc.

Upon completion of the Family and Community Engagement event, write a reflection paper (4-5 pages double-spaced) about your implementation experience. Include an insightful and thorough reflection with concrete and relevant supporting examples for each question and analysis and interpretation of data. Be honest in your responses; your perspective of the implementation experience for the event, whether bad or good, is important and valued and will not be a factor in the grade you receive for this assignment or in the class.

1. Describe your implementation experience in terms of the things that worked and why you believe they worked (consider factors such as the physical environment where the event occurred, your team members, the students, staff/teachers you worked with at the implementation site, available resources, community partnerships, your preparedness for implementing the event, the activities you provided, and the structure/expectations of the assignment). Use results from the data you collected and specific examples to support your perspective.
2. Describe your experience implementing the event in terms of the things that did not work (consider the factors listed in Question 1). Use results from the data you collected and specific examples to support your perspective.
3. What were the most and least enjoyable aspects of your experience implementing the event?
4. How would you improve your approach to doing this implementation assignment if you could do it again? Be specific, refer to the results from your collected data, and consider factors related to planning and implementation.
5. Analyze, interpret, and discuss data results as they relate to the effectiveness and success of your event.

Evaluation:
Teacher candidates will be evaluated on the extent to which they planned and organized the event (70%), followed the steps outlined above (10%), critical reflection (10%), and data analysis and interpretation (10%).

Family & Community Engagement Event
Assessment Rubric

	Beginning 0---75	Developing 76-85	Proficient 86---95	Advanced 96---100
Planning & Organization of Event **70%** _____	▪ Lacks planning description or evidence of a plan ▪ Lacks organization or details about the event	▪ Some evidence of planning implementation is included such as time, facilities, or equipment ▪ Some event management details are described, including the organization of space, people, volunteers, equipment, and time from the beginning to the end of the event ▪ Some activity content (i.e., what activity options will students have) is included ▪ Some details are included about roles and responsibilities of participating group members	▪ The plan is clearly described including: time and duration of the event, the facility/facilities that will be used, and the equipment needed ▪ Sufficient event management details are described, including the organization of space, people, volunteers, equipment, and time from the beginning to the end of the event ▪ Activity content (i.e., what activity options will students have) is detailed from the beginning to the end of the event ▪ Specific roles and responsibilities of participating group members are clearly outlined and reflect careful consideration of the best use of resources to maximize the impact of the event	▪ All criteria for proficiency are met and included exceptional planning and organization evidence and details

Family & Community Engagement Event *Assessment Rubric*

	Beginning **0---75**	**Developing** **76-85**	**Proficient** **86---95**	**Advanced** **96---100**
Followed the Outlined Steps **10%** _____	▪ Little or no evidence is provided that demonstrates steps were followed; some or no steps were followed or outlined	▪ Some evidence is provided that demonstrates most steps were followed and are outlined	▪ Sufficient details are provided that show all steps were followed and are outlined	▪ All steps were followed and outlined, and exceptional evidence and details were provided
Critical Reflection **10%** _____	• Three or more reflection questions are not addressed; details are not provided • Writing and organization make understanding aspects of the reflection difficult	• At least two reflection questions are addressed, and some details are provided • Writing and organization are mostly clear	• All reflection questions are addressed, and sufficient details are provided • Well-organized and clear	• All criteria for proficiency are met, and reflection provides exceptional insightful, thoughtful, and relevant details
Data Analysis & Interpretation **10%** _____	• Minimal or no data analysis is included • Minimal or no discussion of the interpretation of data	• Data analysis is included but lacks evidence • Some discussion of the interpretation of data is included	• Data analysis includes graphs or charts with values • Discussion and interpretation of data are accurate	• All the criteria for proficiency are met, and the analysis and interpretation are thoroughly discussed

Designing a Staff Wellness Program

Suggested Level:
Mid-Program

Student Learning Outcome(s) Addressed:
4. Teacher candidates will be able to plan for staff wellness and engage the larger school community in physical activity promotion efforts.

Purpose:
The purpose of this assignment is to promote physical activity and overall well-being among school staff by designing a school-based wellness program.

Background:
Successful school-based initiatives require resources and support to be sustainable and policy can be leveraged to advocate for implementation of desired programs (i.e., CSPAP). Undergraduate students are rarely exposed to policy-related assignments during their programs, but it is essential that they are able to navigate these documents and resources if they are going to be able to advocate for their own programs.

Instructions for Teacher Candidates:
Design a staff wellness program aimed at promoting physical activity and overall well-being among school personnel. Teacher candidates should consider the literature on this essential element of an active school culture to help school staff overcome common barriers and increase participation and sustainability.
1. Identify a local school and schedule a time to observe, chat, and/or survey school staff about their interests, resources, and schedules. Identify their needs and strengths around wellness programming.
2. Based on your observations, conversations, and data collected, design a wellness program specifically tailored to the school staff you observed that includes physical activity and one other wellness element of your choice (e.g., mental/mindfulness, nutrition, sleep, finances, educational information, and resources).
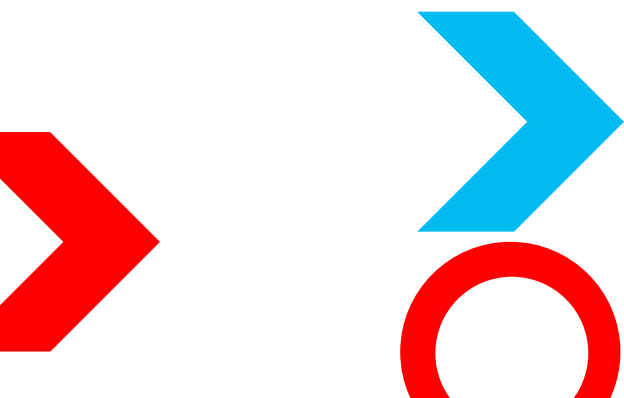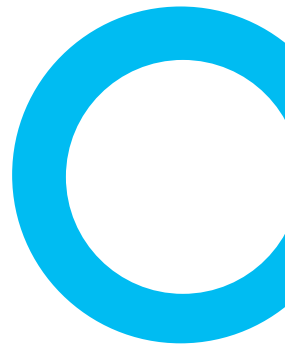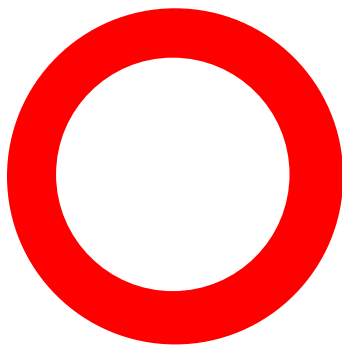
Designing a Staff Wellness Program

Include the following:

a. Title of the wellness program
b. A rationale for the program
c. Include what the staff shared with you, and align the activities/program to their interests and school resources.
d. Describe how the program will be implemented and managed
   - How and how often will you communicate with the participants/school staff?
   - Who will lead the program and organize the activities?
   - When/Time? How frequently?
   - Where will it take place?
   - Do you need to reserve the school/district space ahead of time?
   - Equipment or materials needed?
   - How will you keep track of staff participation?
   - Will you provide incentives? If so, how will these be funded?
5. Timeline of the wellness program
   - The program should be no shorter than three months.
   - If it helps to organize your program, include tables or charts
6. Type of activities
   - The program can include multiple activities. For example, the first month can be a walking club; the second month can consist of Yoga classes; the third month can have hiking or cycling outings, and so on.
   - For the wellness element of your choice, include a description of the type of information or resources you will be providing staff, such as website links or copies of handouts.
   - Remember to align the activities with the staff's interests, needs, and strengths.
7. Identify how you will know if the program was successful
   - Consider surveying staff to determine the impact and success of your wellness program.

Evaluation:
Teacher candidates will be evaluated on how well they designed and described the wellness program (70%) and included all the content outlined above (30%).

Designing a Staff Wellness Program
Assessment Rubric

	Beginning **0---75**	**Developing** **76-85**	**Proficient** **86---95**	**Advanced** **96---100**
Wellness Program Design & Description **70%** _____	▪ Lacks a description of the program ▪ Lacks organization or details about the program	▪ Some evidence of program description is included, such as time, facilities, or equipment ▪ Some program management details are described, including the organization of space, equipment, participants, and time from the beginning to the end of the program ▪ Some activity content (i.e., activity and wellness information) is included ▪ Includes some details about the use of resources to maximize staff participation and sustainability of the program	▪ The program is clearly described, including the time and duration of the program, the facility/facilities that will be used, the equipment needed, and the people leading it ▪ Sufficient program management details are described, including the organization of space, equipment, participants, and time from the beginning to the end of the program ▪ Activity content (i.e., activity and wellness information) is detailed from the beginning to the end of the program ▪ Considers and includes the use of resources to maximize staff participation and sustainability of the program	▪ All steps were followed and outlined, and exceptional evidence and details were provided
Content **30%** _____	• Significant content is missing	• Some content is missing	• Sufficient content details are provided that show all steps were followed and are outlined	• All criteria for proficient are met, and exceptional evidence and details were provided

Policy Scavenger Hunt

Suggested Level:
Mid-Program

Student Learning Outcome(s) Addressed:
5. Teacher candidates will be able to advocate for robust active school policies, programs, and quality professional development.

Purpose:
The purpose of this assignment is for students to explore relevant local and national policy in order to identify policies that support the implementation of CSPAP. Students will then create a summary of existing policy that aligns with CSPAP implementation.
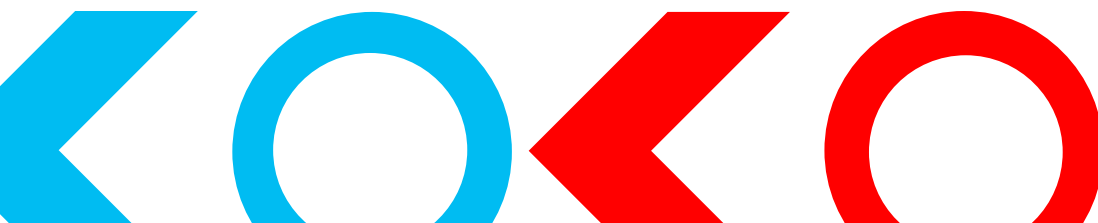
Background:
Successful school-based initiatives require resources and support to be sustainable and policy can be leveraged to advocate for implementation of desired programs (i.e., CSPAP). Undergraduate students are rarely exposed to policy-related assignments during their programs, but it is essential that they are able to navigate these documents and resources if they are going to be able to advocate for their own programs.

Instructions for Teacher Candidates:
1. Conduct a search for local and national level policy that mentions school-based physical activity and save all documents and other resources you locate.
2. Analyze the various policies you have identified and establish connections between these and the components of CSPAP (e.g., a district wellness policy that includes requirements related to the frequency and duration of recess).
3. Draft a summary document that outlines existing policy that could be used when advocating for CSPAP implementation.

Evaluation:
Teacher candidates will be evaluated on the number and types of policy documents identified (20%), the analysis of the policies as they relate to each CSPAP component (40%), and the summary of the existing policies (40%). Please see the rubric on the next page.

Policy Scavenger Hunt
Assessment Rubric

	Beginning 0---75	Developing 76-85	Proficient 86---95	Advanced 96---100
Policy Documents **20%** _____	▪ Few relevant policies are located and/or are not appropriately documented in the assignment.	▪ Some relevant policies are located and appropriately documented in the assignment.	▪ Several relevant policies are located and appropriately documented in the assignment.	▪ Many relevant policies. are located and appropriately documented in the assignment
Policy Analysis **40%** _____	• Few CSPAP components are aligned with at least one supporting policy reference.	• Some CSPAP components are aligned with at least one supporting policy reference.	• The majority of CSPAP components are aligned with at least one supporting policy reference. • If no relevant policy exists for a particular CSPAP component, this is identified in the assignment.	• Each CSPAP component is aligned with at least one supporting policy reference. • If no relevant policy exists for a particular CSPAP component, this is identified in the assignment.
Summary **40%** _____	• A summary is not provided; or the summary fails to synthesizes relevant policies that could be used to support the implementation of each CSPAP component	• A summary is provided that synthesizes some relevant policies that could be used to support the implementation of each CSPAP component	• A detailed summary is provided that synthesizes relevant policies that could be used to support the implementation of each CSPAP component	• A thorough summary is provided that synthesizes relevant policies that could be used to support the implementation of each CSPAP component.
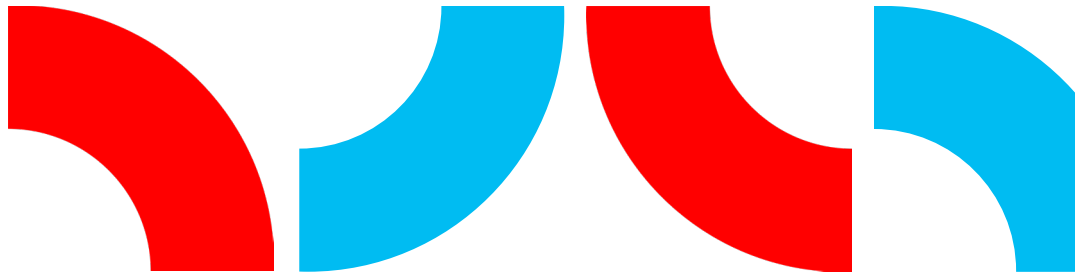
PETE Integration:
Late Program

Advocacy Resource Development

Suggested Level:
Late Program

Student Learning Outcome(s) Addressed:
5. Teacher candidates will be able to advocate for robust active school policies, programs, and quality professional development

Purpose:
The purpose of this assignment is for students to identify relevant local and national policy and meaningful evidence in order to create an advocacy resource that supports the implementation of CSPAP, intentionally tailored to a specific stakeholder group.

Background:
The benefits of physical activity are well-known; yet more advocacy is needed in promoting the prioritization of physical activity in schools. Advocacy efforts are necessary to promote the importance of implementing CSPAP as it contributes to an active school culture. Undergraduate students are rarely exposed to policy-related assignments during their programs, but it is essential that they learn to navigate these documents if they are going to be able to advocate for their own programs and understand how to tailor advocacy efforts to various stakeholder groups.

Instructions for Teacher Candidates:
1. Identify a stakeholder group as the intended audience for the advocacy resource you will create (e.g., school administrators, school board, parents, students, teachers).
2. Using policies and resources you have learned about in this course, identify the benefits of physical activity, as well as local school level information to include in your resource.
3. Your advocacy resource may be created in the form of a poster, slides, video, flier, or another instructor-approved platform.
4. Include information and examples that would be persuasive for your intended group of stakeholders to encourage more opportunities for physical activity in their school community.
5. Once complete, distribute the resource to the school community and solicit feedback from the stakeholder group.

Evaluation:
Teacher candidates will be evaluated on the extent to which relevant information is presented (50%) and the overall quality of the advocacy resource (50%). Please see the rubric on the next page.

Advocacy Resource Development
Assessment Rubric

	Beginning 0---75	Developing 76-85	Proficient 86---95	Advanced 96---100
Relevant Information 50% _____	• Information is not accurate and/or relevant to the identified stakeholder group	• Information is somewhat accurate and relevant to stakeholder group	• Accurate, relevant information is presented for the identified stakeholder group	• Information is from strong sources and is tailored specifically to identified stakeholder group
Advocacy Resource 50% _____	• The resource is unlikely to capture the attention of the intended audience and/or be persuasive	• The resource may capture the attention of the intended audience and be somewhat persuasive	• The resource is likely to capture the attention of the intended audience and be persuasive	• The resource is very likely to capture the attention of the intended audience and be exceptionally persuasive

Professional Development Scavenger Hunt

Suggested Level:
Late Program

Student Learning Outcome(s) Addressed:
5. Teacher candidates will be able to advocate for robust active school policies, programs, and quality professional development

Purpose:
The purpose of this assignment is to allow teacher candidates to identify professional development opportunities associated with the nine essential elements of an active school culture for their future professional growth.

Background:
It is essential for physical education teachers to continuously develop relevant knowledge and skills after they graduate. An Active Schools Professional Development Scavenger Hunt activity allows teacher candidates to make professional development plans for their future to keep their knowledge and skills up to date and prepare them for greater responsibilities in creating an active school culture.

Instructions for Teacher Candidates:
1. Conduct a web search to identify professional development opportunities in relation to the nine essential elements of an active school culture
2. Find at least 4 professional development opportunities related to different elements of an active school culture
3. Organize the professional development opportunities with descriptions and web links in a table
4. Share the opportunities with the class using an online discussion board or handout

Professional Development Scavenger Hunt

SAMPLE TABLE:

Name of PD:	Aimed Element(s):	Description:	Location/Time:	Link:
Example: *SHAPE OF AMERICA* *Back to School Summit*	*Example:* *#1 Diverse, Equitable, & Inclusive Opportunities for Physical Activity* *#3 Physical Education* *#5 School & Staff Leadership*	*Example:* *This summit offers presentations on how to create equitable learning spaces where ALL students can reach their full potential.*	*Example:* *Virtual; Wednesday, July 26, 2023, at 5:00 - 8:30 p.m. ET*	*Example:* *https://www. shapeamerica.org/ events/BTSS2023/ Back-to-School- Summit.aspx*

Evaluation:

Teacher candidates will be evaluated on professional development opportunity identification (50%) and table elements (50%).

Professional Development Scavenger Hunt

	Beginning 0---75	Developing 76-85	Proficient 86---95	Advanced 96---100
PD Opportunity Identification **50%** _____	▪ Identified fewer than 2 professional development opportunities associated with multiple elements of an active school culture	▪ Identified 2-3 professional development opportunities associated with multiple elements of an active school culture	▪ Identified 4 professional development opportunities associated with multiple elements of an active school culture	▪ Identified more than 4 professional development opportunities associated with multiple elements of an active school culture
Table Elements **50%** _____	• The table does not contain clear information about the professional development opportunities	• The table contains some information about the professional development opportunities	• The table presents sufficient information about the professional development opportunities	• The table thoroughly presents information about the professional development opportunities

Staff Training on Classroom Movement Integration

Suggested Level:
Late Program

Student Learning Outcome(s) Addressed:
5. Teacher candidates will be able to advocate for robust active school policies, programs, and quality professional development

Purpose:
This assignment aims to provide teacher candidates with an opportunity to employ strategies for promoting and advocating physical activity opportunities throughout the school day and training teachers.

Background:
It is essential that teacher candidates not only learn about effective physical education teaching strategies but also seek opportunities to promote and advocate for physical activity opportunities that support the development of physically literate individuals throughout the school day. While teachers and students enjoy physically active academic lessons, lack of time, training, or resources can prevent teachers from integrating movement into their classrooms. The purpose of planning and leading a mini-professional development in-service for school staff is two-fold: to promote and advocate for physical activity outside of PE by providing evidence-based strategies for implementing movement in the classroom and seeking opportunities to collaborate and promote an active school culture.

Instructions for Teacher Candidates:
1. Identify an appropriate school administrator in charge of staff meetings and professional development opportunities at your student teaching placement
2. Schedule a meeting with the designated school administrator to discuss the opportunity to facilitate a 10-minute (or longer) professional development session on effective strategies for integrating movement into academic lessons and/or other physical activity opportunities during the school day (e.g., brain boosts, active transitions, activity breaks, etc.)
3. Identify and schedule a date and time for the professional development presentation
4. Plan and lead a 10-minute professional development presentation on physical activity and/or movement integration (e.g., PowerPoint slides with clear, SMART objectives for the presentation)
5. Create a handout with the strategies covered during your presentation and resources for teachers/staff
6. At the conclusion of your presentation, ask for staff/teacher/administrator's feedback.
   a. From today's presentation, which physical activity strategy will you most likely implement in your classroom right away?
   b. Looking ahead, what types of additional training might be needed for you to successfully integrate movement into the classroom?
   c. Rate this presentation's effectiveness in providing you with strategies, resources, and ideas for integrating and managing movement with your students.
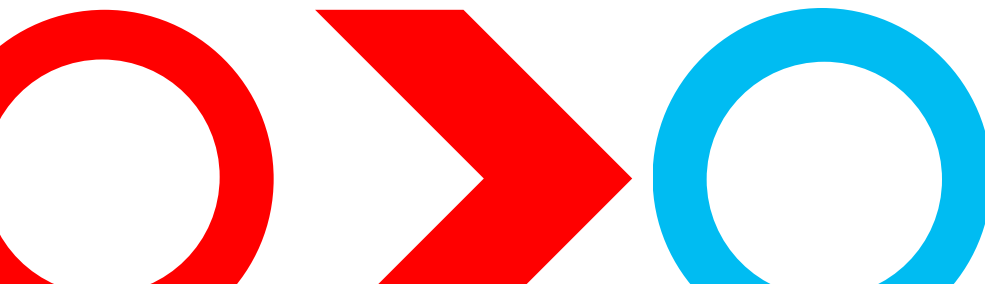
Staff Training on Classroom Movement Integration

Instructions for Teacher Candidates:

7. Write a reflection on the experience and discuss staff/teacher/administrator feedback. Reflect on the overall experience of planning, organizing, and delivering a presentation to school staff. Include insightful and thorough reflection based on each component of the experience. Be honest in your responses; your perspective of the implementation experience for the presentation, whether bad or good, is important and valued and will not be a factor in the grade you receive for this assignment or in the class.

    a. Describe your implementation experience in terms of the things that worked and why you believe they worked (consider factors such as the physical environment where the presentation occurred, school staff and their disposition, technology, available resources or materials, your preparedness for delivering the presentation, the activities you provided, and the structure/expectations of the assignment). Use results from the feedback you collected and specific examples to support your perspective.

    b. Describe your experience planning, organizing, and delivering the presentation in terms of the things that did not work (consider the factors listed above). Use results from the feedback/data you collected and specific examples to support your perspective.

    c. What were the most and least enjoyable aspects of your experience delivering the presentation or professional development?

    d. How would you improve your approach to doing this presentation if you could do it again? Be specific, refer to the results from your collected data, and consider factors related to planning, organization, and delivery.

    e. Analyze, interpret, summarize, and discuss data results as they relate to the effectiveness and success of your presentation (make sure to ask your audience to rate the effectiveness of your presentation based on the objectives stated at the beginning of your presentation).

Evaluation:
Teacher candidates will be evaluated on the extent to which they planned, organized, and delivered the PA/movement integration presentation (30%), presentation slides & handout (30%), critical reflection (20%), and summary and discussion based on staff/teacher/administrator's feedback (20%).

Staff Training on Classroom Movement Integration
Assessment Rubric

	Beginning 0---75	Developing 76-85	Proficient 86---95	Advanced 96---100
Planning, Organization, & Delivery of Presentation **30%** _____	• Lacks planning description or evidence of a plan • Lacks organization or details about the presentation	• Some evidence of planning implementation is included, such as time, day, facilities, or space • Some presentation details are described, including the organization of space, people, materials, and time • Some activity content (e.g., examples of PA/Movement ideas) detail is included	• The plan is clearly described, including the time and duration of the presentation, materials or equipment used, and a presentation agenda • Sufficient presentation details are described, including the organization of space, people, equipment, or materials • Activity content (e.g., examples of PA/Movement ideas) is detailed from the beginning to the end of the presentation	• All criteria for proficiency are met and included exceptional planning, organization, and delivery details and evidence
Presentation Slides & Handout **30%** _____	• Slides were disorganized and made the content difficult to understand • Visuals were messy, irrelevant, and/or missing • A handout was not provided	• Slides were organized, with few minor issues • Visuals were somewhat relevant, appealing, and memorable • A handout was provided, but it lacked relevance, organization, and/or clarity	• Slides were well-organized and clean • All visuals were clean, relevant, appealing, and memorable • A one-page handout was provided with some relevant and useful strategies and resources	• All criteria from proficiency were met & all visuals were exceptionally clean, relevant, appealing, memorable, and creative • A one-page handout was provided with evidence-based strategies and resources

Active Schools Evaluation Plan

Suggested Level:
Late Program

Student Learning Outcome(s) Addressed:
6. Teacher candidates will be able to plan for, implement, and evaluate multiple elements of an active school culture

Purpose:
The purpose of this assignment is to allow teacher candidates to develop an evaluation plan of an active school culture by using Active Schools Evaluation Handbook.

Background:
It is essential for schools to regularly monitor and evaluate students' physical activity and related programs within the school community to establish and promote an active school culture. Developing an evaluation plan of an active school culture by using Active Schools Evaluation Handbook allows teacher candidates to demonstrate their evaluation planning skills in accordance with their knowledge of the nine essential elements of active school culture. By extension, the developed evaluation plan will help teacher candidates better fulfill the role of a physical activity leader in their future professions.

Instructions for Teacher Candidates:
1. Review various evaluation tools and resources in Active Schools Evaluation Handbook
2. Set up a goal for evaluation
3. Choose multiple tools for evaluation based on the goal
4. Develop both short-term and long-term plans for evaluation based on the goal
5. Organize the plans with chosen tools and their descriptions and timeline in a table (see sample on next page)

Evaluation:
Please see the rubric included in this section.

Active Schools
Evaluation Plan

Physical Activity Leader Name:				
School Name:				
Goal Setting				
Short-Term Goal:		**Long-Term Goal:**		
	Tool:	**Description:**	**Evaluation Period:**	**Link:**
FALL 2023	*EXAMPLE:* Youth Activity Profile (YAP)	*EXAMPLE:* A 15-item questionnaire that asks students about their physical activity behavior before, during, and after the school day and also has items related to weekend physical activity and screen time.	*EXAMPLE:* 1-year plan: August 25, 2023 - May 5, 2024	*EXAMPLE:* https://yap.activeschoolsus.org/
	EXAMPLE: Comprehensive School Physical Activity Program Policies and Practices Questionnaire (CSPAP-Q)	*EXAMPLE:* A free, web-based, 52-question instrument designed to assess current policies and practices related to the five CSPAP component areas	*EXAMPLE:* August 25, 2023 - December 10, 2023	*EXAMPLE:* https://pubmed.ncbi.nlm.nih.gov/32097094/
Spring 2024	*EXAMPLE:* Youth Activity Profile (YAP)	*EXAMPLE:* A 15-item questionnaire that asks students about their physical activity behavior before, during, and after the school day and also has items related to weekend physical activity and screen time.	*EXAMPLE:* 1-year plan: August 25, 2023 - May 5, 2024	*EXAMPLE:* https://yap.activeschoolsus.org/

Active Schools
Evaluation Plan
Assessment Rubric

	Beginning 0---75	Developing 76-85	Proficient 86---95	Advanced 96---100
Goal Setting **30%** _____	• The descriptions of goal setting do not contain clear ideas about the purpose and objective of the evaluation	• The descriptions of goal setting contain minimal ideas about the purpose and objective of the evaluation	• The descriptions of goal setting contain some ideas about the purpose and objective of the evaluation	• The descriptions of goal setting clearly represent the idea about the purpose and objective of the evaluation
Evaluation Tools **50%** _____	• Have less than 2 evaluation tools that assess variables associated with an active school culture	• Have more than 1 evaluation tools that assess variables associated with an active school culture	• Have more than 2 evaluation tools that assess variables associated with an active school culture	• Have more than 3 evaluation tools that assess variables associated with an active school culture
Evaluation Tools **50%** _____	• The descriptions of chosen evaluation tool do not contain clear ideas about the purpose and objective of the evaluation	• The descriptions of chosen evaluation tool contain minimal ideas about the purpose and objective of the evaluation	• The descriptions of chosen evaluation tool contain some ideas about the purpose and objective of the evaluation	• The descriptions of chosen evaluation tool clearly represent the purpose and objective of the evaluation

Final Presentation & E-Portfolio

Suggested Level:
Late Program

Student Learning Outcome(s) Addressed:
6. Teacher candidates will be able to plan for, implement, and evaluate multiple elements of an active school culture.

Purpose:
The purpose of this assignment is to allow teacher candidates to describe and present processes related to planning, implementing, and evaluating a CSPAP initiative project in a school. Candidates will organize, document, and display their most significant learning experiences related to developing an active school culture on their professional websites.

Background:
Physical education teacher candidates should have a clear understanding of school-based physical activity promotion and be prepared to take on an expanded role as physical activity leaders. By preparing and presenting a final presentation, candidates can demonstrate their applied knowledge and understanding of the planning, implementation, and evaluation processes of developing an active school culture. Creating an ePortfolio allows teacher candidates to demonstrate knowledge associated with the nine essential elements of an active school culture and demonstrate technology proficiency, which is one of the essential competencies included in the National Standards for Initial Physical Education Teacher Education (SHAPE America, 2017). By extension, the developed Active Schools ePortfolio will help teacher candidates better fulfill the role of a physical activity leader in their future professions.

Instructions for Teacher Candidates:
Section 1 - Describe the Project
1. Description of the initiative/school
   ▪ Include aims of the CSPAP initiative/project and the name school, grade levels involved, brief description of the school context, and what you learned about any needed permissions, rules, etc.
2. Evidence
   ▪ What knowledge, behaviors, attitudes, and environmental findings most guided your plan and intervention?
3. Plan
   ▪ Include the vision, mission, goals, objectives, and other planning materials you developed for the initiative.
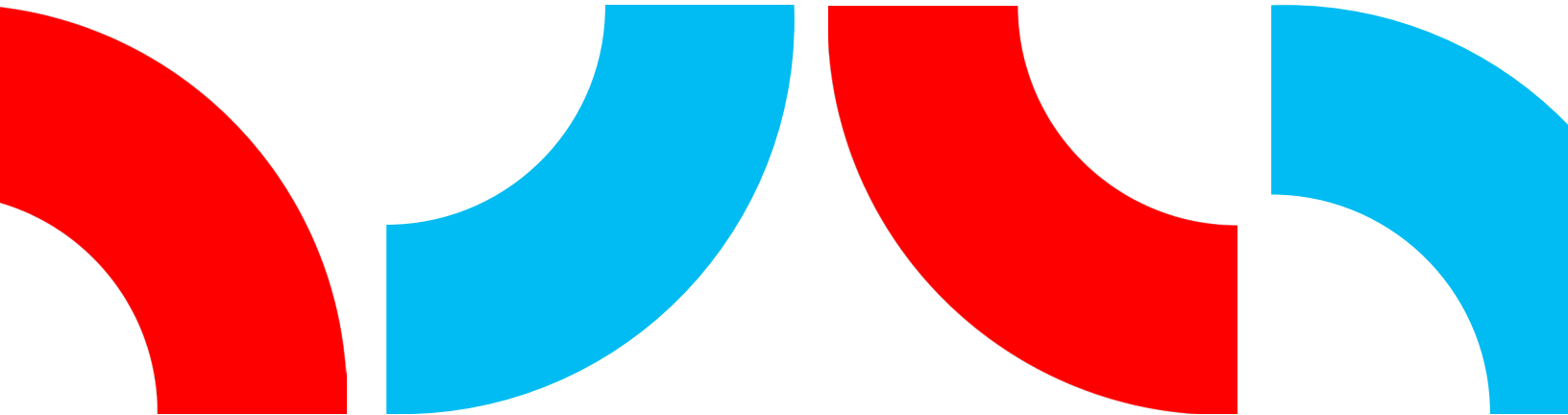
Final Presentation & E-Portfolio

Section 5 - E-Portfolio
Take your work with you!

1. Explore several web development platforms (e.g., Google Sites, Wix, Squarespace)
2. Select one of the platforms and create an account
3. Create a new website on the selected platform with nine pages (one for each essential element of an active school culture)
4. Present the most significant learning experiences related to your initiative related to the nine essential elements of an active school culture
5. Create an additional page to present your plans for sustainability recommendations and lessons learned as a physical activity leader in training

Final Presentation & E-Portfolio Evaluation & *Assessment Rubric*

	Beginning 0---75	Developing 76-85	Proficient 86---95	Advanced 96---100
Section 1 **20%** _____	• Did not follow directions, frequent errors, many revisions needed	• Followed most directions, minimal errors, needs improvement	• Followed all directions, detailed and thorough, minimal errors, meets expectations	• Could use this work as an example for future students
Section 2 **20%** _____	• Did not follow directions, frequent errors, many revisions needed	• Followed most directions, minimal errors, needs improvement	• Followed all directions, detailed and thorough, minimal errors, meets expectations	• Could use this work as an example for future students
Section 3 **20%** _____	• Did not follow directions, frequent errors, many revisions needed	• Followed most directions, minimal errors, needs improvement	• Followed all directions, detailed and thorough, minimal errors, meets expectations	• Could use this work as an example for future students
Section 4 **20%** _____	• Did not follow directions, frequent errors, many revisions needed	• Followed most directions, minimal errors, needs improvement	• Followed all directions, detailed and thorough, minimal errors, meets expectations	• Could use this work as an example for future students
Section 5 **20%** _____	• Did not follow directions, frequent errors, many revisions needed	• Followed most directions, minimal errors, needs improvement	• Followed all directions, detailed and thorough, minimal errors, meets expectations	• Could use this work as an example for future students

Active Schools Elements

National Standards for Initial Physical Education Teacher Education SHAPE America, 2017	DEI for PA	Physical Education	PA During School	PA Before & After School	School & Staff Leadership	Planning, Implementation, & Evaluation	Family & Community Engagement	Policy & Advocacy	PD & Training
Standard 1: Content and Foundational Knowledge									
Physical education teacher candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective physical education program.									
1.a Describe and apply common content knowledge for teaching PreK-12 physical education.		✓							
1.b. Describe and apply specialized content knowledge for teaching PreK-12 physical education.		✓							
1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students.		✓							
1.d Describe and apply motor learning and behavior- change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students.		✓							
1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK- 12 students.		✓							
1.f Describe historical, philosophical and social perspectives of physical education issues and legislation.	✓	✓						✓	
Standard 2: Skillfulness and Health-Related Fitness									
Physical education teacher candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.									
2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games, aquatics, dance, fitness activities, outdoor pursuits, individual-performance activities).		✓							
2.b Achieve and maintain a health-enhancing level of fitness throughout the program.		✓			✓				
Standard 3: Planning and Implementation									
Physical education teacher candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.									
3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance- based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America National Standards and Grade-Level Outcomes for K- 12 Physical Education.	✓	✓				✓		✓	
3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.	✓	✓				✓			
3.c Plan for and manage resources to provide active, fair and equitable learning experiences.	✓	✓	✓	✓	✓	✓			
3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.	✓	✓	✓	✓	✓	✓			
3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).		✓							
3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.	✓	✓							
Standard 4: Instructional Delivery and Management									
Physical education teacher candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, and instructional and managerial skills to enhance student learning.									
4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.	✓	✓							
4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.		✓							
4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.	✓	✓	✓			✓			
4.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.	✓	✓	✓	✓					
4.e Analyze motor skills and performance concepts in order to provide specific, congruent feedback to enhance student learning.		✓							
Standard 5: Assessment of Student Learning									
Physical education teacher candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.									
5.a Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.		✓				✓			
5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.	✓	✓				✓			
5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.	✓	✓				✓			
Standard 6: Professional Responsibility									
Physical education teacher candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.									
6.a Engage in behavior that reflects professional ethics, practice and cultural competence.	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.b Engage in continued professional growth and collaboration in schools and/or professional organizations.	✓	✓	✓	✓	✓	✓	✓	✓	✓
6.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities	✓	✓	✓	✓	✓	✓	✓	✓	✓

Key

✓ (red)	= Direct connection between SHAPE Standards & Active Schools Elements
✓ (blue)	= Transferrable concept that overlaps between SHAPE Standards & Active Schools Elements

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