



PHYSICAL EDUCATION LEARNING STANDARDS UPDATE AND APPROVAL

BOARD OF REGENTS P-12 MEETING

MARCH 2, 2020



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

BACKGROUND FOR REVIEW OF LEARNING STANDARDS

Over the past two years, the Department has engaged New York State educators in the review and development of new P-12 NYS Physical Education Learning Standards.



The review included classroom teachers, administrators, higher education representatives, and other stakeholders.



The group used the National SHAPE Physical Education Standards (2013) and the previously approved NYS Physical Education Learning Standards (1996) as a foundation for the review, building on previous standards.



The result is the 2020 New York State Physical Education Learning Standards.



HOW THIS BENEFITS STUDENTS



The previous New York State Physical Education Standards had not been reviewed in over 20 years and needed to be updated to reflect current skills and the changing world.



Physical activity and wellness is critical in student lives. Research has shown that daily physical activity can have a positive impact on students' cognitive skills, attitudes, and academic performance.



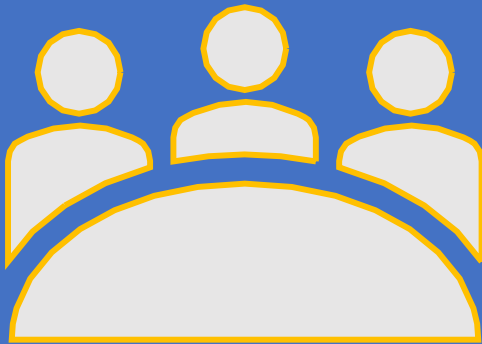
All New York State students deserve a “well-rounded” education that addresses individual wellness and promotes lifetime physical activity and healthy choices.



The new Physical Education Standards not only focus on physical activity, but include elements of wellness and social emotional needs.

¹ (Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: U.S. Department of Health and Human Services; 2010).

WHO WAS INVOLVED IN THE WORK?



Educators

- P-12 Physical Education Teachers
- P-12 Health Education Teachers
- BOCES staff
- Higher Education representatives

Administrators

- P-12 administrators
- District coordinators

Additional Stakeholders

- Community organizations
- Parent organizations
- Professional Organizations
 - New York State Association for Physical Education, Health, Recreation, and Dance (NYSAPERD)
 - New York State United Teachers (NYSUT)
 - NYS School Boards Association (NYSSBA)
 - NYS School Administrators Association (SAANYS)

KEY FEATURES OF THE 2020 NEW YORK STATE PHYSICAL EDUCATION LEARNING STANDARDS

Standards for all students.

Quality physical education instruction is for all students and inclusive of individual student needs.



The development of “physical literacy” includes the three domains of learning: cognitive, psychomotor, and affective, which are embedded in the six standards.



Addressing social-emotional needs through personal health and fitness is a key feature highlighted in these new standards.



These standards do not specify one method of instruction or approach and instead honor local curriculum decisions, cultural needs, and the individuality of the student.



Collaboration, teamwork, and civility among students are emphasized in these new standards as part of twenty-first century skills.



The New York State Physical Education Standards were developed with the understanding that each region has its own unique factors, such as access to facilities, equipment, supplies, and contact hours.



CONNECTION TO ESSA



Health & Physical Well-Being

- As per the NYS ESSA plan, NYSED committed to revising current physical education expectations. This plan stipulates that the health and physical well being of students is a critical foundation for learning.
- For example, Standard 5 states : *Recognize the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.*



Whole Child Model

- In addition to revising standards, the Department will encourage LEAs to adopt a Whole Child model, because health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance. Research shows that quality school physical education programs, physical activity, and health programs positively affect educational outcomes, health-risk behaviors, and health outcomes (NYS ESSA Plan, Part IV.A. p. 186).

NEW FOCUS ON SOCIAL EMOTIONAL ELEMENTS AND PERSONAL WELL-BEING (ADDRESSING THE WHOLE CHILD)

Physical-Mental Health Connection

- The important connection between physical and mental health and the overall wellness of a child was a critical consideration in the development of these standards.

Reflection in Standards

- As a result, the New York State Physical Education Learning Standards (2020) reflect both the NYS Social Emotional Benchmarks, along with the NYS Mental Health Education initiative. This provides physical educators the opportunity to support school districts' efforts to contribute to the goal of overall wellness.

Standard and Outcomes

- Standard 4 reflects the NYS Social Emotional Benchmarks and the NYS Mental Health Education initiative.
 - **Grade 3 Outcome: Demonstrates cooperative and inclusive behaviors with others in physical activity settings.**
 - **Grade 6 Outcome: Describes how being physically active leads to a healthy body and mind.**

PUBLIC COMMENT AND FEEDBACK

“Perfect progression to get students to critically think of future plans and future healthy decision-making.”

“Love the addition of Overall Wellness.”

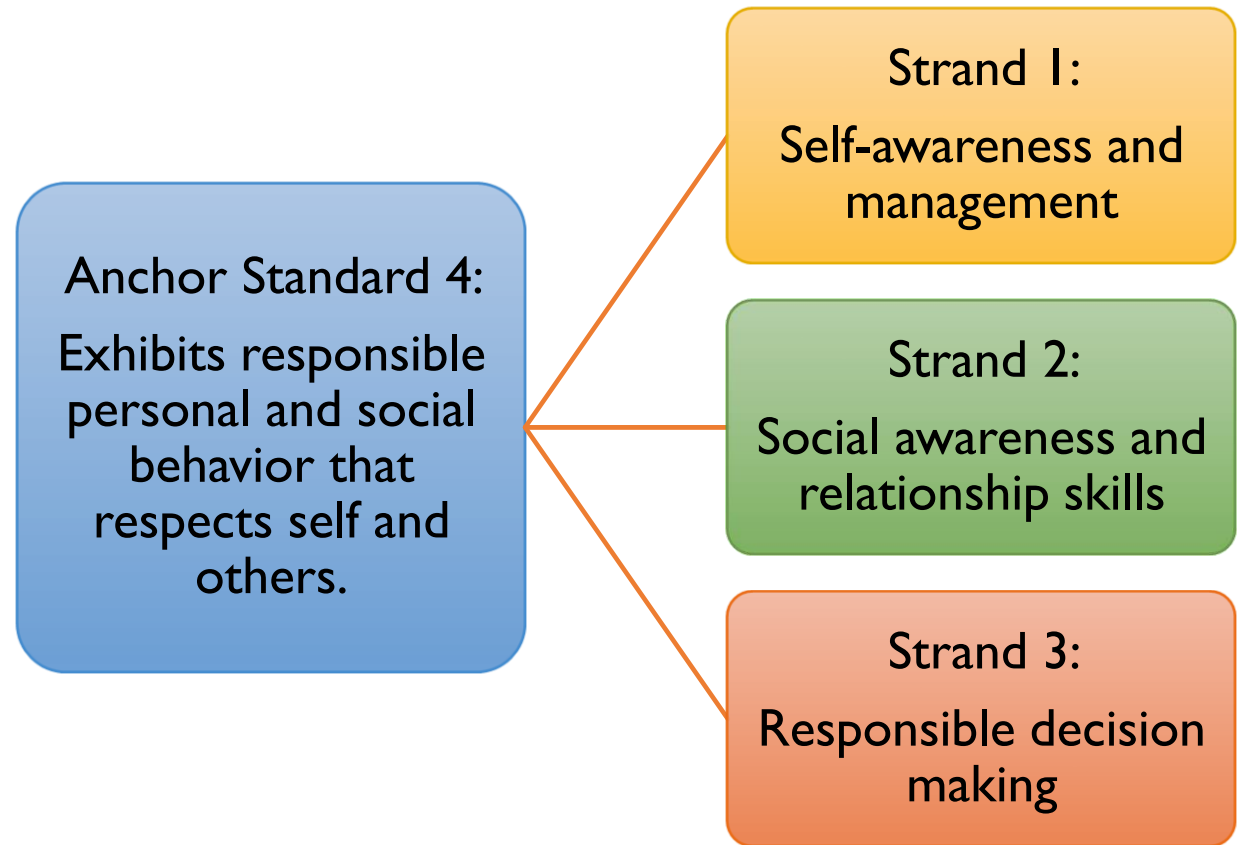
“These are the ingredients that will keep them going after graduation.”

- NYSED received 518 survey responses representing individuals and members of organizations across New York.
- The majority of responses were from P-12 educators and administrators; feedback was also received from higher education, nonprofit organizations, parents, students, and school board members.
- 94 percent of respondents indicated that they either moderately or strongly supported the standards overall; however, some themes emerged as priorities for slight revision and guided the work.

READING THE STANDARDS

The Physical Education Standards are organized by grade-levels from PreK-8, followed by grade-banded levels: 9-10 (Level 1) and 11-12 (Level 2).

- **Anchor Standards** represent broad statements about the expectations for students as they prepare for high school graduation, positioning themselves into leading a healthy and active life.
- **Strands** delineate and further define the anchor standards.
- **Outcomes** are grade-level expectations, derived from the strands, demonstrating what a student should be able to understand and do.



SIX ANCHOR STANDARDS

The new NYS Physical Education Learning Standards (2020) include six anchor standards of the physically literate student:



Standard 1:
Demonstrates competency in a variety of motor skills and movement patterns.



Standard 2:
Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.



Standard 3:
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.



Standard 4:
Exhibits responsible personal and social behavior that respects self and others.



Standard 5:
Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.



Standard 6:
Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

GRADE-LEVEL EXPECTATIONS: EXAMPLES

STANDARD 4.

Exhibits responsible personal and social behavior that respects self and others.



Strand 4:

Social Awareness and Relationship Skills



Outcome - Grade 7:

Demonstrates civility by cooperating with classmates in physical activity settings.

STANDARD 6.

Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.



Strand I:

Personal and Community Resources



Outcome - High School Level I:

Explains how personal and community physical activity and fitness resources can support overall wellness.

INTRODUCTION TO THE STANDARDS

- The **Introduction** and **Grade Level Introductions** were developed to assist school district administrators and educators in understanding the new NYS Physical Education Learning Standards (2020) and to help guide them with aligning their curriculum to these new standards.

Snapshot From the Introduction

“These new Standards reflect more explicit instruction in building character traits such as perseverance, healthy decision-making, and self-expression as demonstrated through goal setting.”



Grade 4 Introduction

“Students link the components of health-related fitness with the understanding of how health-enhancing behaviors influence overall wellness.”

PHYSICAL EDUCATION GLOSSARY OF TERMS

- A glossary of terms, including verbs, was created to define terms that are used within each anchor standard and outcome. This will help as districts develop their local curriculum and programs.
- The workgroup committees reviewed and developed the glossary of terms, which will be released with the final standards document.

Glossary Examples:

Overall wellness

- the process to achieve well-being in mind and body.

Personal and community resources

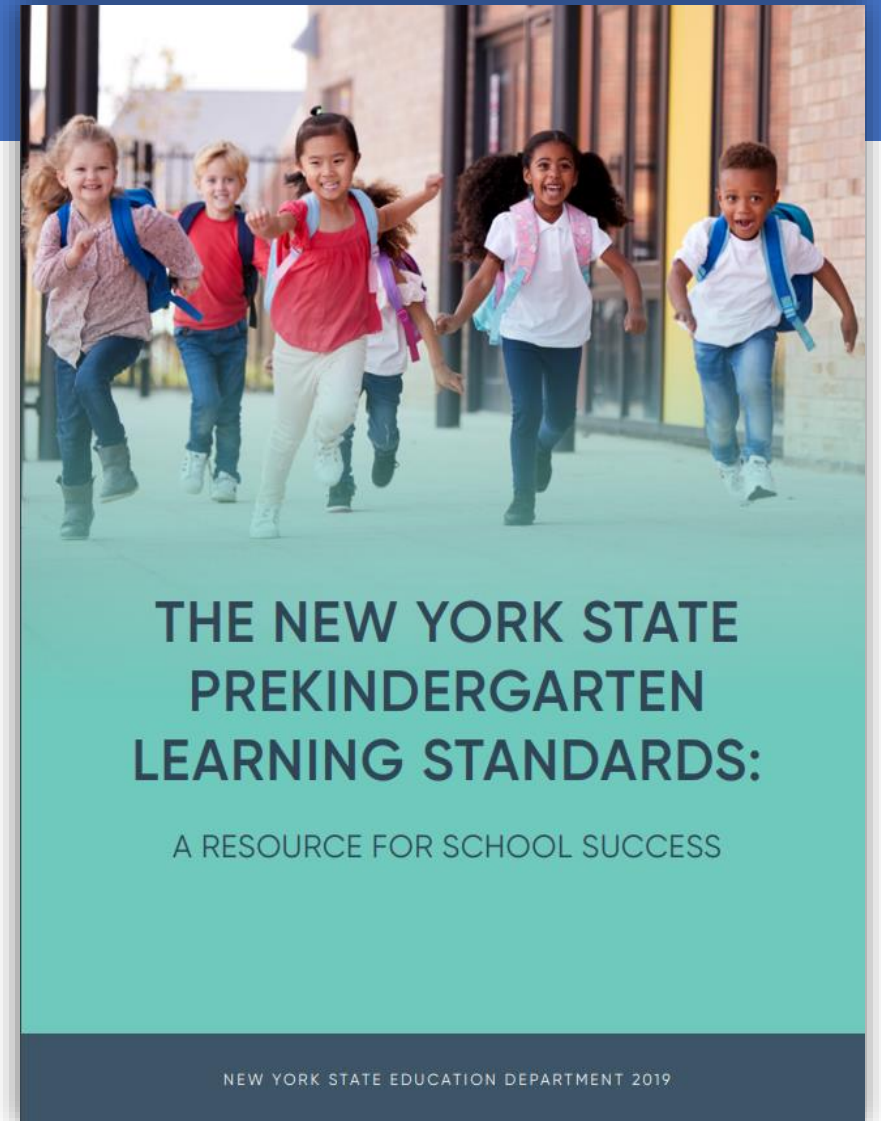
- individual attributes and abilities, and access to community assets.

Locomotor skills

- motor skills that allow individuals to navigate through space or move their body from one point to another (i.e. running, jumping, hopping, etc.)

PREKINDERGARTEN GUIDANCE

- The Prekindergarten Standards were previously approved by the NYS Board of Regents. The Standards include Domain 3: Standards for Physical Development and Health.
- The NYS Physical Education Learning Standards Committee agreed that the inclusion of the Prekindergarten Standards would be appropriate since a number of schools have already implemented these Prekindergarten Standards, and they align with the other grade level expectations.



APPLICATION TO ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH DISABILITIES

English Language Learners have unique cultural and linguistic resources which can add considerably to the breadth and depth of knowledge, perspectives, and talents of their classroom peers. The NYS Physical Education Standards have been designed to apply to all students and promote cultural connections and opportunities for collaboration.

Students with disabilities can safely and successfully participate in physical education activities and can achieve these rigorous standards with appropriate specially designed instruction, accommodations, supports, and services based on their individual needs.

PHYSICAL EDUCATION LEARNING STANDARDS IMPLEMENTATION TIMELINE



Phase I: Raise Awareness (Fall 2020-Fall 2021)

Training on the new standards; awareness of the rollout timeline; statewide collaboration with the BOCES, school districts, professional organizations, and higher education



Phase II: Build Capacity (Fall 2021-Fall 2022)

Guidance for local programs and curriculum development and additional standards resources and training



Phase III: Full Implementation (Fall 2023)

First full year of new standards implemented in the classroom

STANDARDS WRITING TEAM REPRESENTATIVES

GUESTS

- **Dr. Clancy Seymour** - *Canisius College Professor/Director of Physical Education and Health Education Programs*
- **Kerri Bullock** - *Director, Professional Development & Resource Center Broome-Tioga BOCES*
- **Allison Relyea** - *Guilderland HS Physical Education Teacher*
- **Marysol De La Cruz** - *NYCDOE Instructional Coach*



QUESTIONS?