Teaching Excellence: The New TPA

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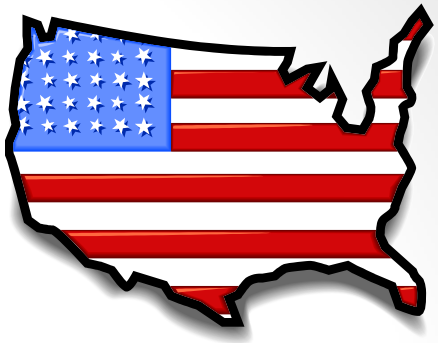
Educational Reform: No Child Left Behind

"As yesterday's positive report card shows, childrens do learn when standards are high and results are measured."

George W. Bush, 43rd U.S. president

National Standards



- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement performance.

- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Virginia Standards of Learning

Personal Fitness

9.3	The student will demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.
	Demonstrate program-planning skills by setting goals, devising strategies, and making timelines for a personal physical activity plan
	Apply the FITT (Frequency, Intensity, Time, Type) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals.
	Include scientific principles and concepts (e.g., methods of stretching, types of muscular contractions) as strategies for improvement of personal fitness.
	Identify consumer issues related to selection, purchase, care, and maintenance of personal fitness equipment.

Personal Fitness

10.3	The student will demonstrate the ability to independently apply basic principles of training and scientific concepts and principles to increase physical activity and improve personal fitness.
	Select and apply appropriate principles of training (mode, intensity, duration, frequency, progression) in a chosen game/sport, dance, recreational pursuit, or fitness activity to increase regular physical activity and/or improve performance.
	Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness.

Movement Principles and Concepts

9.2

The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.

Explain and apply selected scientific principles (e.g., physiological [warm-up, cool down, overload, specificity, and progression], biomechanical [levers, types of muscle contractions, and force]) that aid in the improvement of movement skills.

Use movement principles and concepts to improve the movement performance of self and others.

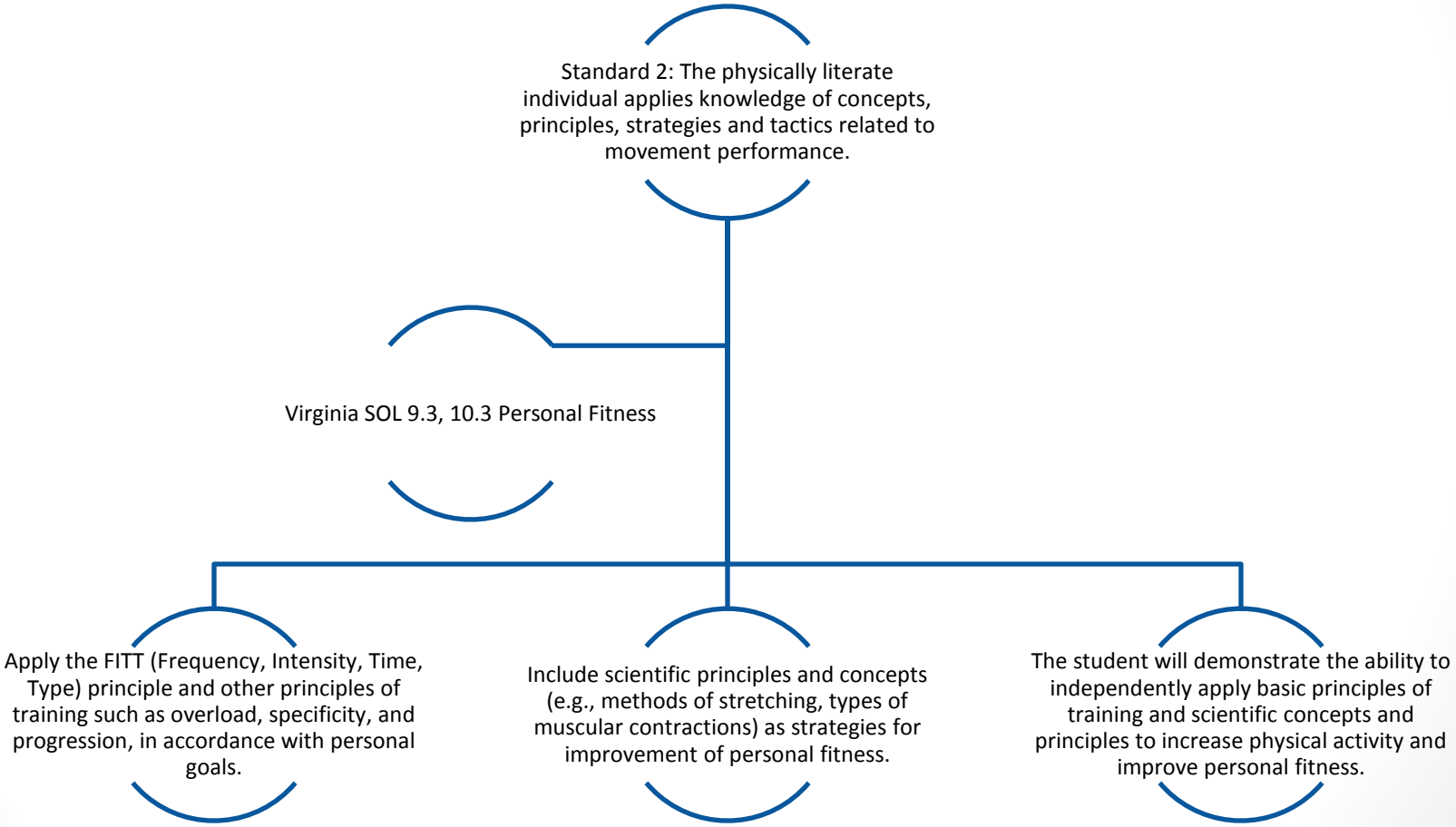
Movement Principles and Concepts

10.2 The student will apply movement principles and concepts to skill performance.

Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.

Integrate movement principles and concepts to analyze and improve the performance of self and others in specialized movement forms.

Alignment of Standards



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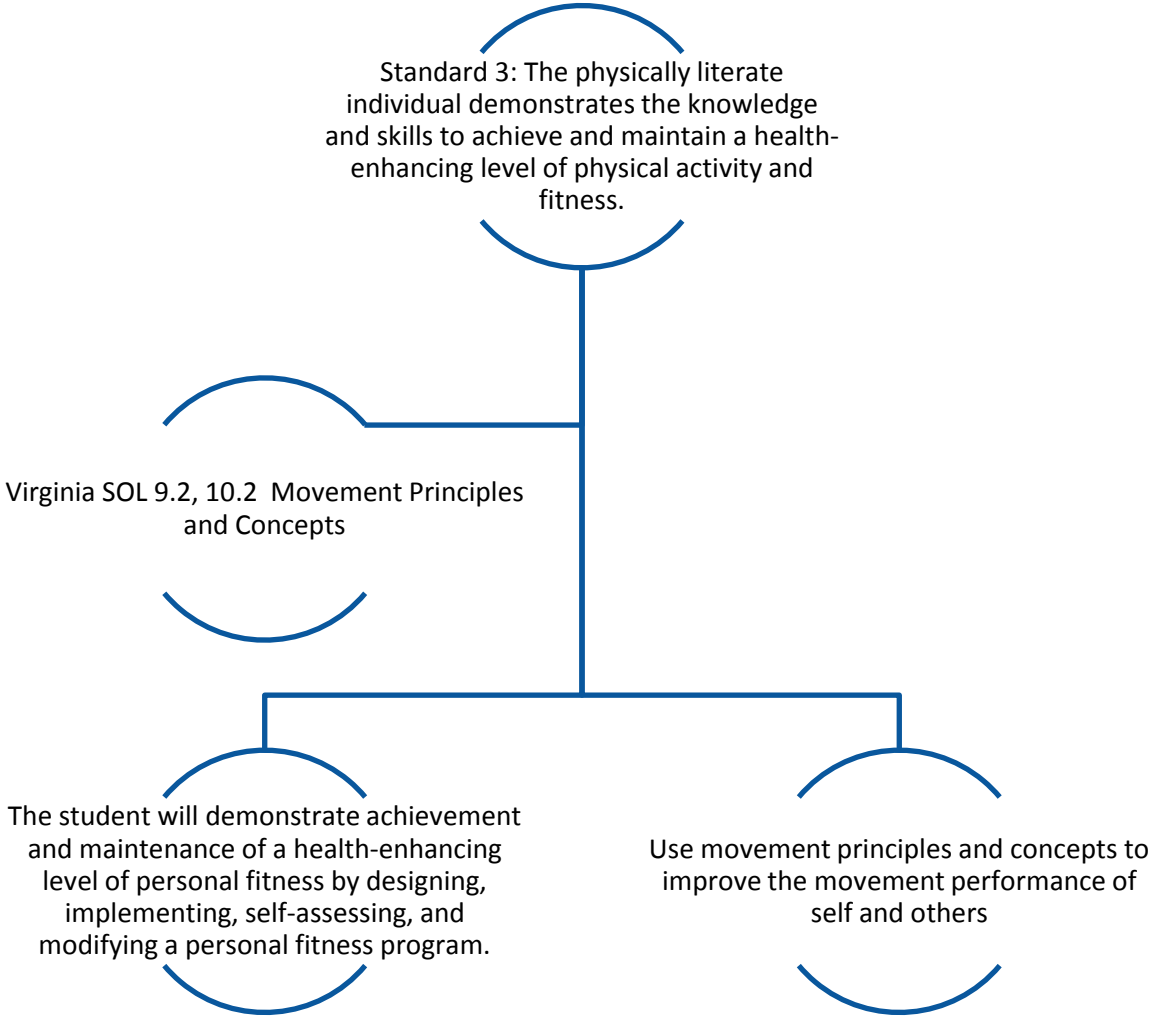
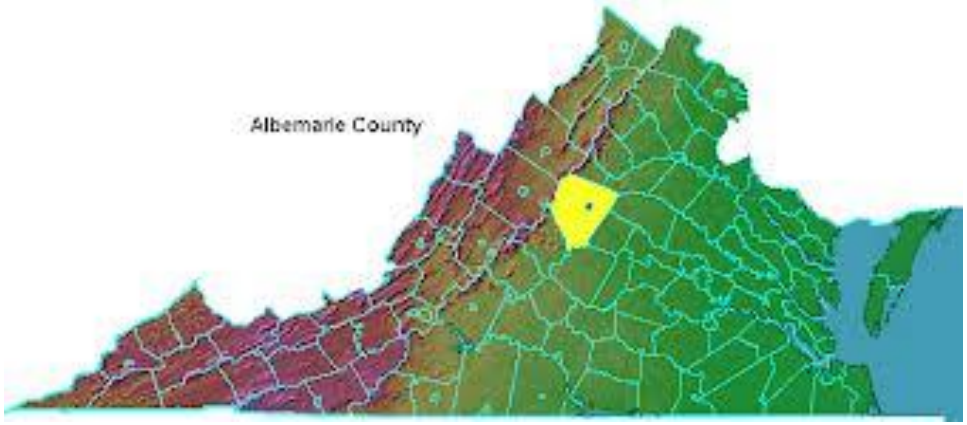
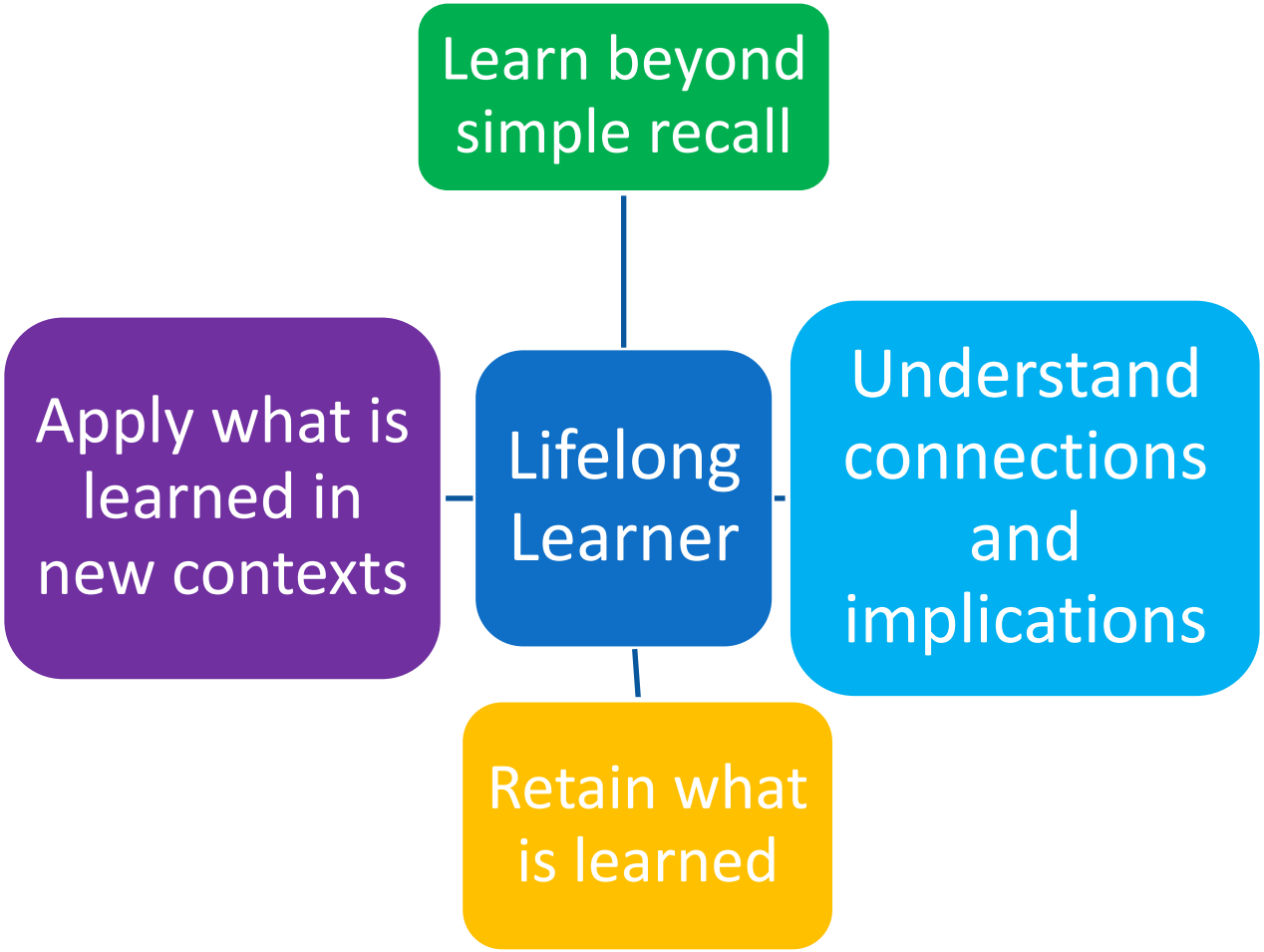


Albemarle County Public Schools Lifelong Learner Standards

To develop the skills and habits associated with lifelong learning, students must: learn beyond the simple recall of facts; understand the connections to and implications of what they learn; retain what they learn; and be able to apply what they learn in new contexts



Habit and Skills of a Lifelong Learner



ACPS Lifelong Learner Standards

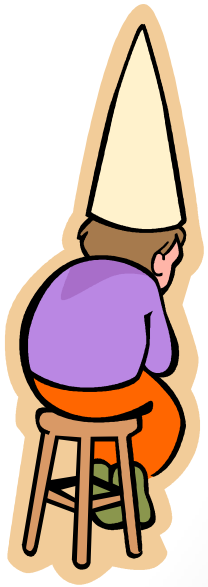
Are my students learning what I'm teaching?

TEACHER: What is the chemical formula for water?

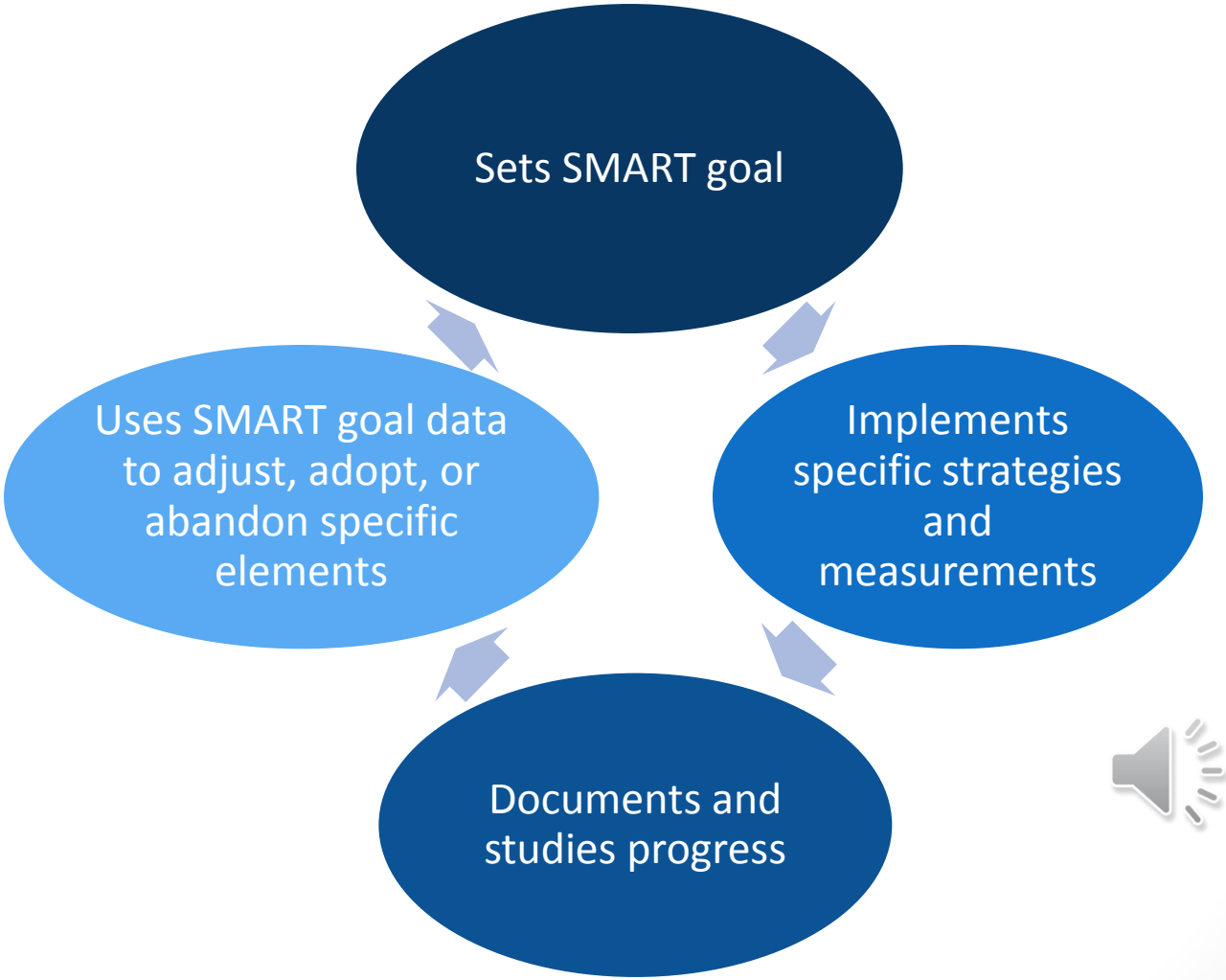
SARAH: "HIJKLMNO"!

TEACHER: What are you talking about?

SARAH: Yesterday you said its H to O!



40% TPA = Student Academic Progress



Student Academic Progress Goal

Gather, organize, and **analyze data**, evaluate processes and products; and draw conclusions.

- Students will collect data - steps, distance, kCal, exercise time, heart rates, self-assessment of experience, assessment of fitness focus of class, and Fitnessgram test scores

Student Academic Progress Goal

Think analytically, critically, and creatively to pursue new ideas, **acquire new knowledge**, and make decisions

- Using Fitnessgram test results, students will develop and implement a personal fitness plan to improve the health related components of fitness
- Students will self select exercises

Student Academic Progress Goal

Seek, recognize and understand systems, patterns, themes, and interactions.

- Students will apply the principles of specificity, overload and progression to their personal fitness plan
- Students will evaluate the interactions between the data they collected

Rationale for Goal

Historically, students had developed fitness plans based on set criteria, but hadn't intentionally looked at performance to evaluate the effectiveness of those plans or how to recognize the need to change or update the plan

They will use Fitnessgram to inform their personal workout

They will leave high school with an understanding of the health related components of fitness

Students will take ownership of their fitness and have the knowledge to adjust the plan for future needs

Assessment Strategies

Pre-assessment

Short answer questionnaire on the concepts of fitness at the start of the class

Collected data

Steps, HR, kCal, exercise time, miles, self assessment of engagement and enjoyment

Analysis

interactions within their personal goals for fitness, the opportunities presented during class, the effort and intensity of their participation, and the effectiveness of their personal fitness plan

Measurement Tools and Documentation

"As Luce reminded me, he said, without data, without facts, without information, the discussions about public education mean that a person is just another opinion."

George W. Bush, 43rd U.S. president

Measurement Tools and Documentation

Students used technology to document intensity and quantity of exercise

- Students took responsibility for building a base of data, through logs with which to evaluate their understanding of a personal fitness plan

Students used subjective measures for the general class focus and experience

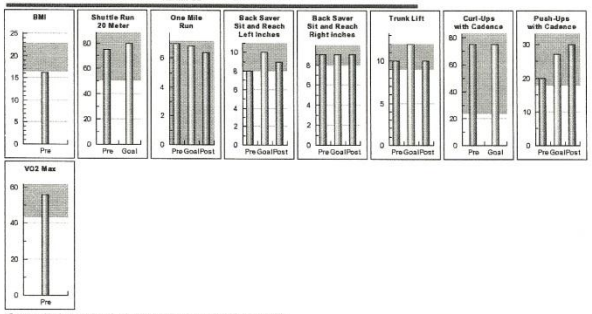
- Students logged a smiley, neutral or frowny face and determined their focus of effort

Measurement Tools and Documentation

WELNET software

Dear Parents/Guardians:
The Physical Education Department in Albemarle County Public School District is implementing a new electronic fitness program. This program will allow us to to track our students fitness growth. This report provides you with a snapshot of your child's fitness level in the 5 Components of Fitness: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. Students set goals based on their pre-test measurements and work to improve them throughout the year. This program is designed to teach your child how to be fit and healthy for life.

STUDENT NAME: Kattmann, Reed C **AGE:** 16 **SCHOOL:** Murray High School **TEACHER:** Santos, B
GRADE: 9 **TERM:** S2



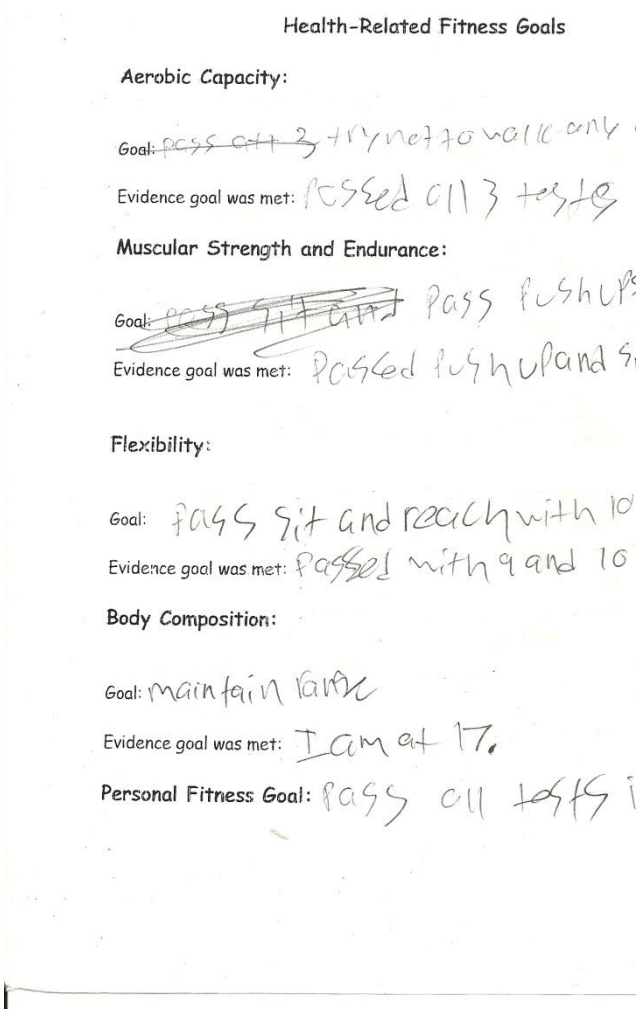
*Scores with the top of the bar in the shaded area have met the standard.

Fitness Measurements	BMI	Height	Weight	Shuttle Run - 20 Meter	One Mile Run	Back Saver Sit and Reach Left - Inches	Back Saver Sit and Reach Right - Inches	Shoulder Stretch Right	Shoulder Stretch Left	Trunk Lift	Curl-Ups with Cadence	Pull-Ups	Push-Ups with Cadence	Flexed Arm Hang	VO2 Max	Sit and Reach - Centimeters	Curl-Ups	Shuttle Run - National
Pre	16.24	5'9"	110	75	7:02	8	9	Yes	Yes	10	75	X	20	X	56.1	X	X	X
Goal				80	6:50	10	9			12	75		27					
Post					6:23	9	9			10			30					
Minimum Health Related Standards	17.2-23.7			61	<7:10	8	8	Yes	Yes	9-12	24	7	18	28	44.1	34	45	<9.4

History	BMI	Height	Weight	Shuttle Run - 20 Meter	One Mile Run	Back Saver Sit and Reach Left - Inches	Back Saver Sit and Reach Right - Inches	Shoulder Stretch Right	Shoulder Stretch Left	Trunk Lift	Curl-Ups with Cadence	Pull-Ups	Push-Ups with Cadence	Flexed Arm Hang	VO2 Max	Sit and Reach - Centimeters	Curl-Ups	Shuttle Run - National
08/22/12 - Pre	16.13	5'7"	103	74	7:48	9	8.5	Yes	Yes	11	75	X	24	X	53.6	X	X	X

NOTE:
Your child's scores are referenced to minimum health standards on measurement items if data is available. There are no standards for height and weight. X = Not Assessed, A = Adaptive, M = Medical.
BMI - BMI stands for Body Mass Index. It is derived from the height and weight of a student and is an indicator of overall health.
One Mile Run - Distance measurement used to assess cardiorespiratory endurance. Score is recorded in minutes and seconds.
Shuttle Run - National - This shuttle run measures speed an agility.
Shuttle Run - 20 Meter - Progressive interval measurement used to assess cardiorespiratory endurance.
VO2Max - Also known as maximal oxygen consumption, maximal oxygen uptake, peak oxygen uptake or aerobic capacity is the maximum capacity of an individual's body to transport and use oxygen during incremental exercise, which reflects the physical fitness of the individual. The name is derived from V - volume per time, O2 - oxygen, max - maximum.
Back Saver Sit & Reach - The sit and reach measures flexibility of the hamstrings and lower back.
Shoulder Stretch - The shoulder stretch measures the flexibility of both the right and left shoulder.
Sit and Reach - Centimeters - The sit and reach measures flexibility of the hamstrings and lower back.
Trunk Lift - The trunk lift is a measure of lower back strength and flexibility.
Curl-Ups - This measurement determines the amount of muscular endurance in the abdominals and hips.
Curl-Ups with Cadence - This measurement determines the amount of muscular endurance in the abdominals and hips.
Pull Up - The pull up measures upper body strength and endurance.

Measurement Tools and Documentation



Health-Related Fitness Goals

Aerobic Capacity:

Goal: ~~pass all 3~~ try not to walk any

Evidence goal was met: passed all 3 tests

Muscular Strength and Endurance:

Goal: ~~pass all 3~~ pass pushups

Evidence goal was met: passed pushup and s

Flexibility:

Goal: pass sit and reach with 10

Evidence goal was met: passed with 9 and 10

Body Composition:

Goal: maintain range

Evidence goal was met: I am at 17.

Personal Fitness Goal: pass all tests i

Measurement Tools and Documentation

load / rep

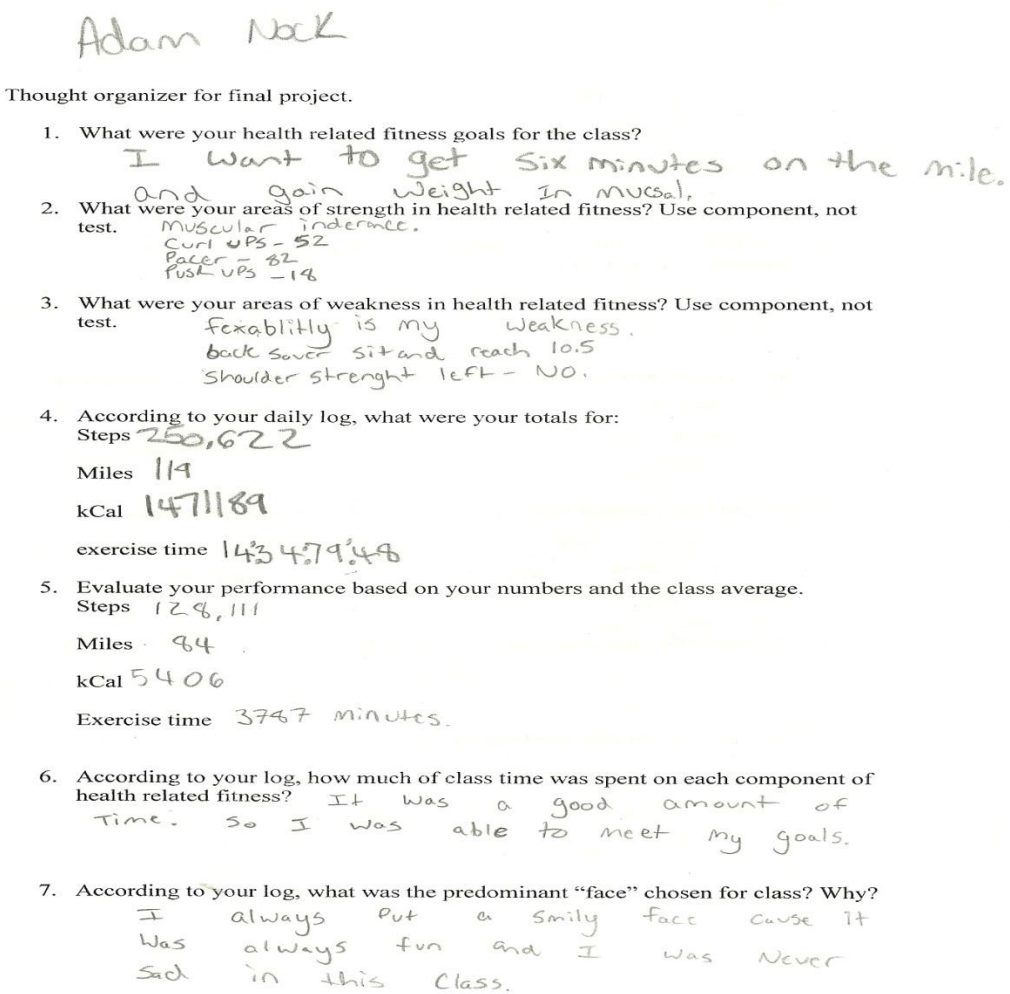
Personal Fitness Program: Riley Slade

Exercise date	10-1	10-2	10-3	10-4	10-5	10-8	10-9	10-10	10-18	10-19					
Trapezius Row	15	10	10	10	10	10	10	10	10	15					
Lunges	10	10	10	10	10	10	10	10	10	10					
Ball curlups	25	25	25	20	20	20	20	25	25	25					
Dead Lifts	6/10	6/10	6/10	15/9	15/9	15/9	15/9	15/9	15/9	15/9					
Lat pull	40/15	40/15	40/15	40/15	40/15	40/15	40/15	40/15	40/15	40/20					
Chest press	61/5	61/5	61/5	61/5	61/5	61/5	61/5	61/5	61/5	61/5					
Trunk lift	10	10	10	10	10	10	10	10	10	10					
Stretch	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
Cardio	✓	✓	✓	✓	✓	✓	✓	✓	✓						

Measurement Tools and Documentation

Date	Step	Mile	kCal	Ex time	Heart Rate 1	Heart Rate 2	Self assess.	HR fitness
M 4/8	999	0.54	34	11min	126	187	☺ 😐 ☹	
T 4/9	1098	0.64	42	16min	155	156	☺ 😐 ☹	
W 4/10	1421	0.83	53	17min	152	163	☺ 😐 ☹	
TH 4/11							☺ 😐 ☹	
F 4/12	1287	0.75	46	15min	166	174	☺ 😐 ☹	
total	4,804	2.76	175	59min				
M 4/15	3476	1.67	122	49min	154	167	☺ 😐 ☹	
T 4/16	4654	2.36	183	36min	165	126	☺ 😐 ☹	
W 4/17							☺ 😐 ☹	
TH 4/18	2837	1.71	114	34min			☺ 😐 ☹	
F 4/19	3571	2.05	149	34min			☺ 😐 ☹	
total	13,438	7.79	568	135				
M 4/22	4951	2.88	195	46min	143	102	☺ 😐 ☹	
T 4/23	2561	1.49	98	30min	142	135	☺ 😐 ☹	
W 4/24	3517	2.05	135	40min	145	164	☺ 😐 ☹	
TH 4/25	5065	2.05	209	48min	146	172	☺ 😐 ☹	
F 4/26	2069	1.67	116	27min	134	165	☺ 😐 ☹	
total	19,017	11.09	752	192min				
M 4/29	3713	2.16	141	41min	153	165	☺ 😐 ☹	
T 4/30	2941	1.71	111	37min			☺ 😐 ☹	
W 5/1	4211	2.50	167	46min	179	153	☺ 😐 ☹	m
TH 5/2	4202	2.45	169	42min	154		☺ 😐 ☹	c
F 5/3							☺ 😐 ☹	
total								
Side total	52,410	30.41	2,081	535min				

Measurement Tools and Documentation

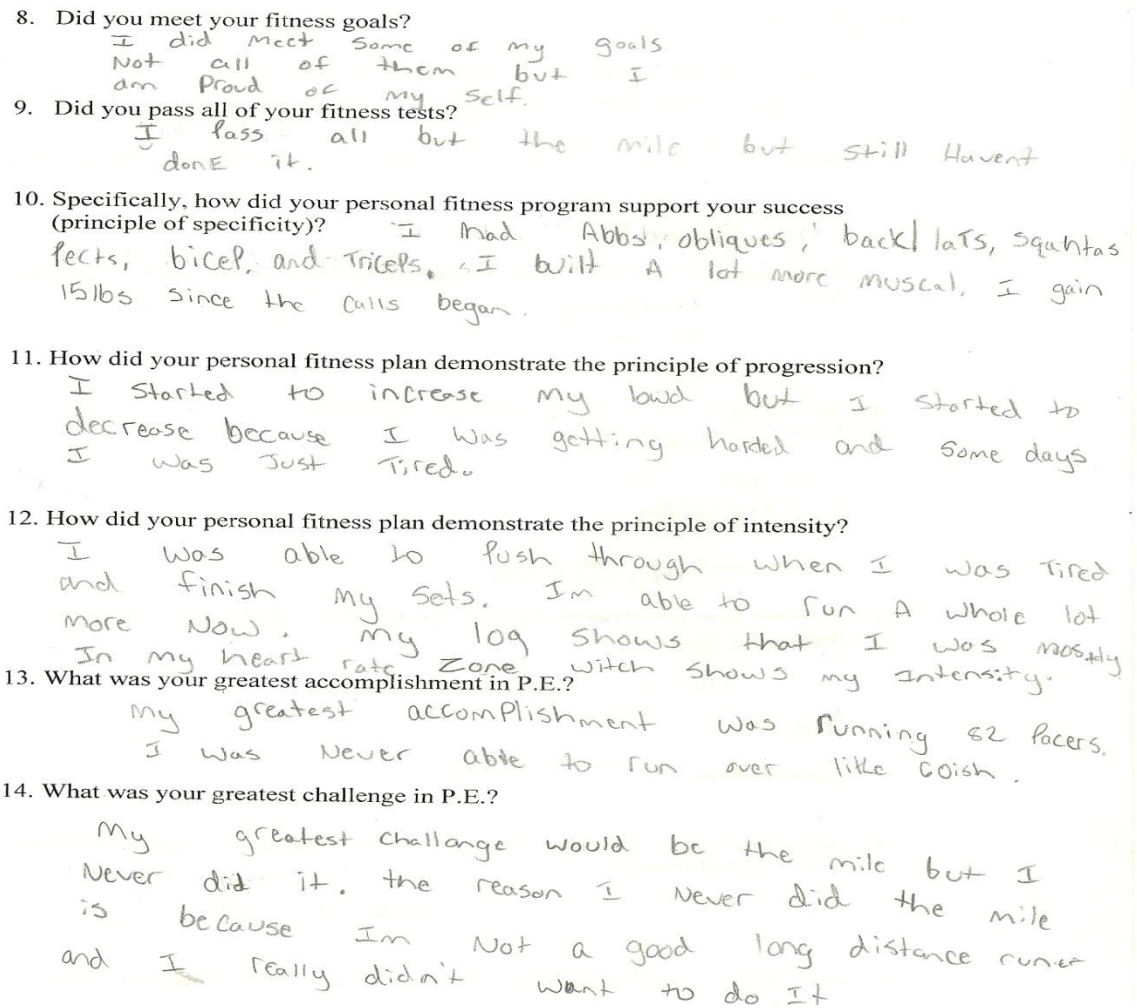


Adam Nock

Thought organizer for final project.

1. What were your health related fitness goals for the class?
   I want to get six minutes on the mile. and gain weight in muscal.
2. What were your areas of strength in health related fitness? Use component, not test.
   Muscular indurance.
   Curl UPS - 52
   Pacer - 82
   Push UPS - 18
3. What were your areas of weakness in health related fitness? Use component, not test.
   flexablitly is my weakness.
   back saver sit and reach 10.5
   shoulder strenght left - NO.
4. According to your daily log, what were your totals for:
   Steps 250,622
   Miles 119
   kCal 147189
   exercise time 143:479:48
5. Evaluate your performance based on your numbers and the class average.
   Steps 128,111
   Miles 94
   kCal 5406
   Exercise time 3767 minutes.
6. According to your log, how much of class time was spent on each component of health related fitness? It was a good amount of time. So I was able to meet my goals.
7. According to your log, what was the predominant "face" chosen for class? Why?
   I always put a smily face cause it was always fun and I was never sad in this Class.

Measurement Tools and Documentation



8. Did you meet your fitness goals?
I did Meet Some of my goals Not all of them but I am Proud of my Self.

9. Did you pass all of your fitness tests?
I Pass all but the mile but still Havent donE it.

10. Specifically, how did your personal fitness program support your success (principle of specificity)? I Had Abbs, obliques, back, lats, squats Pects, bicep, and Tricels. I built A lot more muscal, I gain 15lbs since the Calls began.

11. How did your personal fitness plan demonstrate the principle of progression?
I Started to increase my bwd but I started to decrease because I Was getting harded and Some days I was Just Tired.

12. How did your personal fitness plan demonstrate the principle of intensity?
I was able to push through when I was Tired and finish My Sets. Im able to run A whole lot more Now. My log shows that I was mostly In my heart rate Zone which shows my Intensity.

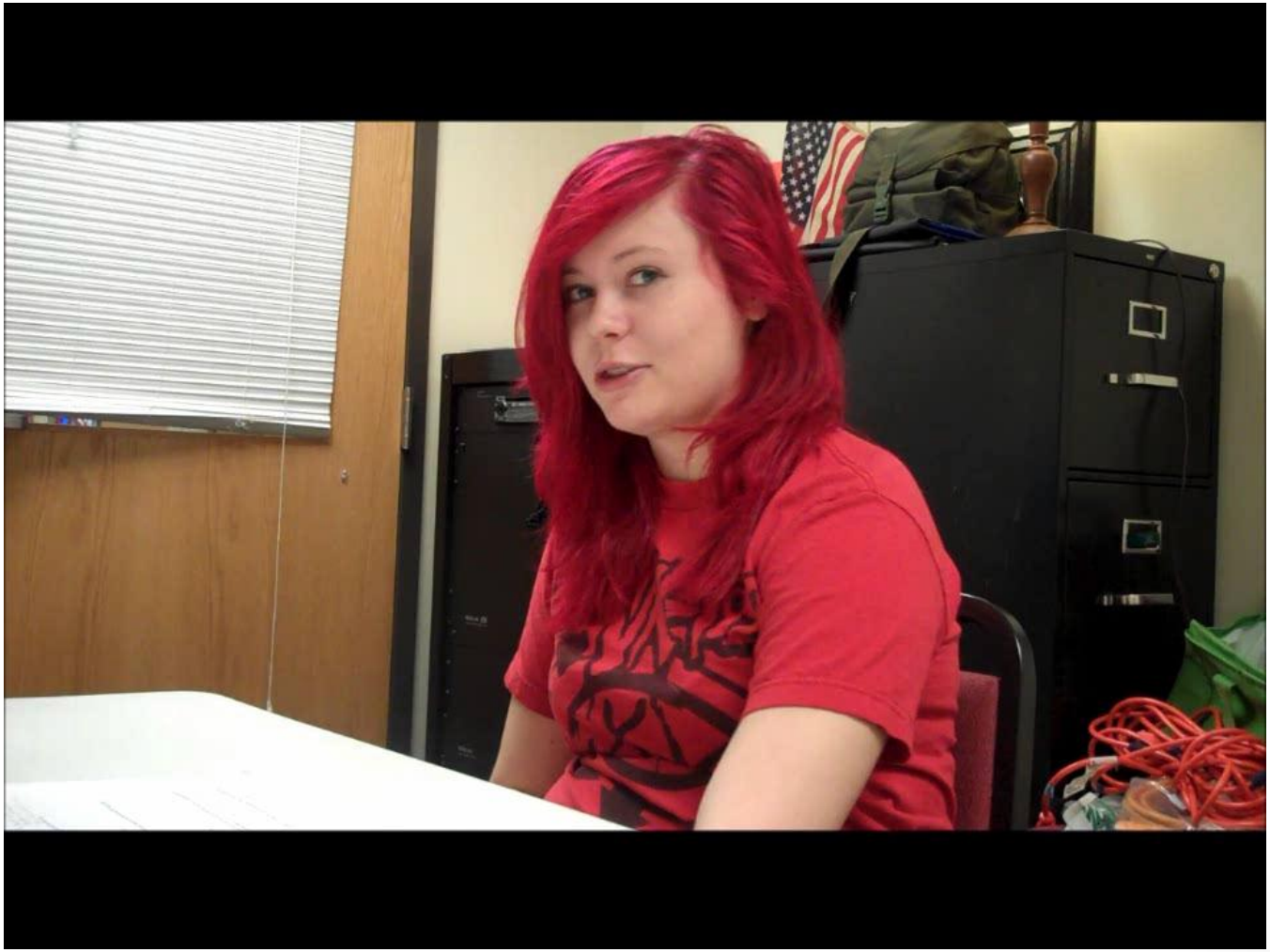
13. What was your greatest accomplishment in P.E.?
My greatest accomplishment was running 62 Pacers. I was Never able to run over like 60ish.

14. What was your greatest challenge in P.E.?
My greatest challange would be the mile but I Never did it. the reason I Never did the mile is because Im Not a good long distance runner and I really didn't want to do It

Assessment Results

	AC		MS/E		Flexibility		Body Comp		Progression		Specificity		Overload		THZ	
	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
RH	N	Y	N	Y	Y	Y	N	Y	N	N	N	N	N	Y	N	Y
AF	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	N	Y	N	y
AT	Y	Y	Y	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Y	Y
GA	Y	y	Y	Y	Y	Y	N	Y	N	Y	N	Y	Y	Y	Y	Y
AB	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	Y	Y	Y	Y
RT	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	N	Y
JM	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	N
ES	N	Y	N	Y	Y	Y	N	N	N	Y	N	N	N	Y	N	Y
CB	N	N	N	Y	N	N	N	Y	N	Y	N	Y	N	N	N	Y
IG	Y	Y	Y	Y	Y	N	N	Y	Y	Y	N	Y	Y	Y	Y	Y
BF	Y	Y	Y	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	Y	Y
CC	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y
NW	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y
CH	N	Y	Y	Y	N	N	N	N	N	Y	N	N	N	Y	N	Y
JB	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	N	Y	N	Y
GJ	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	N	N	Y	Y
RS	Y	Y	Y	Y	N	Y	N	N	N	Y	N	Y	N	Y	N	Y
t	11	16	12	17	10	14	1	14	2	17	0	14	5	15	7	16
%	65	94	71	100	59	82	5	82	10	100	0	82	29	88	41	94
		29		29		23		77		90		82		59		53

Assessment Results



Study and Adjustments

"Always keep in mind that if God didn't want a man to have mulligans, golf balls wouldn't come three to a sleeve."

Dan Jenkins, American author and sportswriter

Study and Adjustments

- Discussion about the effectiveness and performance of exercises allowed student to improve and adjust or change exercises, or increase effort.
- During formative evaluations, some students found they neglected or misunderstood the importance of logging information accurately.
- In evaluation, students recognized the data that was omitted and analyzed the data they had.

“I am not young enough to know everything.”

James M. Barrie,

(1860-1937) Scottish author

Thanks for coming!

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