



UAB THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

Quality Physical Education in Alabama

- A Statewide Initiative -

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Purpose

Develop a Quality PE Policy that ensures tools created by the taskforce are implemented and supported.

Fitness Assessment

- Test aligned with 2009 *Alabama Course of Study: Physical Education Strands*
- 4 Test Components
- Students tested twice per year and results must be reported to the SDE using INOWdata system
- Includes testing students with disabilities
- Students will be classified into 3 Health Related Fitness Zones
- Awards based- for students and schools

Test items include:

1. Aerobic Cardiovascular Endurance
 - a. One-mile run or walk
 - b. PACER
2. Muscular Strength/Endurance
 - a. 90-degree push-up
3. Abdominal Strength/Endurance
 - a. Partial curl-up
4. Flexibility
 - a. Back-saver sit-and-reach
 - b. V sit-and-reach

Quality Physical Education

Instructors:

- are certified physical education specialists.
- remain current with pedagogy and technology regarding teaching physical education.
- are first aid and cardiopulmonary resuscitation (CPR) certified.

Classes:

- have a teacher-to-student ratio consistent with other academic areas and/or classrooms.
- conform to the following Alabama Department of Education mandates:
 - Every student in Grades K-8 must have a minimum of 30 minutes of physical education daily. Fifty minutes is recommended for middle school and may not include lunch or recess.
 - In those schools where Grades 7 and 8 are housed with elementary grades (K-6), the school may follow the time requirement listed for Grades K-6 (30 minutes daily) or the time suggested for Grades 7-8 (50 minutes daily).
 - For Grades 9-12, a one-credit course, the *Lifelong Individualized Fitness Education (LiFE)* is required for graduation.

Classrooms/Learning Environments:

- are safe, positive, developmental learning environments.
- have adequate equipment and facilities for each student to actively participate.
- have adequate technology available for teacher and student use in physical education classes.

Instructional Activities:

- are components of a planned, sequenced curriculum and have stated outcomes that are assessed on a regular basis.
- meet the recommendations for at least 50% moderate-to-vigorous activity during all K-12 physical education classes.
- provide students with the knowledge, skills, and values required to participate safely in physical activity throughout their lifetime.
- are modified to ensure success for all students.
- are not used as punishment.
- are not withheld as punishment
- provide for full inclusion of all students in developmentally appropriate activities.
- are not to be substituted by recess for daily physical education instruction.

Assessment:

- is frequent, based on designated learning outcomes that are aligned with national, state, and local standards that include a variety of assessments, methods, techniques, and forms.
- is designed to assist children in understanding and improving their knowledge, skills, and value related to activity and health-related fitness.
- is used to provide feedback for student learning.



Instructional Guide

- Created a “first of its kind” curriculum guide
- The companion to the 2009 *Alabama Course of Study: Physical Education*
- Based on research and the experience of members of the Quality Physical Education Task Force

Contains sections on:

- Safety in PE
- PE lesson plans and activities (aligned with COS)
- 36-week and 18-week sample pacing guides
- **Serving students with Disabilities**
- Appropriate and inappropriate practices
- Bullying in PE classes
- **Using technology in PE**
- Resources
- Suggestions for classroom management as well as school/system policy recommendations.

Reviewed with good feedback by CDC and NASPE