

Physical Education
Strategies in Affecting Change
Presented by MLC Staff Development
bgoldberg747@yahoo.com

Sometimes it helps to look at why programs fail so we can better understand how to develop a department that is cohesive, respectful of one another, and productive.

1. Why teams Fail?

- A. Lack of understanding. The goal or the problem is unclear.
- B. Inability to focus on the goal or problem.
- C. Failure to follow a systematic and comprehensive procedure.
- D. Team (department) meeting becomes dominated by a few individuals.
- E. Fear of ridicule by team (department) members.
- F. Competition within the team vs. cooperation among team members.
- G. Inability to work as a team (hidden agenda).

Negative chains:

- H. Put downs leading to withdrawal or attack responses.
- I. Sub-groups formed which create allies and adversaries.
- J. Diversionary tactics often used by people with low self-esteem to gain power within the group.
- K. “YEAH Buts” and “WHAT Ifs” – negative responses which develop negative energy that drains the team.
- L. Previous failure which prevents acceptance of new ideas because someone knew “that it didn’t work.”
- M. People who cannot separate ideas presented from their own egos. They perceive their ideas as an extension of themselves. When an idea is rejected, it results in rejecting the person (from their perspective).

#1 Ingredient! Establishing Trust

Rationale: Building and maintaining a climate of trust within a team and among teams/groups is essential for an effective work environment.

Organizational trust begins with individual trust.

Individual trust is developed by:

- Being 100% honest 100% of the time
- Supporting and helping others
- Being respectful of others
- Letting others know you are open for questions and suggestions
- Encouraging others to express their disagreement
- Being dependable by keeping your promises and commitments
- Encouraging others to express their feelings openly
- Behaving in such a way that others feel secure with you
- Being sure the information you communicate is accurate
- Leveling with people when you can and explaining why when you can’t
- Maintaining proper self control
- Sharing information in an open and friendly way
- Being fair and consistent when making decisions

- Cooperation with others
- Asking questions and listening to responses

<i>What are some things you can do to build and maintain trust?</i>
--

2. It is important for all the members of a physical education staff to be on the same page. An example of one strategy for accomplishing this task requires consensus building i.e. “pizza activity”. Department members must be willing to accept a “give and take” philosophy. Only then can the physical education director play a leadership role in affecting change.

A primary step in affecting change is developing a mission statement for your K-12 physical education program. A mission statement focuses on what students are expected to learn rather than a department philosophy which tends to identify what students are being taught.

Mission Statement

The mission statement is an important document. It binds the people involved in a physical education program together in a common purpose and gives teachers an opportunity to declare what they think is important about the program. This can provide strong and compelling motivation to act according to the mission’s tenets.

- 1) *The mission statement conveys what a group believes to be of significant worth and value.*
- 2) *The mission statement is a tool that guides and analyzes every action taken by the physical education department.*
- 3) *The document serves as a simple reminder to do the right thing.*
- 4) *The mission statement can also be a decision-making tool. Whenever you are faced with indecision, refer back to the purpose and vision.*
 - *If the action doesn’t fit, you don’t do it.*
 - *This takes the ambiguity out of the process.*
- 5) *Following a carefully constructed mission statement commits all those involved to support the statement. Therefore, it is important that all teachers who are participants in a physical education program have a say in the development of the mission, and gain administration and board of education support and approval.*
- 6) *It is not about whipping together three or four common goals. It is about spending the time necessary to develop, “word for word,” meaningful and purposeful instruction about the physical education program.*
- 7) *A mission statement ought to be very explicit, clearly defined, and specific.*
- 8) *Reviewing a mission statement for modification deserves an open forum, a place where reasonable people can differ.*

The 5 D’s:

- *Dialogue – identify*
- *Define*
- *Deconstruct – know*
- *Declare – value*

- *Do – act on the mission statement*
- 9) *Mission statements vary in their length, structure, and content. The following are some guidelines:*
- **Vision:** *Determine how you want your program to look as a “finished product.”*
 - **Common language:** *It is essential for mission statements to have a common language, so that all participants can easily comprehend.*
 - **Sense of purpose:** *The mission ought to be written affirmatively and positively. Why physical education is important and students should learn, as well as participate.*
 - **Meaningful:** *The mission statement ought to be defined so it makes sense to all the participants.*
 - **Clear, concise** – *brevity*
 - **Action:** *Knowing the contents of the mission statement and valuing them are a beginning. Applying the mission statement in daily action really produces an enduring mission.*
- 10) *Missions should be enduring, they should be read, understood, acted upon, and modified when necessary. If a program isn't the “best it can be” what changes can be made to ensure and sustain high levels of learning?*
- 11) *Once you know what we want people to say about your program, how do you implement that in practice?*

*The above information is excerpt from:
Character and Coaching
Building Virtue in Athletic Programs
John M. Yeager, John N. Buxton, Amy L. Baltzell, and Wallace B. Bzdell*

Implementing assessments will improve instruction and learning.

What are assessments? Assessments are tools that can be used to determine what students know and what they need to know. Assessments validate what students have learned and can also be used to provide evidence that students have attained the New York State Learning Standards.

3. *Assessments will not only drive a curriculum but also provide consistency within a program.*
- *Teachers should develop benchmark assessments for target grade levels i.e. 2, 5, 8, and 11. It is important that all teachers within the department have an opportunity for input.*
 - *Assessments should be standardized throughout a district. For example, every second grade student throughout the district should be given the same benchmark assessments. It should not vary from school to school.*
 - *Assessments must be valid, reliable, and easy to administer. A physical education program should be using formative as well as summative assessments.*
 - *It is important for a physical education program to establish accurate record keeping.*
 - *Assessments will provide program credibility.*
4. *Once assessments have been established for targeted grade levels design a curriculum that will provide students with the information and skills they need to be successful.*

- It is important for the entire physical education department to be involved in the development of a sequential curriculum. If teachers are not involved they won't buy into the program. For example, many districts provide funding over the summer for curriculum development. One or two teachers sign up for the task and develop a curriculum. It ends up on a shelf not being used by others because they don't like change and were not part of the process.



- Changes in curriculum can be more effective if students feel they have had an opportunity for input. Develop a survey for students that will determine their interests and needs. .
5. There should be no surprises when changing or modifying a curriculum, adjusting grading procedures, or implementing assessments. Administrators, teachers, parents, and students should all be notified and given an opportunity for input.
 6. Discuss with central administration proposed changes in the physical education program and how these changes may impact the school district in a positive way. It is important to provide a rationale for change.
 7. Invite the superintendent to speak at a department meeting. If teachers are aware that the district leader understands their role as physical educators they are more apt to be less resistant to change.
 8. A strategy used in helping teachers affect change is having teachers identify some of the qualities that make a great physical education program.

List the components of a “Really great physical education program!” High quality!!

- Varity of activities***
- All kids achieve success***
- Health-fitness in every unit***
- Fun***
- Safe place***
- Positive social atmosphere***
- Well constructed/coordinated program by teachers***
- Wide variety of equipment***
- Excellent/well trained faculty***
- Variety of interests for different kids***
- Adapted PE component***
- Outdoor education/project adventure***
- Intramurals***
- Interdisciplinary w/other subjects***
- Different types of assessments***
- Smaller class size to maximize instruction***
- Time- to meet state mandates***
- Lifelong habits***
- Administrative support***

- t. **Positive self-concept**
- u. **Challenges/risk taking**
- v. **Character education**
- w. **Change activity(ies) if/when needed**
- x. **Peer teaching**
- y. **Students responsible to develop fitness goals**
- z. **Skill mastery**
- aa. **Parental support**
- bb. **Communication/website/internet**
- cc. **Staff cooperation/mutual respect from colleagues & non-PE colleagues**
- dd. **Weight-room activities**
- ee. **Community resources**

Is Your District Prepared For a Shift In Physical Education?

What's Next For Your District?

What should directors of physical education be doing for their district's program? If school districts are going to evaluate what students are learning in physical education then directors need to know how to identify the components of a quality program.. It is recommended that a district begin this process by addressing the following questions:

- *Does the district have a mission statement that defines the goals and objectives of your physical education program in terms of what students should learn?*
- *Does your current curriculum teach to the New York State Learning Standards?*
- *Is there a sequential curriculum for grades K-12?*
- *Does the curriculum meet school and community needs?*
- *Has the physical education staff implemented formative and summative assessments showing what students are learning?*
- *Are physical education teachers familiar with the current standardized assessments designed for commencement level?*
- *Have teachers begun to implement the statewide standardized assessments in the high school curriculum?*
- *Does the district have an efficient form of record keeping showing student achievement? Can you use these records to help evaluate your program?*

If the answers to these questions are "yes" then your physical education program is off to a great start. There are, however, additional areas that should be addressed by the director of physical education.

- *Does the length of teaching each unit provide adequate time for instruction, practice, and assessment? We know, for example, it is extremely difficult to address all three components successfully in short units (6-12 lessons). When developing an instructional unit, determine the skills, game strategies, rules and social behaviors to be taught, and the practice time*

students need to be successful, then determine the number of lessons needed for learning, and include time for conducting formative and summative assessments.

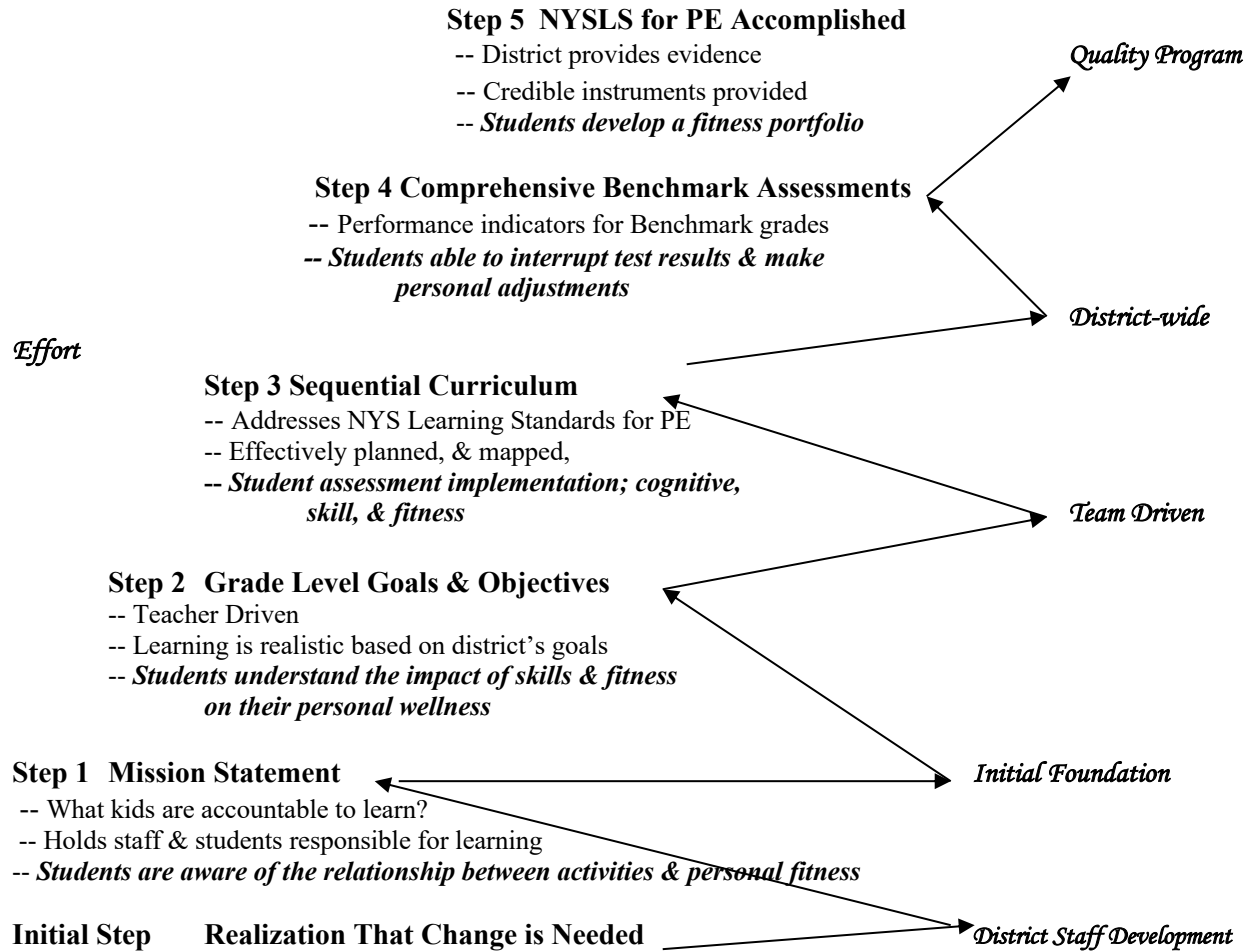
- *Have you developed benchmark assessments for targeted grade levels i.e. grades 2, 5, 8, and 11 that will help students succeed at the standardized assessments? Benchmark assessments are tools that can effectively focus students' attention on what they need to learn, and provide evidence of what has been learned throughout the K-12 physical education program.*
- *Are records of assessments (student achievement) being kept?*
- *Have you updated the fitness components of your program to focus on critierion referenced fitness tests as recommended by the Physical Best Program and NYS APHERD? .Have you begun incorporating fitness concepts into the overall instructional program*

Steps to develop a Quality Physical Education Program

From a global perspective the entire physical education staff must sit down and go through their curriculum to formulate a K-12 matrix of activities as follows:

- **ELEMENTARY- (primary)-Awareness/Introduction-** acquisition of fundamental motor & manipulative skills, combined with an awareness of health-enhancing activities and introduction of fitness vocabulary.
- **ELEMENTARY-(upper)-Understanding/Experiencing-** acquisition of fundamental motor & manipulative skills, sport skills and skill combinations; in addition the need to understand fitness concepts and activities associated with those concepts. This would include cognitive performance tasks related to basic fitness concepts, introduction of fitness testing, etc.
- **MIDDLE SCHOOL-Comprehension/ Development-** achieve physical fitness, take fitness tests, compare & contrast healthy fitness zones for each component, and identify personal strengths and areas for improvement. Personal Exercise patterns, i.e. Goal setting for components realistic goals (age appropriate), and activity prescription by component.
- **HIGH SCHOOL-Application/Competency/Proficiency (problem-solving/decision making)-** especially long-term & integrating all components, risk factors, skill, fitness, & personal preferences:
 1. **Self-evaluation:** testing your own fitness & interrupting the test results
 2. **Problem-Solving/Decision Making:** program planning, becoming an informed consumer, activity analysis & plan, nutritional analysis & plan.

A FRAMEWORK FOR A QUALITY PROGRAM



**NYS AHPERD Conference
November 8, 2007**

Strategies for Affecting Change in Physical Education

Presenters

Bob Goldberg and Tony Gulli

MLC Staff Development Corp.