



# BEST FOR ALL

We will set all students on a path to success.

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*Physical Education/Physical Activity Coordinator*

*District Operations/Physical Health Team*

March 2, 2021



# BEST FOR ALL

We will set all students on a path to success.

## ACADEMICS

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ALL TENNESSEE STUDENTS WILL HAVE  
ACCESS TO A HIGH-QUALITY EDUCATION,  
NO MATTER WHERE THEY LIVE

## WHOLE CHILD

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TENNESSEE PUBLIC SCHOOLS WILL  
BE EQUIPPED TO SERVE THE  
ACADEMIC AND NON-ACADEMIC  
NEEDS OF ALL STUDENTS

## EDUCATORS

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TENNESSEE WILL SET A NEW PATH FOR  
THE EDUCATION PROFESSION AND BE  
THE TOP STATE TO BECOME AND REMAIN  
A TEACHER AND LEADER

TN

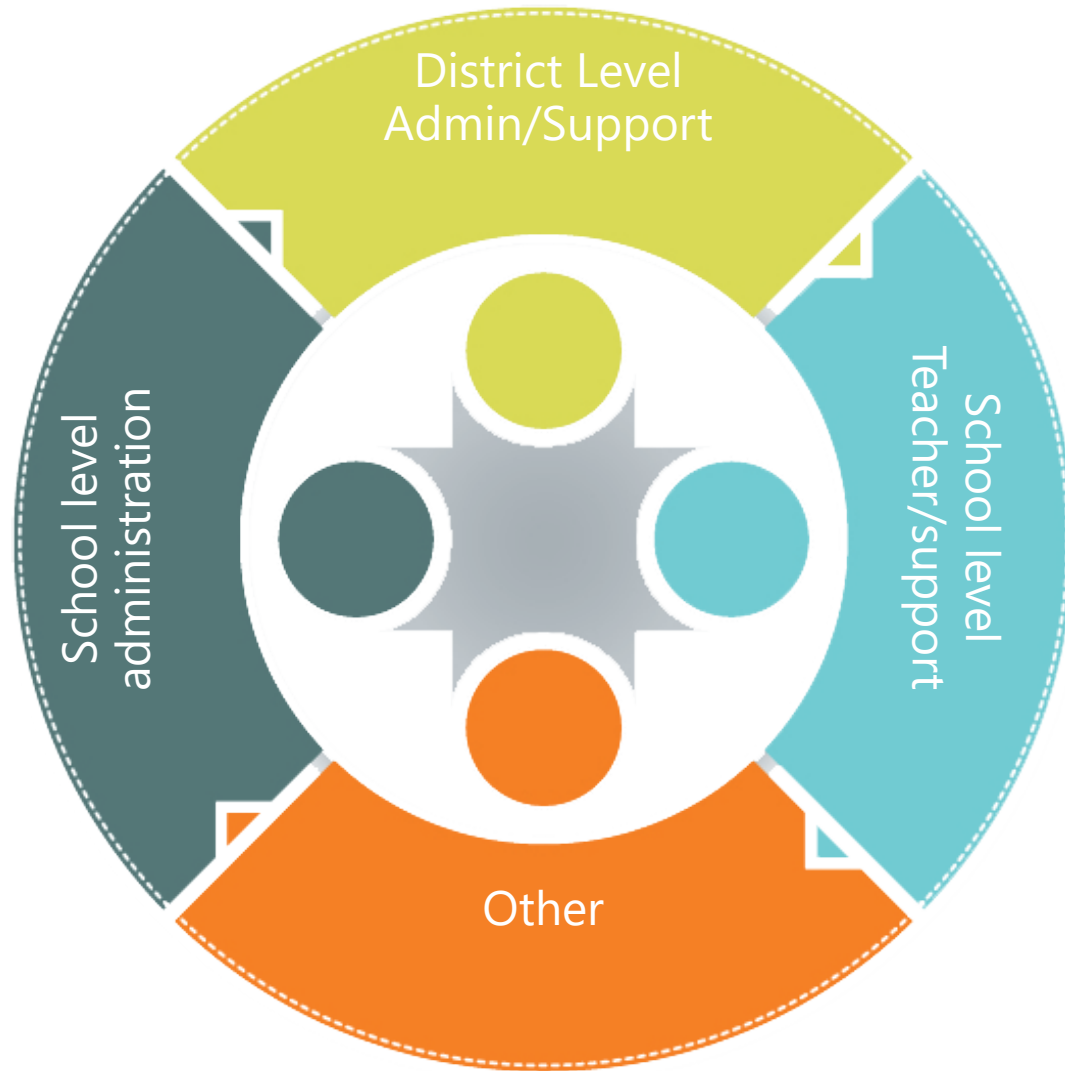
Department of  
Education

# Objectives

- Define physical education and physical activity, as well as their distinction from each other
- Identify the legislative requirements for physical activity and physical education
- Discuss potential benefits of increased PE & PA in the school day
- Discuss barriers to success
- Explore various resources

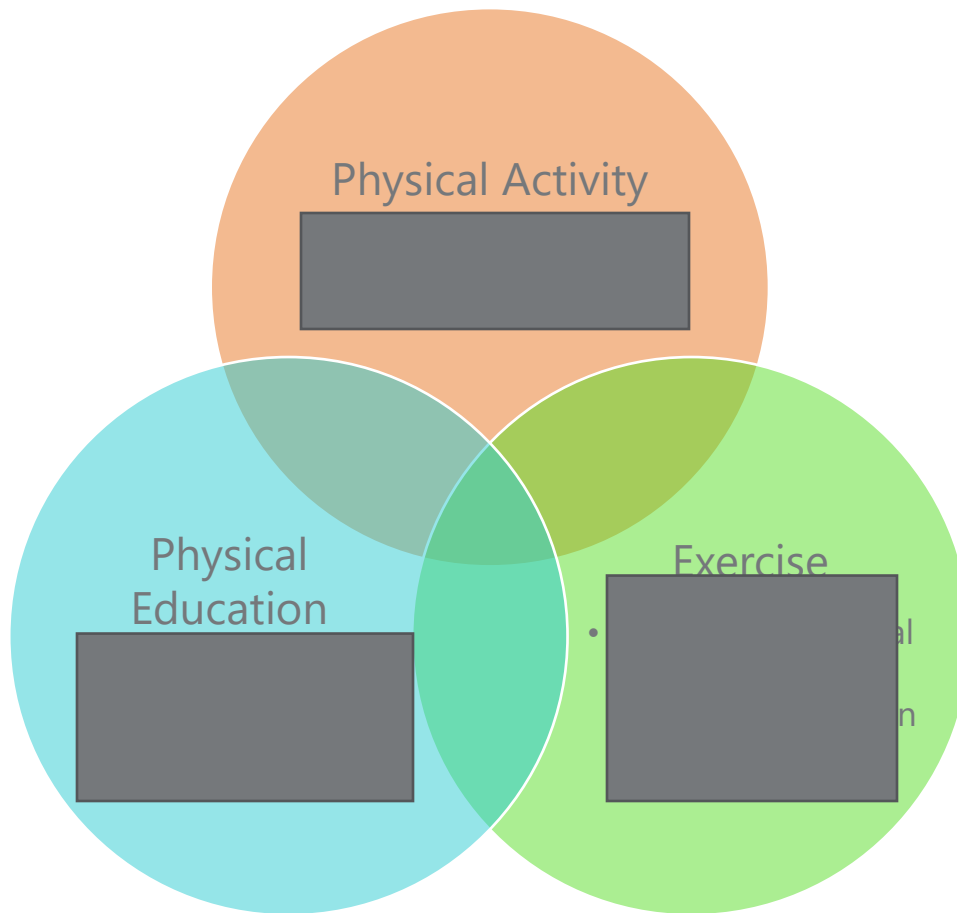


# Who is joining us today?



Bonus stamp here if you are new to your role in the last 12 months

# Basic Terminology



# Physical Education & Physical Activity

## What's the difference?

- Physical education is an academic, skill-based class.
- Physical activity provides opportunities to apply skills learned in physical education.
- Students need BOTH physical education and physical activity to learn and apply skills. Without BOTH, students miss the opportunity to learn or practice these skills.

Source: Healthy Schools Academy, Atlanta GA. *PECAT Learning Lab*. 2019



# Physical Education & Physical Activity

## Physical Education...



is taught by a teacher certified in physical education



has lessons based on National Physical Education Standards and Outcomes



has sequential activities that are designed to meet outcomes

## Physical Activity...



is led or supervised by any adult



can be structured or unstructured



may include any type of movement

Source: Healthy Schools Academy, Atlanta GA. PECAT Learning Lab. 2019

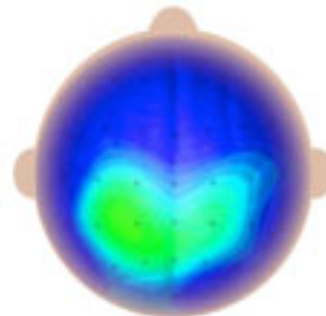
# Physical Activity and the Brain

active kids learn better

BRAIN SCANS OF  
STUDENTS TAKING  
A TEST:



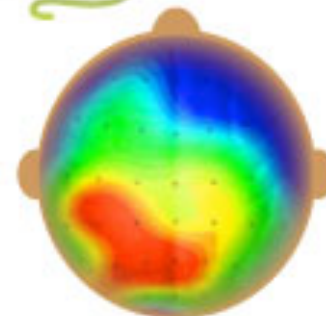
Red areas are very active;  
blue areas are least active.



after 20 minutes of  
sitting quietly



ACTIVE LIVING  
RESEARCH



after 20 minutes of  
walking

Learn more about why active kids learn better and how schools can help at [activelivingresearch.org/activeeducationbrief](https://activelivingresearch.org/activeeducationbrief).



# How familiar are you with the language of the “Opportunities for Physical Activity” law?

T.C.A § 49-6-1021 – Minimum physical activity K-12, and physical education for elementary students

3

2

1

0

# “Opportunities for Physical Activity”

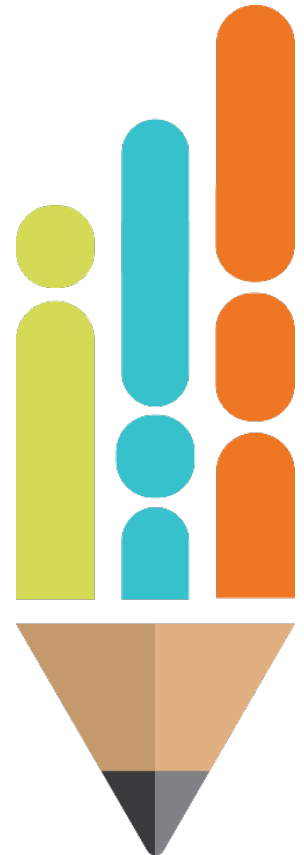
## T.C.A. § 49-6-1021 (a)

### (1)Elementary school students

- a minimum of one hundred thirty (130) minutes of physical activity per full school week

### (2)Middle and high school students

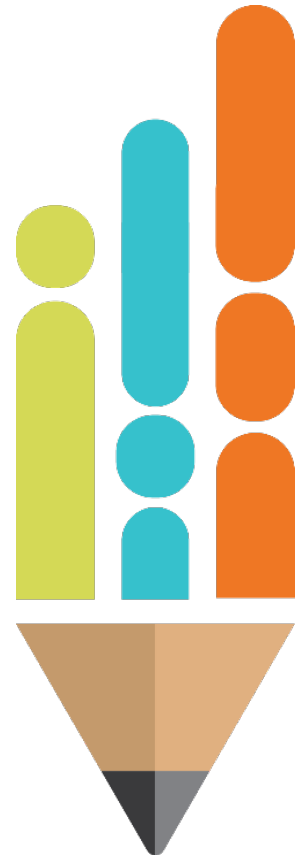
- a minimum of ninety (90) minutes of physical activity per full school week.



# “Opportunities for Physical Activity”

## T.C.A. § 49-6-1021 (b)

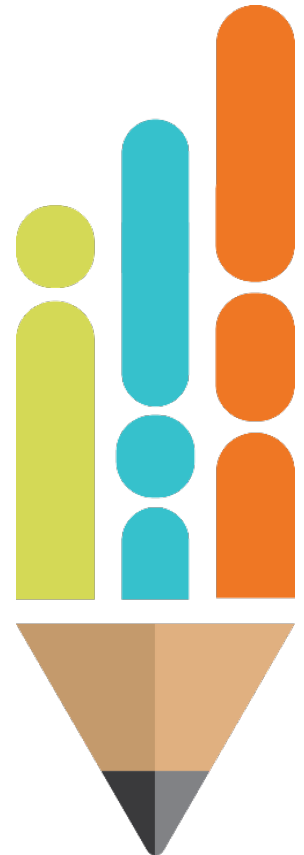
- Physical activity may include walking, jumping rope, playing volleyball, or other forms of physical activity that promote fitness and well-being; however, walking to and from class shall not be considered physical activity for purposes of this section.
- An LEA shall offer elementary students at least one fifteen-minute (15) minute period of physical activity per day.



# “Opportunities for Physical Activity”

## T.C.A. § 49-6-1021 (c)

- OCSH shall provide an annual report containing at least:
  - The percentage of public schools that integrate the required physical activity into the **instructional school day** in compliance with subsection (a)
  - Types of activities used
  - Barriers
  - Innovative methods
  - ...more



# “Opportunities for Physical Activity”

- **T.C.A. § 49-6-1021 (d)**
  - Nothing in this section shall prevent an LEA from integrating more student physical activity for elementary, middle, and high school students during the school week than required in subsection (a).
  - The requirements of subsection (a) may work in conjunction with the school's physical education program, but subsection (a) shall not replace the current physical education program in a school.



# “Opportunities for Physical Activity”

- T.C.A. § 49-6-1021 (e)
  - (1) In addition to the integration of physical activity into the instructional school day according to subsection (a), each LEA shall require each student in elementary school to participate in a physical education class that meets **at least two (2) times per full school week** during the school year. **The total physical education class time each full school week shall be no less than sixty (60) minutes.**



# “Opportunities for Physical Activity”

- **T.C.A. § 49-6-1021 (e)**

- (2) shall meet the needs of students of all physical ability levels
- (3) shall be taught by a licensed teacher with an endorsement in physical education or by a specialist in physical education.
- (4) A student shall be excused from a physical education class for medical reasons.
- (5) Two county exceptions until the 2021-22 SY

- **T.C.A. § 49-6-1021 (f)**

- Each LEA shall file an annual report with the commissioner of education verifying that the LEA has met the physical education requirements of this section.



# Comprehensive School Physical Activity Program Roadmap



**Active Students = Better Learners**

[www.cdc.gov/healthyschools/PEandPA](http://www.cdc.gov/healthyschools/PEandPA)



# Physical Education & Physical Activity

Both help...

the brain



- decrease stress
- increase academic performance

&

the body



- improve fitness level
- prevent injury and disease

Source: Healthy Schools Academy, Atlanta GA. PECAT Learning Lab. 2019

# Related Academic Achievement Outcomes

Physical Activity Practice	Related Academic Achievement Outcomes
More participation in physical education class	Better grades, standardized test scores, and classroom behavior
Physical activity	Better grades, school attendance, and classroom behaviors
Higher physical activity and physical fitness levels	Improved cognitive performance



# What are your barriers to full implementation?



# Barrier Brainstorm

- Lack of training
- Lack of funding for materials or programming
- Inconsistencies in current approach
- Lack of buy in
- Lack of technology support
- Lack of administrative support
- Lack of teacher support
- Lack of developmentally appropriate resources



# Our data shows...



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**During the  
2019-20  
school year:**

**100 schools systems (74 percent)** of Tennessee districts, according to district school health coordinators, were in full compliance with T.C.A. § 49-6-1021 (Tennessee Department of Education, 2020b).

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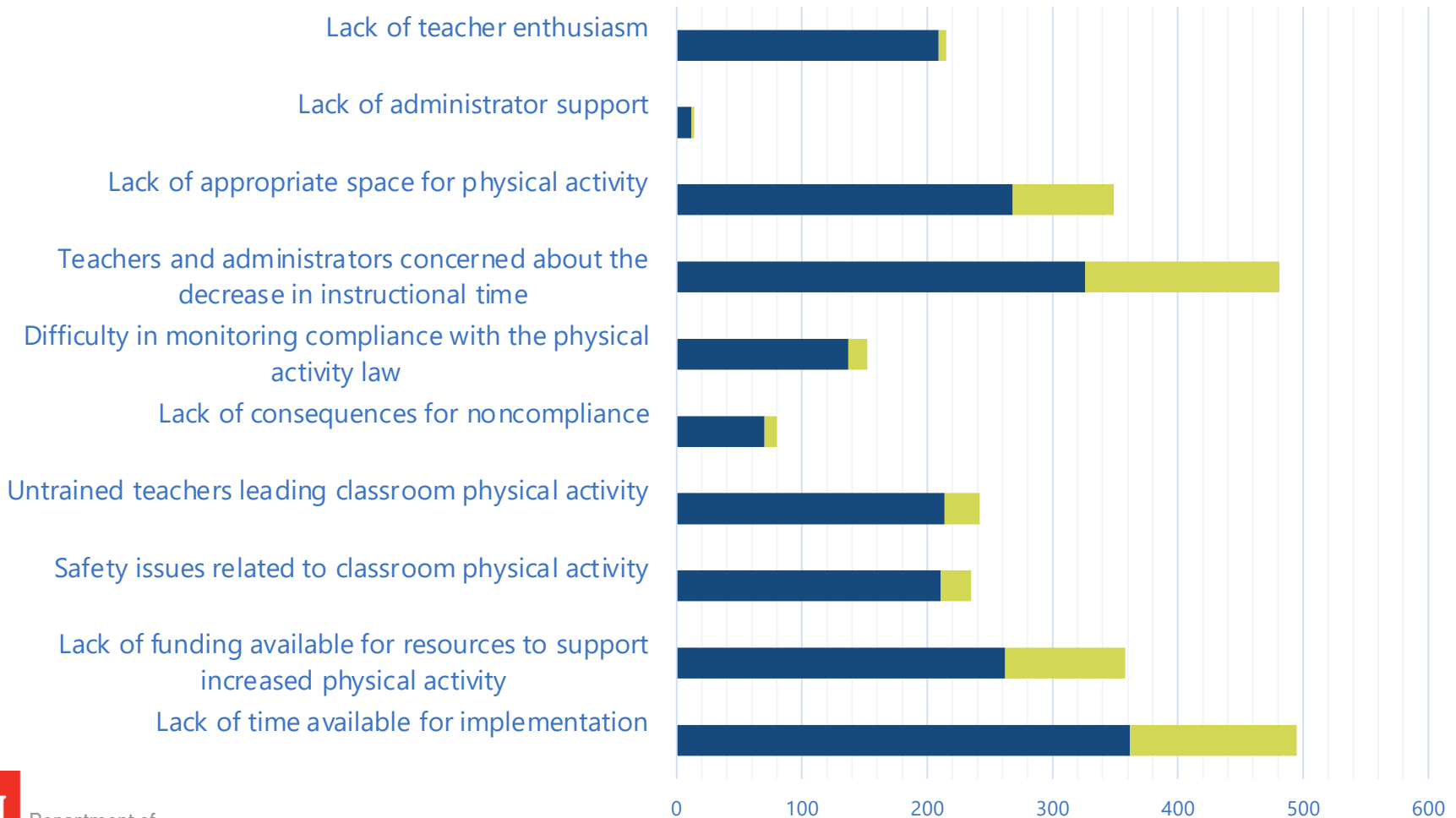
Of the **1246 schools** who completed a compliance survey request, **1197 principals reported full compliance** for the student body within their building (Tennessee Department of Education, 2020c).

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# Our data shows...

Table 5: Number of ELEMENTARY schools reporting types of barriers encountered concerning compliance with T.C.A. § 49-6-1021 (2019-20)

Occasionally a barrier Often a barrier

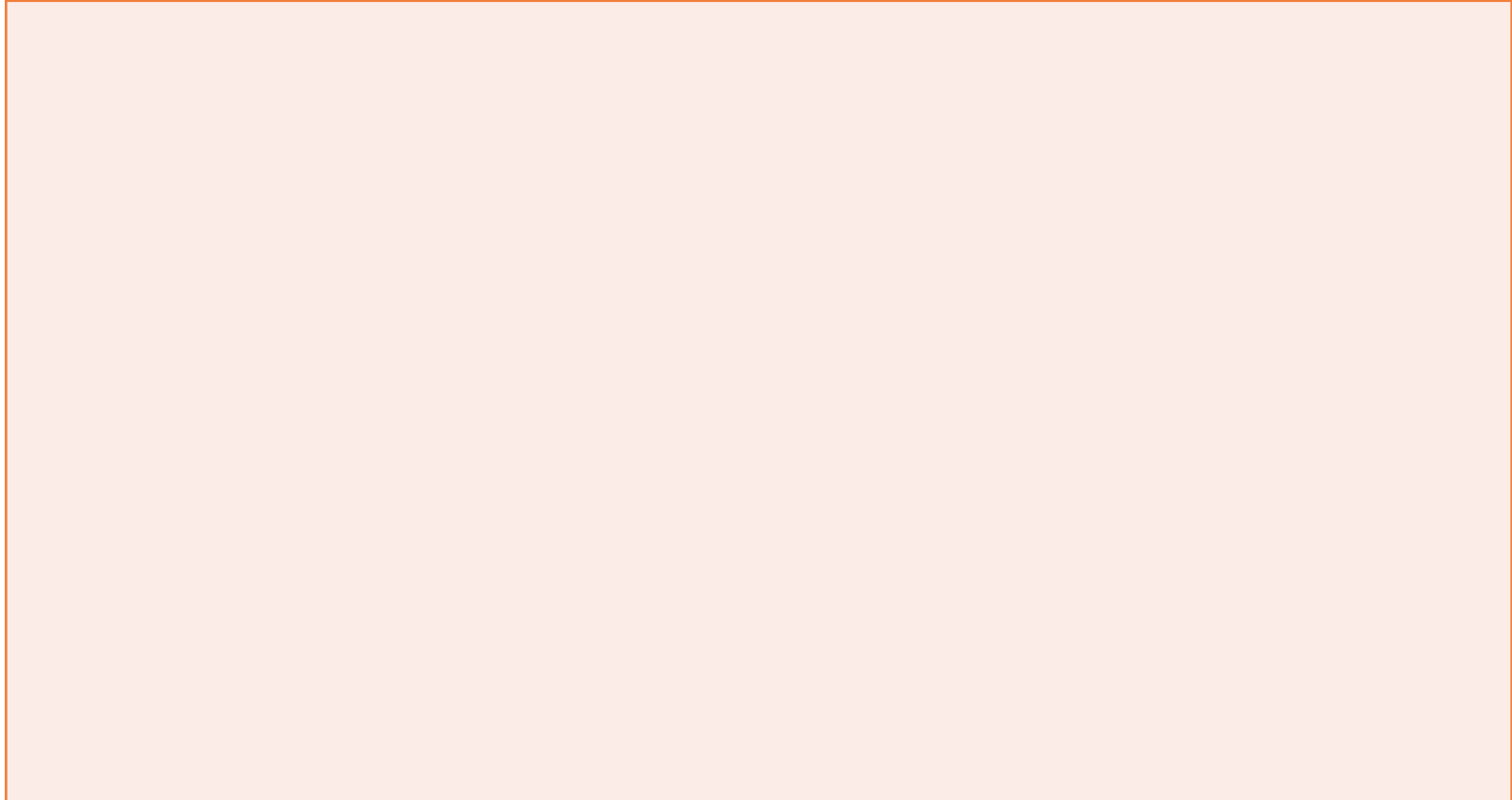


# Mitigate Barriers 1 & 2



**Time for implementation**

**Decrease in instructional time**



# Mitigate Barriers - PE





# Resources to support a physically active school culture



# National Guidance on Recess



- Incorporate recess into a Comprehensive School Physical Activity Program (CSPAP).
- Do not replace physical education with recess.
- Provide adequate spaces, facilities, equipment, and supplies.
- Ensure that spaces and facilities are safe.
- Do not withhold recess.
- Do not use physical activity during recess as punishment.
- Schedule morning recess before lunch.
- Provide ongoing professional development.

# Strategies for Recess in Schools



U.S. Department of  
Health and Human Services  
Centers for Disease  
Control and Prevention



health. moves. minds.



# Recess Strategies

1

## Make Leadership Decisions

1. Identify and document recess policies
2. Put documented recess policies into practice and revise as needed
3. Develop a written recess plan
4. Designate spaces for outdoor and indoor recess
5. Establish weather guidelines to ensure student safety
6. Train school staff and volunteers for recess



2

## Communicate and Enforce Behavioral and Safety Expectations

7. Establish and communicate behavior management strategies
8. Teach conflict resolution skills
9. Ensure that recess spaces and facilities meet recommended safety standards



3

## Create an Environment Supportive of Physical Activity During Recess

10. Provide adequate physical activity equipment
11. Add markings to playground or physical activity areas
12. Create physical activity zones
13. Provide planned activities or activity cards
14. Provide a combination of recess strategies



4

## Engage the School Community to Support Recess

15. Establish roles and responsibilities for supervising and facilitating recess
16. Involve students in planning and leading recess
17. Mobilize parents and others in the school community to support and sustain recess at school



5

## Gather Information on Recess

18. Track physical activity during recess
19. Collect information on recess to show the effect on student and school outcomes



# Creating a Recess Plan



## Recess Planning Template

This customizable *Recess Planning Template* is designed to help schools document the details of a school recess plan. A school recess plan identifies the strategies a school will use to organize and implement recess at a school. This plan should be a written document that can be shared with all school staff, students, and parents.

This *Recess Planning Template* includes the same information provided in the *Recess Planning in Schools: A Guide to Putting Strategies for Recess into Practice*. However, it allows schools to fill in their information and make it their own.

Schools can use this customizable *Recess Planning Template* to:

- Document the strategies they will use in their school recess plan.
- Fill in the sections that correspond to the strategies identified in *Strategies for Recess in Schools*, and the discussion questions from *Recess Planning in Schools: A Guide to Putting Strategies for Recess into Practice*.

Before using the *Recess Planning Template*, we suggest that school staff who are responsible for leading recess in schools gather and read the documents below to prepare for discussing and developing your school recess plan:

- School master schedule
- School district or school wellness policy
- State recess policy
- *Guide for Recess Policy*
- *Strategies for Recess in Schools*
- *Recess Planning in Schools: A Guide to Putting Strategies for Recess into Practice*

After reading the documents above, use the questions identified in *Recess Planning in Schools: A Guide to Putting Strategies for Recess into Practice* to guide discussions about how recess will be implemented in your school, and document your plan related to the listed strategies. Items in parentheses, such as *(name of school)*, identify a space where you can customize the information for your school. Any unused sections can be deleted.

# Activity: National Guidance for Classroom Physical Activity



1. Incorporate classroom physical activity in CSPAP
2. Do not replace physical education and recess
3. Integrate physical activity into academic instruction
4. Provide physical activity outside of academic instruction

# Activity: National Guidance for Classroom Physical Activity



5. Reinforce skills learned in physical education
6. Minimize barriers
7. Do not withhold classroom physical activity
8. Provide ongoing professional development

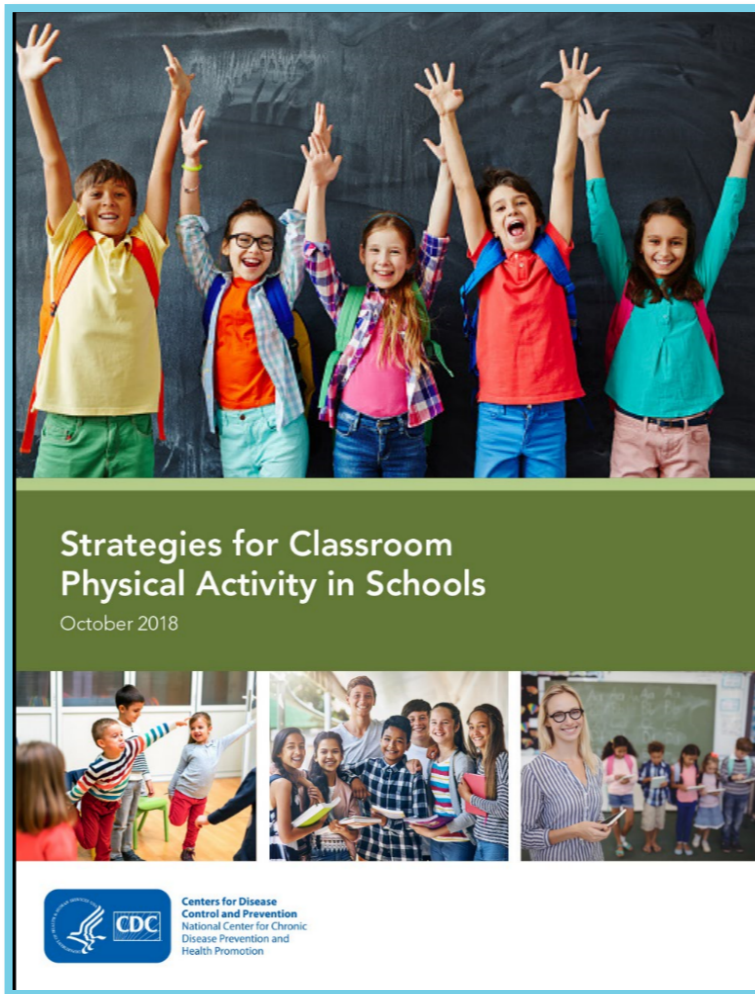
# Activity: Classroom PA Assessment



- What one policy stood out to you the most as a policy where you've seen the biggest successes?
- What policy presents the biggest challenges?
- If you had to recommend an "easiest win" to a school or district, which policy would you select or why?



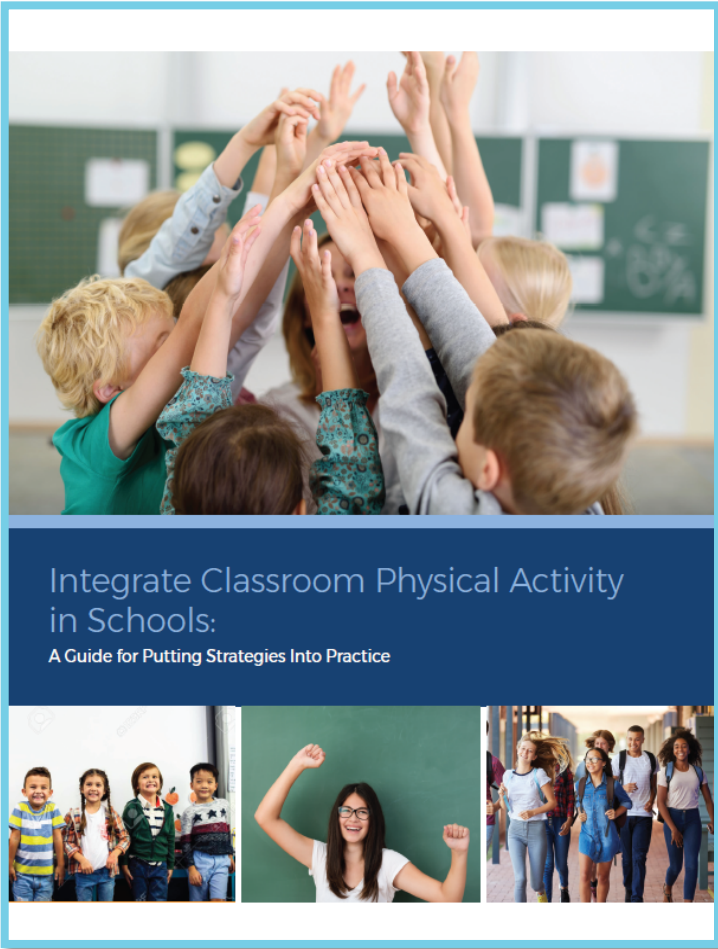
# Strategies for Classroom Physical Activity in Schools



Describes 10 strategies for promoting and planning classroom physical activity



# Integrate Physical Activity in Schools: A Guide for Putting Strategies into Practice




- Assess current classroom physical activity practices.
- Identify opportunities to enhance or sustain classroom physical activity.
- Take practical steps to integrate physical activity into the classroom.



# Online Platform: Integrate Classroom Physical Activity in Schools





## STRATEGIES FOR Classroom Physical Activity in Schools



### Collect and Share Information

- 9. Collect information
- 10. Share successes, challenges, and lessons learned




 Overview

Definition

Categories

Platform guide

Share your story

 Build buy-in and provide training

Strategy 1

Strategy 2

Strategy 3

## Strategy 9

Collect information on classroom physical activity.

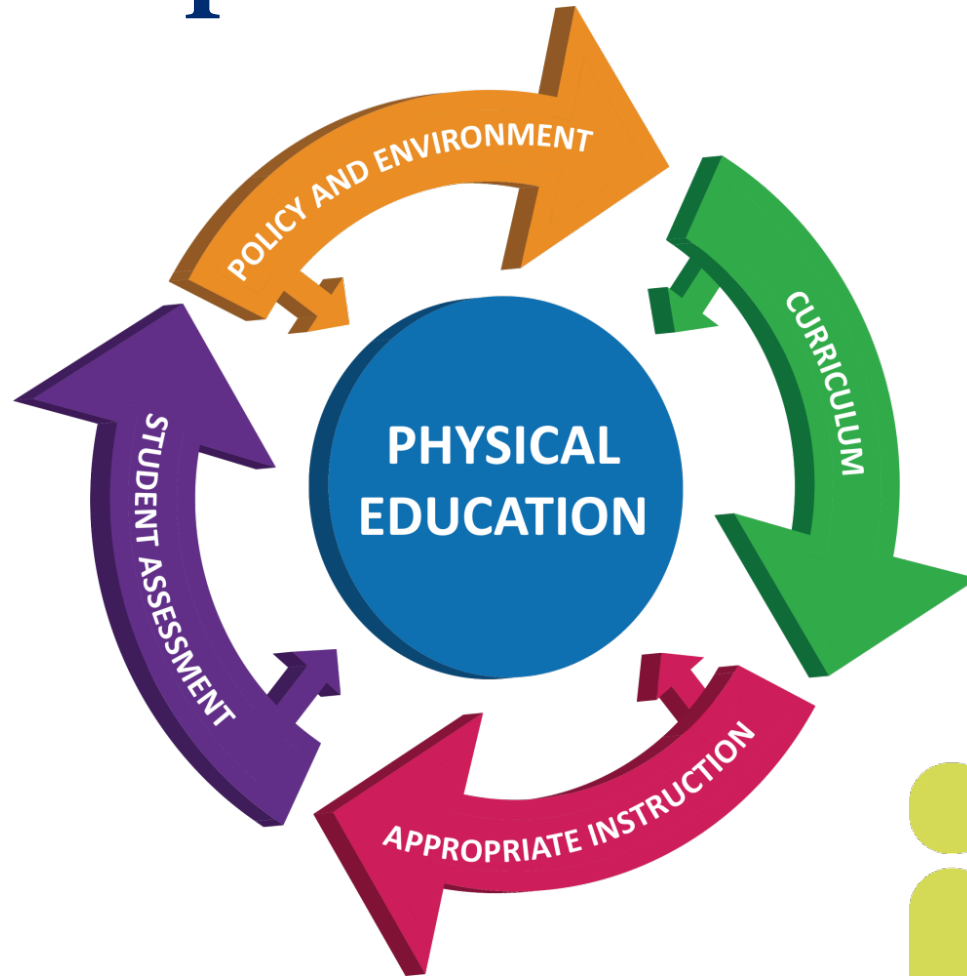
Description	Key Activities & Questions	Stories from the Field	Resources
<p>Teachers, administrators, and physical activity champions can collect information on classroom physical activity efforts, and teachers can track the types of physical activities they use in their classroom. This information can include preparation time, ease of implementation, whether students enjoyed the activity, and length of the activity. Students also can track their activities in a day planner.</p>			
<p>Teachers can assess the effect of physical activities on student behavior, such as whether students are focused, having fun learning, and exhibiting fewer off-task</p>			

# Resources to support physical educators and physical education programs



# Essential Components

## The Essential Components of Physical Education



Source: Healthy Schools Academy, Atlanta GA. PECAT Learning Lab. 2019



# Appropriate Instructional Practice Guidelines

- Learning Environments
- Instructional Strategies
- Curriculum
- Assessment
- Professionalism

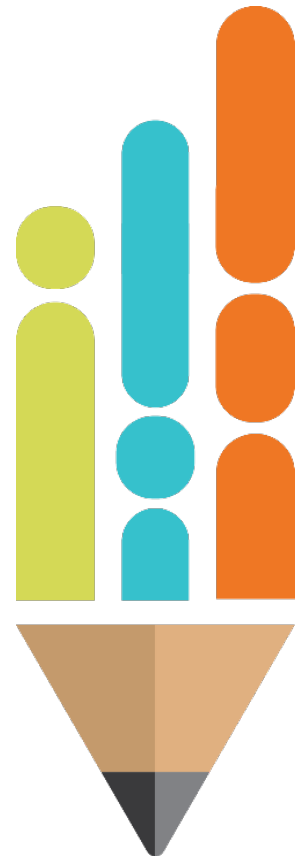


# Instant Activities

**IF** you can teach your students how to safely move immediately upon entering the physical education classroom as a warmup activity,


**THEN** you will increase total time on task for the remainder of the instructional and skill practice time,

**WHICH LEADS TO** an exponential increase in the total opportunity for moderate to vigorous activity when combining the active time during the instant activity and the additional time on task.





# Administrator's Observation Checklist for Indicators of Effective Physical Education Instruction



## 20 Indicators of Effective Physical Education Instruction

SHAPE America encourages school administrators to establish a baseline for observing physical education class. The indicators detailed in the checklist that follows reflect the practices and policies recommended in SHAPE America guidance documents [The Essential Components of Physical Education](#) and [Physical Education Program Checklist](#). Conducting a walk-through evaluation or an evaluative observation of a physical education class, school administrators should expect to see the following practices.

Indicators	Observed	Not Observed	Not Applicable	Documentation of Progress
<b>Curriculum</b>				
The teacher displays the student learning objectives established in the written physical education curriculum that are linked to state or national standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher addresses student learning objectives in the lesson through the cognitive, psychomotor and affective domains.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Appropriate Instruction</b>				
The teacher establishes a physically and emotionally safe learning environment through established rules and routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher maintains student engagement throughout the class through voice and movement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher can be heard from all locations in the space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher demonstrates effective time management by establishing an organized instructional climate and using protocols that include a clear "Stop" signal for students and limited transition time between activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The teacher maximizes students' activity – and limits their inactivity – during class by using space and equipment efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



# CDC's School Health Index

## Module 3 – PE/PA

- Identify the strengths and weaknesses of a school's policies and programs for promoting health and safety.
- Develop an action plan for improving student health and safety.
- Involve teachers, parents, students, and the community in improving school policies, programs and services.

PE/PA: 21 Questions



# Thank you!

Please complete your survey, assessment or validation as appropriate.

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