

# Florida Sunshine State Standards Revision

By:

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# What is assessment?

- “Assessment is the process of gathering evidence about a student's level of achievement and making inferences based on that evidence for a variety of purposes”

NASPE, 2004

# Assessment

What constitutes a highly qualified physical education teacher?

- View assessment as an integral component of the teaching-learning process.
- Conduct regular, ongoing formative and summative assessments and provide students with adequate feedback regarding progress towards the specified learning goals.

# Assessment

- Utilize regular assessments to provide valuable information about student achievement of the content standards and guides the program evaluation process to affect meaningful curriculum change.
- Engage in reflective practices while systematically reviewing their curriculum, teaching practices, and assessment tools.

NASPE, 2007

# Current Standards

- Adopted and enacted in 1996
- Grouped in grade clusters  
(Pre-K-2, 3-5, 6-8, 9-12)
- Not a useful curriculum guide for beginning teachers
- Document tends to be “shelf decoration”

# Current Standards

- Pre-K -2 Benchmark samples:

## Physical Education Literacy:

Demonstrates basic locomotor skills (e.g., hop, walk, run, jump, leap, gallop, skip, and slide).

Uses an overhand throwing pattern with accuracy.

# National Standards

- The National content standards define what a student should know and be able to do as a result of a quality physical education program.
- They provide a framework for developing realistic and achievable expectations for student performance at every grade level.

# National Standards

- They provide guidance for developing state and local standards.
- Many states are revising existing standards and curricula to align with the national standards.
- Increase the professional stature of physical education by demonstrating that physical education has academic standing equal to other subject areas.

# National Standards

- They describe achievement and show that knowledge and skill matter.
- Confirm that mere participation is not the same as physical education.
- Having national content standards brings accountability and rigor to the profession.

# National Standards

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.

# National Standards

4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

# Proposed New Florida Standards

- Based on the National Standards and guidelines produced by NASPE
- Grade specific for grades K-8
- Clustered for grades 9-12
- Content areas defined for grades 6-8
- Content areas developed for choice for students in grades 9-12

# Proposed New Florida Standards

- Strand 1: Movement Competency
- Strand 2: Cognitive Abilities
- Strand 3: Physical Activity
- Strand 4: Health-related Fitness
- Strand 5: Responsible Behaviors
- Strand 6: Affective Values

# Proposed New Florida Standards

1. Demonstrates competency in many and proficiency in a few movement forms from a variety of categories.
2. Identifies, analyzes, and evaluates movement concepts, mechanical principles, and strategies/tactics regarding movement performance in a variety of physical activities.
3. Participates regularly in physical activity.

# Proposed New Florida Standards

4. Develops and implements a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

# Elementary

- Grade Specific
- Written for daily physical education
- Cognitive benchmarks written for nutrition, pedestrian/bicycle safety and aquatics
- Proposed standards and benchmarks are developmentally appropriate and scaffold the learning across the grades

# Middle School

- Conducive to a semester course format that aligns with SB 610
- More of a variety offered which will hopefully lead to more students wanting to be enrolled in Physical Education
- Exposes students to a larger number of sports and activities that can be done outside of school

# High School

- Broken down into semester courses from a variety of categories
- Continuation of the middle school standards but with student choice in regard to courses
- Large focus on students adopting a physically active and healthy lifestyle

# Public Input

- The following website is where you are able (and encouraged) to give public input on the DRAFT of the Physical Education standards and benchmarks beginning Friday, May 30:

<http://www.flstandards.org>

# Conclusion

- We currently have a state government that is supportive of physical education
- Physical Education curriculum will change if daily physical education is mandated K-12
- Public Input is imperative to getting buy-in from teachers
- The Standards should guide the curriculum
- We need to provide a teacher friendly document (to both beginning and veteran teachers)
- Professional development will be crucial