



Arizona State Board of Education

NOTICE OF PUBLIC MEETINGS

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the Arizona State Board of Education and to the general public that the Board will hold a meeting, open to the public, on **Monday, January 26, 2015, at 9:00 AM at the Arizona Department of Education, Room 122**, 1535 W. Jefferson, Phoenix, AZ 85007. A copy of the agenda for the meeting is attached. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Board may participate telephonically. Agenda materials can be reviewed online at <http://www.azed.gov/state-board-education/agenda-items/>

Pursuant to A.R.S. §38-431.02 (H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(2) and (3), the Board may vote to convene in executive session for discussion or consultation for legal advice from the Board's attorneys concerning any items on this agenda and/or for discussion or consideration of records exempt by law from public inspection, including the receipt of information that is specifically required to be maintained as confidential by state or federal law.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting the State Board Office at (602) 542-5057. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 16th day of January, 2015.

Arizona State Board of Education

By: _____

A handwritten signature in black ink, appearing to read "Christine Thompson", written over a horizontal line.

Christine Thompson
Executive Director
(602) 542-5057

AGENDA
ARIZONA STATE BOARD OF EDUCATION
January 26, 2015
Page 2

Monday, January 26, 2015
9:00 AM

Arizona Department of Education, Room 122
1535 W. Jefferson, Phoenix, AZ 85007

9:00 a.m. CALL TO ORDER, PLEDGE OF ALLEGIANCE, MOMENT OF SILENCE,
AND ROLL CALL

1. PRESENTATION OF CANDIDATES AND ELECTION OF STATE BOARD OF EDUCATION OFFICERS FOR 2015
2. BUSINESS REPORTS
 - A. President's Report
 - B. Superintendent's Report
 - C. Board Member Reports
 - D. Executive Director's Report
3. CONSENT AGENDA
 - A. Consideration to approve Arizona State Board of Education minutes for the following:
 1. December 8, 2014
 2. Revised minutes for September 22, 2014
 - B. Consideration to approve Structured English Immersion Endorsement Training Programs
 - C. Consideration to approve the Move on When Reading (MOWR) LEA literacy plans which have been reviewed for release of K-3 Reading Base Support funds
 - D. Consideration to approve performance determinations for the October 2014 administration of the Arizona World History Assessment related to Board Examinations Systems and the Grand Canyon Diploma
 - E. Consideration to grant extension of educator preparation program approvals relating to R7-2-604 through R7-2-604.03

- F. Consideration to accept voluntary surrender of the teaching certificates held by the following:
 - 1. Stefanie R. Courson
 - 2. William Franklin Poulson
- G. Consideration to permanently revoke any and all teaching certificates held by Patrick G. Bennett, pursuant to A.R.S. § 15-550
- H. Consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to grant the applications for certification for Regis Burlas
- I. Consideration to appoint members to the Professional Practices Advisory Committees
- J. Consideration to approve 2015 Board meeting calendar

4. CALL TO THE PUBLIC

5. GENERAL SESSION

- A. Presentation and discussion regarding 2015 legislative priorities:
 - 1. Arizona Department of Education
 - 2. Arizona Education Association
 - 3. Arizona School Administrators Association
 - 4. Arizona School Boards Association
- B. Presentation and discussion regarding legislative affairs. The Board may take action to support, oppose or remain neutral on specific legislative proposals
- C. Presentation, discussion and consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee to grant the applications for certification for the following individuals:
 - 1. Sara Sharp
 - 2. Matthew Barany
- D. Presentation, discussion and consideration to accept the findings of fact, conclusions of law and recommendations of the Professional Practices Advisory Committee and accept the proposed settlement agreement for Kristine Rene Sojourner

- E. Presentation, discussion and consideration to close rulemaking procedures for proposed amendments to rule R7-2-614 pertaining to Substitute certificates
- F. Presentation, discussion and consideration to open review process for Standards Development for Foreign and Native Language Standards and Physical Education Standards
- G. Board comments and future meeting dates. The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K), and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary

EXECUTIVE SUMMARY

Issue: SEI Course Approval

Action/Discussion Item

Information Item

Background and Discussion

STRUCTURED ENGLISH IMMERSION (SEI) TRAINING TO COMPLETE THE FULL AND PROVISIONAL SEI ENDORSEMENT

A.R.S.§15-756.09 requires the Board to determine the qualifications necessary for a provisional and full structured English immersion endorsement. The statute permits the Board to approve various entities which have met specified criteria to provide the training required for the endorsements. In 2005 and 2007, the Board adopted curricular frameworks for SEI trainings.

Arizona State Board Rule R7-2-615(L) requires all persons holding a valid Elementary, Secondary, Principal, Superintendent, Supervisor, Career and Technical, and Special Education Arizona State Certificate to obtain an SEI, ESL or BLE endorsement.

The Office of English Language Acquisition Services (OELAS) is responsible for ensuring that a Local Education Agency (LEA), institution of higher education, or independent consultant requesting approval to deliver the required training has met the Board approved SEI curricular Framework.

OELAS has verified that the training proposed by both Coconino County and Belinda Boblett have met the Board approved SEI Curricular Frameworks, and recommends program approval.

Recommendation to the Board

It is recommended that the Board approve the following training programs:

45-hour Augmented Provisional Course

- **Local Education Agencies:**
 - Coconino County
- **Individual Trainers:**
 - Belinda Boblett

45-hour Completion Course

- **Individual Trainers:**
 - Belinda Boblett

Contact Information:

*Kelly A. Koenig, Deputy Associate Superintendent, Office of English Language Acquisition Services
Carol Lippert, Associate Superintendent, High Academic Standards for Students*

EXECUTIVE SUMMARY

Issue: Consideration to approve local education agencies' Move On When Reading Literacy Plans which have been reviewed for release of K-3 Reading Base Support funds.

Action/Discussion Item

Information Item

Background and Discussion

Move on When Reading (MOWR)

Arizona Revised Statute § 15-701 (A)(2) prohibits a student from being promoted from the third grade if the student obtains a score on the reading portion of the statewide assessment that demonstrates the student's reading falls far below (FFB) the third grade level. The law requires local education agencies (LEAs) to offer 3rd grade students who score FFB on the statewide assessment at least one of the intervention and remediation strategies listed in statute.

A student is exempted from the retention requirement if 1) they are an English Language Learner who has received less than two years of English instruction or 2) they have a disability and their Individual Education Plan (IEP) team agrees promotion is appropriate.

The law specifies that a student may be promoted from 3rd grade if data on the statewide reading assessment is not available by the beginning of the school year. Students promoted due to delayed assessment data which subsequently shows the student should have been retained must be provided intervention strategies and supports under the law.

Literacy Plans

Arizona Revised Statute § 15-211(A), requires the 448 LEAs that provide instruction in grades K-3 to annually submit a comprehensive literacy plan on October 1. LEAs with a letter grade of "C" or lower and any LEA with more than 10% of their students which score FFB on the statewide assessment are required to have their literacy plans approved by the Board in order to receive K-3 reading base support funding.

In June 2012, the Board approved the procedures by which literacy plans would be submitted, reviewed and approved, thus allowing distribution of funds to those LEAs.

Nine reviewers with expertise in K-3 literacy have been trained and are in the process of reviewing submitted LEA literacy plans. Each month, the Board will receive a list of LEA plans deemed to contain sufficient criteria for Board approval.

Contact Information:

Sherry Zeeb, Director of K-3 Reading, State Board of Education
Sabrina Vazquez, Deputy Director, State Board of Education

EXECUTIVE SUMMARY

2014-2015 Literacy Plans:

After reviewing the majority of the required MOWR Literacy Plans, most plans were found to be comprehensive and well developed. LEAs have been open to guidance provided by MOWR Specialists reviewing their plan. Many sites are eager to obtain support that will help them improve their literacy instruction. On the whole, Arizona’s LEAs are striving to improve the reading proficiency of their students and Arizona has seen steady growth in 3rd grade reading proficiency in recent years. With continued effort and commitment to providing high quality, comprehensive, strategic and purposeful reading instruction, Arizona’s student population will gain solid academic reading skills needed for the 21st Century. State Board staff, in collaboration with the Department, will continue to support LEAs on their journey to increase student reading success.

To date: 421 or 93% of LEAs have submitted MOWR Literacy Plans

- 342 – “A, B, C & D” Schools (already funded)
- 21 - are in the process of being reviewed
- 58 are pending board review Jan. 26th, 2015

LEA Entity ID	LEA Name
90199	Academy Del Sol, Inc.
92312	Archway Classical Academy - Arete
92314	Archway Classical Academy Cicero
92566	Arizona Language Preparatory
91307	ASU Preparatory Academy
89949	ASU Preparatory Academy
92349	BASIS School, Inc.
92318	BASIS School, Inc.
90327	CAFA, Inc. dba Learning Foundation and Performing Arts Gilbert
91330	Camino Montessori
5186	Cholla Academy
4370	Colorado City Unified District
4416	Continental Elementary District
4174	Douglas Unified District
91170	EAGLE College Prep II, Inc. dba EAGLE College Prep Harmony
92226	Edkey, Inc. - Sequoia Pathway Academy

EXECUTIVE SUMMARY

81052	Edkey, Inc. - Sequoia Ranch School
81123	Educational Impact, Inc.
4341	Edupreneurship
4185	Elfrida Elementary District
79214	Excalibur Charter Schools, Inc.
4221	Fort Thomas Unified District
4208	Globe Unified District
79500	Griffin Foundation, Inc. The
4371	Hackberry School District
4482	Hillside Elementary District
92620	Horizon Community Learning Center, Inc.
4502	Hyder Elementary
91329	Kaizen Education Foundation dba Advance U
79233	Kaizen Education Foundation dba South Pointe Elementary School
90900	La Tierra Community School, Inc
4374	Littlefield Unified District
90192	Morrison Education Group, Inc.
4176	Naco Elementary District
4252	Nadaburg Unified School District
6235	P.L.C. Charter Schools
4196	Page Unified District
79086	Painted Desert Demonstration Projects, Inc.
4369	Peach Springs Unified District
4338	Phoenix Advantage Charter School, Inc.
4256	Phoenix Elementary District
4452	Picacho Elementary District
87405	Portable Practical Educational Preparation, Inc.
4511	Quartzsite Elementary District
4159	Red Mesa Unified District
4449	Sacaton Elementary District
4414	San Fernando Elementary District
91110	Scottsdale Country Day School
79085	Southgate Academy, Inc.
4407	Sunnyside Unified District
4440	Superior Unified School District

EXECUTIVE SUMMARY

79218	Telesis Center for Learning, Inc.
4403	Tucson Unified District
79957	Valley of the Sun Waldorf Education Association, dba Desert Marigold School
91948	Vista College Preparatory, Inc.
4193	Williams Unified District
4154	Window Rock Unified District
4377	Yucca Elementary District

To date: Only 27 LEAs have NOT submitted literacy plans.

- 12 “A & B” LEAs (Districts and Charters)
- 7 “C & D” LEAs
- 8 new LEAs/no letter grade

The State Board has reached out to these sites through various communications to offer assistance in completing a plan, reminding them that funds will not be released without a submitted, reviewed, and approved plan. The State Board and the Governing Board for Charter Schools are working together to obtain the remaining literacy plans.

Recommendation to the Board

It is recommended that the Board approve the Move On When Reading LEA literacy plans which have been reviewed for release of K-3 Reading Base Support funds, as listed in the item.

EXECUTIVE SUMMARY

Issue: Standards Setting – Move On When Ready Arizona World History –
October 2014 Administration

Action/Discussion Item

Information Item

Background and Discussion

The Arizona Move On When Ready (MOWR) initiative is a high school education reform designed to increase student academic achievement to national and international levels, and to prepare all students for college and careers. The Move On When Ready legislation passed in 2010 and 2011 provide a framework for an education model that enables students to advance in their educational career based on demonstrated learning instead of seat time. Key provisions include the establishment of the Grand Canyon High School Diploma, a performance-based high school diploma available to students who demonstrate they are college and career ready, and the implementation of Board Examination Systems, which are coherent and aligned instructional systems set to national and internationally benchmarked academic standards that are designed to prepare students for success in college and careers.

On January 24, 2011, the State Board of Education approved several providers of Board Examination Systems for use in Arizona, including both lower and upper division course offerings from Cambridge International Examinations and ACT QualityCore, and upper division course offerings from College Board Advanced Placement and International Baccalaureate.

Pursuant to A.R.S. §15-792.02 these examination systems shall “have common passing scores that are prescribed by an interstate compact on board examination systems and that are set to the level of skills and knowledge needed to succeed in college-level courses....” To assist the Board in meeting this requirement the National Center on Education and the Economy (NCEE) convened a technical advisory committee to establish pass points on the Excellence for All (E4A) World History exam developed by Arizona and Kentucky teachers to serve as a complement to the ACT QualityCore instructional system. The Center for the Future of Arizona is seeking approval of the college readiness performance determinations made by the technical advisory committee for the Fall 2014 Arizona administration of the E4A World History exam.

Attached is the NCEE white paper, which explains the process and decisions made by the technical advisory committee in more detail.

Recommendation to the Board

It is recommended that the Board approve the college readiness performance determinations made by the technical advisory committee for the Fall 2014 Arizona administration of the E4A World History exam.

Contact Information:

Dr. Amanda Burke, Director, Education Strategy and Innovation, Center for the Future of Arizona

History Task Force Biographical Sketches

Mark Klobas

Mark Klobas is an instructor of history at Scottsdale Community College in Scottsdale, Arizona. A graduate of the University of Arizona, he received his Ph.D. in history from Texas A&M University. He has developed curriculum for a range of courses, from American history and world history, to specialized courses on English history, Irish History, and the history of the modern Middle East.

Kevin Olson

Kevin Olson is a partner in the law firm of Steptoe & Johnson LLP, a Washington D.C. firm with offices in Phoenix, Los Angeles, New York, Chicago, London, Brussels and Beijing. He practices in the firm's business solutions group. His work is in the areas of general corporate advice, start-up and later stage financings, securities and corporate finance, mergers and acquisitions, and other commercial transactions. Mr. Olson represents clients in many industries, including consumer electronics, alternative energy, food distribution, and technology. He is also a member of the Securities Section of the State Bar of Arizona (for which he is a past chairman) and the Business Section of the State Bar of Arizona (for which he is also a past chairman).

Alexa Pupo

Alexa Pupo is a history teacher at Imagine Prep at Surprise. She teaches high school history courses in both World and American history at the ninth and tenth grade levels, and has been teaching within the *Excellence for All* qualification system for several years.

Advisors

Lloyd Bond

Lloyd Bond is a consulting scholar with the Carnegie Foundation for the Advancement of Teaching and emeritus professor of education at the University of North Carolina, Greensboro. From 2002 to 2008 he was a senior scholar at Carnegie working in the area of assessment across several Carnegie Foundation programs. Dr. Bond has published widely in the area of assessment, measurement theory and testing policy and has made fundamental contributions to the literature on measuring complex performance and cognitive process underlying test performance. He has held editorial positions on the leading journals in educational and psychological measurement and serves on numerous commissions and panels devoted to testing and testing policy. He is currently a member of the Data Analysis Committee of the National Assessment of Educational Progress (NAEP) and the Psychometric Panel of The College Board. Previously he served on the National Academy of Sciences' Committee on Indicators of Science and Mathematics Education and their Committee on Science Assessment Standards. A fellow of both The American Psychological Association (APA) and the American Educational Research

National Center on Education and the Economy
Excellence for All

Association (AERA), he is the recipient of numerous honors and awards, including the Presidential Citation from AERA for Contributions to Educational Measurement and an APA Distinguished Service Award for his work on the Joint Standards for Educational and Psychological Testing. He has served as a trustee for The College Board, and currently sits on the boards of the Human Resources Research Organization and the National Center for Research on Evaluation, Standards & Student Testing. Dr. Bond obtained a Ph.D. in Psychology from the Johns Hopkins University, specializing in psychometrics and quantitative methods. He taught test theory and psychometrics at the University of Pittsburgh, and at the University of North Carolina, Greensboro.

Avishag (Abby) Reisman

Avishag (Abby) Reisman is a visiting professor at Teachers College, Columbia University. She was formerly a senior researcher at the National Center for Research on Evaluation, Standards, & Student Testing (CRESST) at UCLA. Dr. Reisman was the project director for "Reading Like a Historian" in San Francisco, the first extended history curriculum intervention in urban high schools. Her work on the project has appeared in *Cognition and Instruction* (2012) and the *Journal of Curriculum Studies* (2012). Her dissertation, which emerged from this project, won the 2011 Larry Metcalf Award from the National Council of the Social Studies. She played a key role in the research and development of "Historical Thinking Matters," and designed the history curriculum website for the Bill Lane Center for the Study of the North American West.



EXCELLENCE FOR ALL

WORLD-CLASS INSTRUCTIONAL SYSTEMS FOR OUR SCHOOLS

Determining College-Readiness Performances for the October 2014 Arizona World History Examination

The *Excellence for All* initiative calls for students to demonstrate competence in five subject areas – mathematics, English language arts, history, the sciences and the arts – to be eligible to earn a proficiency-based diploma (e.g., Arizona’s Grand Canyon Diploma) as early as the end of their sophomore year in high school. Depending on the aligned instructional system their school has chosen, students will take end-of-course examinations in each of these subjects from either the University of Cambridge’s International General Certificate of Secondary Education (IGCSE) or ACT’s *QualityCore* instructional system. The National Center on Education and the Economy’s (NCEE) Technical Advisory Committee (TAC) has established the qualification scores for English language arts and mathematics for both systems, but the states are responsible for setting the qualification scores in the three other subject areas.

Establishing suitable qualification scores is critical to the success of the initiative because these qualification scores set the standard that every high school student should be striving for and the standard to which each school is committed to helping every student achieve. At the request of the participating states, NCEE convened a History Task Force to recommend a qualification score for the ACT *QualityCore* and IGCSE History courses. State education agencies in Arizona, Kentucky and Mississippi and the Capitol Region Education Council in Connecticut were each invited to appoint members to the task force, which initially met in May 2012 to set qualification scores for the *QualityCore* U.S. History and IGCSE “World” History examinations. Participants included high school history teachers, community college and university faculty, state education department curriculum professionals, and representatives of the private sector.

In December 2012, NCEE convened a subset of the larger Task Force to recommend a qualification score for the May 2012 administration of the Kentucky World History examination, an assessment that was developed as a complement to the ACT *QualityCore* U.S. History examination used in that state. Because ACT *QualityCore* does not include a world history assessment, teachers at the participating *Excellence for All* schools using the *QualityCore* instructional system – initially in Kentucky, now in Arizona and Mississippi – work with an NCEE-appointed committee to ensure alignment between their world history courses and the end-of-course examination. The NCEE-appointed committee, consisting of Abby Reisman, University of Pennsylvania; Emily Wicken and Ann Borthwick, NCEE; Shelley Thomas, University of Louisville; and Lloyd Bond, consulting scholar at the Carnegie Foundation for the Advancement of Teaching, created the examination. While the committee determines the format of the examination, the items are based on questions and insights into the curriculum contributed by the teachers, and the teachers, in turn, receive professional development concerning the examination format and scoring standards.

The World History examination changes yearly and since its first administration in Kentucky has been introduced in two other states (Arizona and Mississippi) where schools are implementing the *QualityCore* instructional system. NCEE has convened subsets of the larger Task Force on three additional occasions to set qualification scores for the Spring 2013 Arizona and Kentucky examinations, as well as the December 2013 Mississippi examination which later became the Spring 2014 Arizona and Kentucky examination.

In October 2014, Wickenburg High School in Arizona administered a world history examination to a small group of high school juniors who have been participating in the *Excellence for All* program since their freshman year of high school. These students were re-testing in world history in hopes of earning a qualification in that subject, having fallen short of meeting the qualification when they took the exam and the aligned world history course earlier in their high school careers. In November 2014, NCEE invited previous members of the Arizona World History Task Force Mark Klobas and Kevin Olson, along with new member Alexa Pupo, to consider the student performance on the October 2014 examination.

Typically, the *Excellence for All* world history examination is scored by two independent scorers, and the task force meets to review the examination and examples of student work in order to reach a recommendation for a qualification score for the examination.¹ However, given that only six students took the October 2014 version of the examination, the information that is typically available to the Task Force, including a prediction of constructed response to multiple choice scores and normative data, was not available. A different process for determining college readiness was required. Rather than try to reach a qualification score based on six examinations alone, the Task Force was asked to consider the student performance on a case-by-case basis and to make a determination about readiness for each student.

The Task Force was charged with two specific goals:

- First, the student performance should be an indicator of readiness to move forward in education, either to an upper division secondary social science course or to the initial credit-bearing course in a social science program of study in an open enrollment college.
- Second, a decision about readiness on the world history examination is also intended to serve as an approximation of basic civic competence, indicating that a student who qualifies in world history has demonstrated mastery sufficient to have knowledge consistent with that of an educated person. Students who qualify in world history should have a set of tools in hand that will allow them to navigate civil society and participate in our democratic institutions.

¹ A discussion of the process that the World History Task Force has used to determine the qualification score for previous examinations can be found in the memo [Setting College-Ready Qualification Scores for the 2013 Kentucky World History Examination](#), available on the *Excellence for All* qualification scores [webpage](#).

The *Excellence for All* World History examination draws on the ACT *QualityCore* U.S. History examination to shape its structure, although the examination developers lean on their own expertise and knowledge of assessment design to construct an examination that would provide reliable and valid information about a student's knowledge and skills in world history. Like the ACT *QualityCore* U.S. History examination, the World History examination includes a multiple choice section and a constructed response section. However, while the constructed response portion of the *QualityCore* U.S. History examination requires students to answer two constructed response questions (one visual analysis question and one essay question), the World History examination requires students to answer three constructed response questions: two source-based questions (one visual analysis and one text analysis) and one longer essay question.

The modified exam was designed to include multiple means for students to demonstrate their ability to reason historically, evaluate original source materials, and create a historical argument. It was believed that the exam better represents the range of skills taught in students' courses and challenges students in ways that have more fidelity with learning history than traditional multiple choice questions. Because the constructed response section on the World History examination was necessarily lengthier than that of the *QualityCore* examinations, the number of multiple choice questions was limited to 20, and the constructed response portion was weighted more heavily.

Students taking the World History examination have the potential to earn 60 total points: 20 points from the multiple choice section and 40 points from the constructed response section. Student earn 10 points for each source-based question and 20 points for the essay, in which they are required to make a historical argument. In the absence of extant data on the relationship between student performance on the examination and subsequent success in high school or college, the Task Force has had to approach developing a qualification score recommendation for this assessment differently than it did for the two IGCSE History examinations and the *QualityCore* U.S. History examination.

Typically, in order to determine a qualification score, the Task Force reviews: (1) samples of student work on the constructed response section of the test, selected to indicate low/middle to high/middle performance on the exam; and (2) a concordance table, prepared by Lloyd Bond, showing the likely performance of students on the multiple choice portion of the exam, given their performance on the constructed response tasks. This approach aligns with consensus in the measurement community that it is easier for expert panels to come to consensus on student performance levels when they can examine student work rather than relying solely on student answers to multiple choice questions.

In reviewing the samples of student work, the Task Force bears in mind the following key considerations:

- What knowledge, skills and dispositions are priorities for this exam?

- How do these priorities align with what is necessary for success in open-enrollment college courses, in upper division high school history courses, and, most importantly, for civic competence?
- What skills reflected in the student work from the constructed response tasks demonstrate readiness for success at open-enrollment colleges or upper division high school history courses?

In considering the evidence, the Task Force has recognized that the qualification score for World History needs to be seen not just as a mark for a single subject, but as one part of a larger qualification framework in which students also have to (i) reach a satisfactory score in another history course, (ii) achieve similar standards in the sciences and the arts, and (iii) meet demanding standards in English and mathematics already set by the NCEE TAC. Given the crucial role that English and math play in virtually all post-high school opportunities, the NCEE TAC placed special value on preventing false positives for these subjects (i.e., ensuring that students not ready for college not be told they are). In contrast, the Task Force has concluded that for this history exam there is greater value in preventing false negatives (i.e., ensuring that students who could succeed in college are not misclassified by an unreasonably high qualification score and do not have their path to enrolling in credit bearing community college courses unfairly blocked). Furthermore, while the Task Force shares in the general belief that as a society we need to “raise the bar” for student performance, the Task Force does not believe this exam should be used to create an elite program. The Task Force is in agreement that basic literacy in history is essential to meet the shared objective that students leave high school ready to lead the life of an educated person.

For the October 2014 administration of the examination, the usual procedure was taken as a starting point, with the understanding that the Task Force would not reach a qualification score for this examination, but would rather make a “qualified” or “not yet qualified” decision for each student according to the standards established in previous qualification score decisions. Therefore, they began by revisiting the previous standard for readiness, using three samples of student work that they had previously agreed represented the threshold of readiness in earlier administrations. The Task Force recognized that while these three samples varied in terms of demonstrated readiness, they typically contained evidence of at least basic development of the following skills:

- An ability to appropriately interpret the central message of a primary source, either textual or visual, and draw on details from the source to support the interpretation
- An ability to ground a primary source in its historical context
- An ability to make a historical argument based on either a primary source prompt or an essay prompt
- An ability to appropriately recall and draw upon content knowledge either in service of a discussion of a primary source or in a longer historical essay

Using these threshold samples as the standard to which they should compare the October 2014 exam performances, the Task Force reviewed the six student exams. The

discussion involved considering all six of the student performances at least twice, first with the task force sharing their preliminary opinions and then with a more in-depth discussion that also took into account the students' results on the multiple choice portion of the exam. Throughout the discussion, the Task Force gave priority to considering how students were (or were not) able to demonstrate the skills listed above. The multiple choice information helped the Task Force consider whether they felt comfortable with their decisions about readiness in each case, but the decision was based largely on the constructed response portion of the exam, which the group believed best assessed the prioritized skills. This approach aligns closely to how the Task Force has treated the multiple choice information in previous meetings.

After examining and discussing each student's performance on the exam, the Task Force made the determination that student 18072 and student 18308 demonstrated readiness to move on to the next level of education (or "qualified"), based both on the overarching standards demonstrated in *Excellence for All* history qualification scores previously determined and in terms of displaying the skills that the Task Force has decided indicate readiness in past discussions. The Task Force determined that the other students, 17782, 18161, 13889, and 16979, fell short of meeting those standards and therefore fell short of demonstrating readiness (i.e. "not yet qualified").

November 2014

Appendix: Arizona History Task Force Members

EXECUTIVE SUMMARY

Issue: Consideration to Grant Extensions of Educator Preparation Program Approvals Relating to R7-2-604 - R7-2-604.03.

Action/Discussion Item

Information Item

Background and Discussion

State Board Rules R7-2-604 through R7-2-604.03 relate to the review and approval process for Board approved educator preparation programs in teacher, administrator, school guidance counselor, and school psychology programs that lead to state certification.

The Board closed rule-making procedures on December 2, 2013 to adopt revised special education certificate language effective January 1, 2016 and closed rule-making procedures at the October 27, 2014 meeting to revise Rules to streamline to review and approval process for educator preparation program. As a result educator preparation program reviews will be conducted on cycles designated by program type identified in the table below.

Program Type/Certificate	Expiration Date
Early Childhood Education and Early Childhood Special Education	March 31 st
Elementary Education and Special Education	November 30 th
Special Education(early childhood, mild-moderate, severe-profound)	September 30 th

Review and Recommendation of a State Board Committee

Not applicable

Recommendation to the Board

It is recommended that the Board grant extensions of educator preparation programs according to the following table in order to allow educator preparation programs time to prepare to submit under the revised State Board Rules R7-2-604 through R7-2-604.03

EXECUTIVE SUMMARY

SPECIAL EDUCATION			
	Cross-Categorical/Mild-Moderate Disabilities		
<i>Institution</i>	<i>Title of Program</i>	<i>Expiration Date of Program Approval</i>	<i>Extension Date</i>
	<i>Dual Programs</i>		
Arizona State University – Mary Fulton Teachers College	Bachelors of Arts in Special Education (Cross-Categorical) with Dual Certification in Elementary Education	January 31, 2015	November 30, 2017
Arizona State University – Mary Fulton Teachers College	Masters in Special Education (Cross-Categorical) with Arizona Certification [Dual Certification in Elementary Education (MAC)]	January 31, 2015	November 30, 2017
Arizona State University – Mary Fulton Teachers College	Masters in Special Education (Cross-Categorical) with Arizona Intern Teaching Certificate [Dual Certification in Elementary Education (INMAC)]	January 31, 2015	November 30, 2017
Arizona State University – Mary Fulton Teachers College	Bachelor of Arts in Early Childhood Education and Early Childhood Special Education	January 31, 2016	March 31, 2017
Grand Canyon University	Bachelor of Science in Elementary Education/Special Education, Dual Major	December 2, 2016	November 30, 2017
	<i>Cross-Categorical/Mild-Moderate Disabilities Programs</i>		
Grand Canyon University	Master of Education in Special Education (Cross-Categorical)	December 2, 2016	September 30, 2017
Ottawa University	Masters of Arts In Education, Special Education (Cross-Categorical)	January 31, 2015	September 30, 2017
Pima Community College	Post Baccalaureate Teacher Certification Program, Special Education Cross-Categorical	January 31, 2015	September 30, 2017
Rio Salado College	Post Baccalaureate Teacher Certification, Special Education, Cross-Categorical	February 25, 2015	September 30, 2017

EXECUTIVE SUMMARY

Rio Salado College/Northcentral	Bachelor of Education in Cross-Categorical Special Education, Certification	February 27, 2015	September 30, 2017
University of Arizona	Bachelor of Science, Special Education Cross-Categorical, B.S.E.	April 23, 2015	September 30, 2017
University of Arizona	Masters of Education, Special Education Cross-Categorical	April 23, 2015	September 30, 2017
University of Phoenix	Masters of Education, Special Education Cross-Categorical	April 23, 2015	September 30, 2017
Northern Arizona University	Masters in Special Education with Certification: Early Childhood Special Education	May 31, 2015	September 30, 2017
Prescott College	Bachelor's Degree, Cross-Categorical Special Education	January 31, 2015	September 30, 2017
Prescott College	Post-Baccalaureate Degree, Cross-Categorical Special Education	January 31, 2015	September 30, 2017
The American Board for Certification of Teacher Excellence	K-12 Cross Categorical Special Education Program	January 28, 2015	September 30, 2017
	<i>Severe-Profound Programs</i>		September 30, 2017
Northern Arizona University	M.Ed. in Special Education with Certification: Low Incidence/Severe	April 23, 2015	September 30, 2017
University of Arizona	Masters in Special Education, Severely and Profoundly Disabled, M.A.	April 23, 2015	September 30, 2017
	<i>Early Childhood Special Education Programs</i>		September 30, 2017
Northern Arizona University	M.Ed. in Special Education with Certification: Early Childhood Special Education	May 31, 2015	September 30, 2017
Prescott College	Bachelor's Degree, Early Childhood Special Education	January 31, 2015	September 30, 2017

EXECUTIVE SUMMARY

Issue: Consideration of the Certificate Surrender by Stefanie R. Courson, case no. 2014-110

Action/Discussion Item

Information Item

Background and Discussion

Stefanie Courson holds a Standard Elementary teaching certificate valid from October 4, 2010, through October 4, 2016.

On July 2, 2012, the Investigative Unit was alerted to a media report that Ms. Courson was arrested by the Lake Havasu City Police Department and charged with the sale of dangerous drugs, sale of narcotic drugs, sale of prescription-only drugs and possession of prescription-only drugs.

On May 16, 2014, Ms. Courson pled guilty to Solicitation of Sale of Narcotic Drugs.

On October 28, 2014, Ms. Courson was notified that the State Board of Education intended to file a complaint against her certificate, alleging unprofessional conduct.

On November 20, 2014, the Investigative Unit received Ms. Courson's notarized affidavit surrendering her teaching certificate.

Possible Rule violations:

R7-2-1308. Unprofessional and Immoral Conduct

B. Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 et seq. shall not:

10. Illegally possess, use, or be under the influence of marijuana, dangerous drugs, or narcotic drugs, as each is defined in A.R.S. § 13-3401.

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of Stefanie R. Courson's teaching certificate and that all states and territories be so notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Certificate Surrender of William Franklin Poulson, C-2011-098

Action/Discussion Item

Information Item

Background and Discussion

William F. Poulson held a Provisional Career Technical Education, Business & Marketing Certificate which expired on October 21, 2014.

Mr. Poulson was a high school teacher and the assistant football coach in the Show Low District (the "District") from 2009 through 2012. On or about March of 2011, Mr. Poulson allegedly began a romantic relationship with a 17-year old female student.

On November 30, 2011, the State Board of Education (the "Board") Investigative Unit received notification that Mr. Poulson was being investigated by Show Low Police Department on suspicion of sexual abuse and that the District had placed him on administrative leave on November 10, 2011. Mr. Poulson resigned in December 2011. No criminal charges were filed. On November 14, 2011, an injunction against harassment was obtained by the student's parents.

During the Board investigation, Mr. Poulson was informed that a complaint would be filed against his teaching certification.

Mr. Poulson chose to voluntarily surrender his certificate. On November 10, 2014, the Board received Mr. Poulson's notarized affidavit in which he surrendered his certificate.

Arizona Revised Statutes §15-203 (B) (5) provides that the State Board of Education may impose disciplinary action after the suspension or expiration of a certificate.

Possible Rule violations:

R7-2-1308. Unprofessional and Immoral Conduct

B (12) "Engage in sexual activity, a romantic relationship, or dating of a pupil or child".

Recommendation to the Board

It is recommended that the Board accept the voluntary surrender of William Franklin Poulson's teaching certificate and that all states and territories be notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of the Permanent Revocation of the Certificate for Patrick G. Bennett, case no. C-2012-016
--

Action/Discussion Item

Information Item

BACKGROUND AND DISCUSSION:

Patrick Bennett held a Standard Secondary Education teaching certificate valid from July 21, 2007, through October 12, 2013.

On March 25, 2013, in Navajo County Superior Court, Patrick Bennett was found guilty of two counts of Sexual Conduct with a Minor, a dangerous crime against children. These convictions constitute unprofessional conduct pursuant to Arizona Revised Statute § 15-550 and warrant the immediate and permanent revocation of his Arizona teaching certificate.

A.R.S. 15-203(B) (5) provides that the State Board of Education may impose disciplinary action after the suspension or expiration of a certificate.

Recommendation to the Board

It is recommended that the Board **permanently revoke** Patrick Bennett's teaching certificate and that all states and territories be so notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification of Regis Burlas, C-2014-097R.

Action/Discussion Item

Information Item

Background and Discussion

On July 30, 2014, Regis Burlas applied for a Substitute Teaching Certificate. On his application for certification, Mr. Burlas answered “yes” to the question:

- Have you ever had any professional certificate or license, revoked or suspended?

In his disclosure statement, Mr. Burlas stated that his Ohio State Medical License was suspended in June, 2012, by the Ohio State Medical Board, due to alcohol use.

On October 23, 2014, Mr. Burlas was notified that his application required a review by the Professional Practices Advisory Committee (“PPAC”) prior to issuance due to the previous disciplinary action of suspension of his Ohio State Medical License.

On November 12, 2014, the PPAC considered Mr. Burlas’ application for certification. After consideration of the evidence presented, the PPAC found that Mr. Burlas did have his Ohio State Medical License suspended due to an incident of alcohol abuse which he self-reported to the Ohio State Medical Board.

The PPAC found the following mitigating factors:

- As reflected in testimony of applicant, at no time did he go to work impaired.
- He self-reported.
- Letters of Recommendation.
- Extended involvement in a program and compliance with conditions for lifting of the suspension.
- 19 months of sobriety.
- Compliance with and paying for testing four times per month

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

The PPAC found no aggravating factors.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee recommended by a vote of 5 to 0 that the State Board approve Mr. Burlas' application for certification.

Recommendation to the Board

It is recommended that the Board adopt the PPAC recommendation to approve the application for certification of Regis Burlas.

EXECUTIVE SUMMARY

Issue: Consideration to appoint members of the Professional Practices Advisory Committees
--

 Action/Discussion Item Information Item**Background and Discussion**

The Arizona State Board of Education (Board) is responsible for the supervision and control of educators in Arizona's public school districts. The Board appoints a Professional Practices Advisory Committee (PPAC), which advise the Board on certification matters related to immoral or unprofessional conduct; unfitness to teach; revocation, suspension, or surrender of certificates; and formal letters of censure. In May 2013, the Board amended its rules to allow for the establishment of multiple PPACs.

Each PPAC consists of seven members that serve staggered 4-year terms – one elementary classroom teacher, one secondary classroom teacher, one principal, one superintendent or assistant/associate superintendent, one local governing board member, and two lay members (one lay member must be the parent of a student currently attending public school). As noted in the materials presented to the Board in December 2014, In order to ensure that both PPAC have seasoned members and new members, and to allow for measured turnover on the PPAC, modified staggered terms of existing and new members have been implemented.

To fill the vacancy on the second PPAC required to be held by an elementary classroom teacher, staff recommends the appointment of Catherine Elizabeth "Beth" Maloney for a term to expire July 31, 2017.

Recommendation to the State Board

It is recommended that the Board appoint Catherine Elizabeth "Beth" Maloney to the PPAC as listed in the material.

EXECUTIVE SUMMARY

Issue: Consideration to approve the 2015 and 2016 Arizona State Board of Education calendar of regular meetings

Action/Discussion Item

Information Item

Background and Discussion

Pursuant to Board Rule R7-2-101, unless otherwise agreed upon by a majority of the Board, regular meetings shall be held on the fourth Monday of each month. Listed below are the 2015 and 2016 schedule of regular meetings for the Arizona State Board of Education.

State Board Of Education Meeting Dates

Regular Board meetings are held at 9:00 a.m. at the Arizona Department of Education, 1535 W. Jefferson, Room 122, Phoenix, AZ, unless otherwise noted on the monthly agenda.

2015		2016
January 26		January 25
February 23		February 22
March 23		March 28
April 27		April 25
May 18		May 23
June 22		June 27
<i>July – None</i>		<i>July – None</i>
August 24		August 22
September 28		September 26
October 26		October 24
<i>November – None</i>		<i>November – None</i>
December 7		December 5

Recommendation to the Board

It is recommended that the Board approve the 2015 and 2016 schedule of regular meetings for the Arizona State Board of Education.



**ARIZONA STATE BOARD OF EDUCATION
&
ARIZONA STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION**

2015 STATE BOARD OF EDUCATION MEETING DATES

PLACE: ARIZONA DEPARTMENT OF EDUCATION
1535 W. JEFFERSON, ROOM 122
PHOENIX, AZ 85007

(SUBJECT TO CHANGE. PLEASE REFER TO MONTHLY AGENDA)

TIME: 9:00AM

(UNLESS OTHERWISE NOTED ON MONTHLY AGENDA)

JANUARY 26

FEBRUARY 23

MARCH 23

APRIL 27

MAY 18

JUNE 22

JULY – NONE

AUGUST 24

SEPTEMBER 28

OCTOBER 26

NOVEMBER – NONE

DECEMBER 7



**ARIZONA STATE BOARD OF EDUCATION
&
ARIZONA STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION**

2016 STATE BOARD OF EDUCATION MEETING DATES

PLACE: ARIZONA DEPARTMENT OF EDUCATION
1535 W. JEFFERSON, ROOM 122
PHOENIX, AZ 85007

(SUBJECT TO CHANGE. PLEASE REFER TO MONTHLY AGENDA)

TIME: 9:00AM

(UNLESS OTHERWISE NOTED ON MONTHLY AGENDA)

JANUARY 25

FEBRUARY 22

MARCH 28

APRIL 25

MAY 23

JUNE 27

JULY – NONE

AUGUST 22

SEPTEMBER 26

OCTOBER 24

NOVEMBER – NONE

DECEMBER 5

EXECUTIVE SUMMARY

Issue: Presentation and discussion regarding 2015 legislative priorities

Action/Discussion Item

Information Item

Background and Discussion

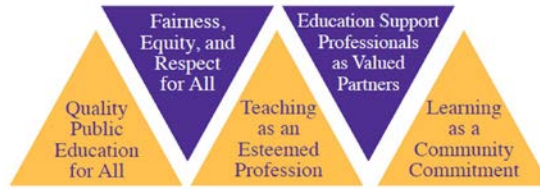
Each year, the Board invites the Arizona Department of Education, the Arizona Education Association, the Arizona School Administrators Association and the Arizona School Boards Association to provide the Board with a presentation on their organization's legislative agenda for the year. Attached are documents provided by the organizations.

Recommendation to the Board

This item is provided for information only and no action is required.



2015 AEA Legislative Agenda



Goals:

1. To advance sound education policy that meets high standards for teaching and learning and ensures a high quality education for all Arizona students.
2. To promote necessary, equitable, and adequate funding for public education as an investment in Arizona's children and its future.
3. To promote fairness and respect for public education and all public education employees.
4. To maintain a fair and secure retirement system for current and future school employees.

❖ Quality Teaching and Learning

AEA will advocate for policies that promote a systemic approach to quality teaching and learning inclusive of teacher preparation and certification; professional development, including mentoring and career development; evaluation; and compensation structures.

AEA will advocate for the necessary flexibility in the English Language Learner (ELL) models and required documentation as well as adequate funding to meet the needs of all ELL students and content providers.

AEA will advocate for educator input into the implementation of the Arizona College and Career Ready Standards and accompanying assessments including the technology and infrastructure needs of LEAs, schools, and educators.

AEA will advocate for a delay in the high stakes consequences currently in statute related to LEA, school, and individual ratings of effectiveness as well as compensation structures tied to mandated assessment data until the data demonstrates validity and reliability.

AEA will advocate for differential testing options for students with special needs that provide alternate standards and assessments that meet students' intellectual abilities.

❖ Public Education Funding

AEA will advocate for adequate and equitable public education funding that supports quality teaching and learning to high standards. To realize such funding, AEA will advocate for state tax policies that are sustainable, research-informed, and aligned with long-term economic strength.

AEA will advocate for investment in public education to provide salaries adequate for the recruitment and retention of highly-effective education professionals.

AEA will advocate for resources to support the effective implementation by LEAs and schools of any enacted education policies, mandates and/or reforms.

AEA will advocate for the restoration of the inflation funds as per the court ruling on the per pupil base level reset.

AEA will advocate for a dedicated funding system to address the capital and building repair needs of LEAs.

AEA will advocate for investments into school readiness via early childhood and K-3 educational programs.

AEA will advocate for career and technical education funding to assist students in preparing to enter the workforce

❖ Fair Employment Rights

AEA will advocate for restoring teacher employment rights relating to contract dates, RIF process, salaries, nonrenewal notices and association work.

AEA will advocate for due-process rights for education support professionals (classified employees).

❖ Retirement System

AEA will advocate for retirement system policies that sustain a Defined Benefit plan for state employees.

Long Term

These overarching issues must be addressed for public schools to excel and provide an opportunity for every child to succeed. Providing high quality public education is the best investment to grow Arizona's economy. The items below reflect those key issues on which we will concentrate over the next 5-10 years.

1. Structurally change the school finance formula to equitably and adequately fund public schools to:
 - a. Assure a more stable and reliable source.
 - b. Maximize local school district flexibility in managing these funds.
 - c. Require the same accountability measures of all schools and individuals that receive public funds.
 - d. Repeal any program that gives public monies to private schools.
2. Uphold preservation of local control to reinforce the connection between the community and its elected governing board members.
3. Meet the unique educational needs of every student so that every student has the opportunity to reach his/her full potential.

5-10 years

Short Term

Building toward our long-term areas of success, the following items represent critical needs to put us on that path, and will engage our energies over the next 3-5 years.

1. Fund voluntary, full-day kindergarten and include kindergarten students in the override calculation.
2. Reinstate and fund capital funding formulas to comply with at least state school building minimum standards.
3. Provide greater equity in funding and access for special education students within the public school system.
4. Allow public school tax credits to be used as determined by local districts.
5. Establish appropriate financial and academic accountability for Empowerment Scholarship Accounts.
6. Maximize trust land income for teachers' salaries and student classroom opportunities.

3-5 years

2015 Session-Specific

Building toward our long-term areas of success, the following items reflect issues that will not only move us forward, but we believe can be accomplished next year given the legislative atmosphere and current public trends.

1. Advocate to lessen unfunded mandates and administrative burdens.
2. Restore Building Renewal funding to ensure school facilities are adequately maintained.
3. Change "override/budget increase" language to "locally controlled funding" to better reflect what voters are being asked to support.
4. Allow school districts greater flexibility in the divestiture of property to address population and course needs.
5. Allow districts the option to operate individual schools for 200-day school years and increase accompanying funding to 8% from 5% to improve student achievement.
6. Restore 9th grade funding for CTE/JTEDs, and fully fund JTEDs at 100%, so that students have the opportunity to be exposed to and pursue career fields and/or certification completion.
7. Reinstate the ability of districts to charter schools for innovation.
8. Fund the implementation costs of Arizona's new standards, assessments, and technology and provide for adequate assessment transition time.
9. Lead efforts to align Arizona's accountability system with the criteria desired for student, school, and district success.
10. Fund inflation fully in the manner prescribed by statute mandated by Arizona voters.
11. Establish appropriate financial and academic accountability for Arizona Online Instruction programs.

2015



Arizona School Boards Association

Guiding the Process

Quality leadership and advocacy for children in public schools

ASBA leadership and members of the association's Governmental Relations and Legal Services staff guide the political agenda process in concert with the ASBA Legislative Committee.



Dr. Timothy L. Ogle
Executive Director



Jesus Rubalcava
2015 President
Gila Bend USD



Janice Palmer
Director of
Governmental
Relations and
Public Affairs



Geoff Esposito
Governmental
Relations Analyst



Chris Thomas
General Counsel /
Director of Legal
and Policy Services

2100 N. Central Ave., Ste, 200 | Phoenix, AZ 85004
602.254.1100 | 800.238.4701 | www.azsba.org

EXECUTIVE SUMMARY

Issue: Consideration of the Recommendation to Approve the Application for Certification of Sara Sharp, case no. C-2010-119R

Action/Discussion Item

Information Item

Background and Discussion

Sara Sharp applied for a Standard Secondary Teaching certificate on May 24, 2014.

Sara Sharp held a Provisional Secondary Education certificate which expired on August 24, 2010, and a Substitute Teaching certificate which expired on August 20, 2012.

On February 19, 2010, the Investigative Unit received a report from Chandler Unified School District ("District") which alleged that Sara Sharp engaged in the following conduct: engaged in text messaging conversations with a student, took late night walks with the student, had conversations with the student which centered on sexual orientation. Further that the student kissed her and that Ms. Sharp did not report this to the District.

Ms. Sharp admitted that a student attempted to kiss her and that she did not report it to the District.

Ms. Sharp resigned on March 12, 2010.

At its November 12, 2014, meeting, the Professional Practices Advisory committee ("PPAC") conducted a review of Sara Sharp's application. The PPAC found that Ms. Sharp refrained from telling her principal or any administration about a student who made a series of verbal advances, an unsolicited home visit and a physical advance which the applicant rebuffed.

The PPAC found sufficient evidence exists that mitigates Sara Sharp's conduct.

The PPAC found the following mitigating factors:

- No evidence of a parent or teacher complaint
- No evidence to support any affirmative unprofessional conduct by the applicant other than not reporting being kissed by a student.
- Applicant's youth and inexperience

The PPAC found no aggravating factors.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

The PPAC found that Sara Sharp's conduct could have, but did not, make the applicant unfit to teach and did not have an adverse effect on or within the school community.

Review and Recommendation of State Board Committee

The Professional Practices Advisory Committee, at its November 12, 2014, meeting, recommended by a vote of 5 to 0 that the State Board approve the application.

Recommendation to the Board

It is recommended that the Board adopt the PPAC recommendation to approve the application for certification of Sara Sharp.

EXECUTIVE SUMMARY

Issue: Consideration of Recommendation to Approve Application for Certification for Matthew Barany, Case no. C-2014-059R

Action/Discussion Item

Information Item

Background and Discussion

On May 19, 2014, Matthew Barany applied for a Reciprocal Teaching certificate and a Reciprocal Administrative certificate. On his application, he answered “yes” to the following questions:

Have you ever had any professional certificate or license, revoked or suspended?

Have you ever received a reprimand or other disciplinary action involving any professional certification or license?

Mr. Barany disclosed that the State of Washington Office of Public Instruction (“Office”) issued a 24-month suspension of his teaching license, from December 2008 through December 2010.

The Office found that during the 2007-2008 school year, Mr. Barany transported students in his personal vehicle for non-school related activities. The Office also found that during 2007, after taking two female students rock climbing (with parental permission), he was observed at his home with his shirt off with a beer in his hand, and that he had used marijuana. No allegation was made that either student was offered or consumed alcohol or marijuana.

On November 12, 2014, The Professional Practices Advisory Committee (“PPAC”) conducted a review of Mr. Barany’s application. He participated telephonically. The PPAC considered the application and related materials; Mr. Barany’s statements, education and work history; the letters of recommendation; and the information provided by the Investigative Unit. The PPAC also considered Mr. Barany’s testimony at the review hearing.

Mr. Barany wrote and stated that it was a hot day while he and the students were rock climbing, that he and other climbers had their shirts off, that upon returning to his house, he offered the two students a glass of water and that he opened a beer. He continued that as he escorted to students to the front door to leave, they were met by his female friend who observed him with his shirt still off and with a beer in hand. No marijuana was present. He further stated that he only intended to introduce the students to rock climbing; but, that in retrospect, he can see that there must be boundaries between one’s professional life and one’s personal life.

Contact Information:
Charles Easaw, Chief Investigator
State Board of Education

EXECUTIVE SUMMARY

The PPAC found that during the 2007-2008 school year, Mr. Barany transported students in his personal vehicle, with parental permission, to do rock climbing. It further found that while rock climbing, he removed his shirt and upon returning to his house, he opened a beer in the students' presence before they left. These actions led to the 24-month suspension of his certification.

Mr. Barany has since been recertified as a teacher in the state of Washington and has taught there for the past two years.

The PPAC found the following mitigating factors:

- Successful completion of drug and alcohol screening
- Successful completion of class on appropriate relationships and boundaries
- After having been recertified, two years of successful substitute teaching, without incident
- Ten letters of recommendation from individuals knowledgeable about the conduct and the suspension
- The length of time since the incident -- more than seven years
- Absence of any offense or untoward conduct before or after the incident at issue

The PPAC found no aggravating factors.

Possible Rule violation: Arizona Administrative Code, R7-2-1308 (B) (15). Individuals holding certificates issued by the Board pursuant to R7-2-601 et seq. and individuals applying for certificates issued by the Board pursuant to R7-2-601 shall not engage in conduct which would discredit the teaching profession.

Review and Recommendation of Professional Practices Advisory Committee

The Professional Practices Advisory Committee recommended by a vote of 3 to 2 that the State Board approve Mr. Barany's application for certification.

Recommendation to the Board

It is recommended that the Board accept the recommendation of the Professional Practices Advisory Committee and approve Matthew Barany's application for certification.

EXECUTIVE SUMMARY

Issue: Consideration of Settlement Agreement of Kristine Rene Sojourner C-2013-162

Action/Discussion Item

Information Item

Background and Discussion

Kristine R. Sojourner holds a Standard Elementary Education 1-8 Certificate, which expires on January 16, 2019.

On or about September 24, 2013, Ms. Sojourner read out loud to her 8th grade Language Arts class from her self-authored work which contained clear references to a story about sexual abuse of a child. Mid-way through the reading, she asked her class whether anyone was offended by the material. When the students did not respond, Ms. Sojourner continued reading the same inappropriate material to the class.

In or around the beginning of September 2013, Ms. Sojourner asked one of her students to get something out of her desk. She told the student not to open the bottom drawer, stating that she kept her pornography in that drawer. Upon investigation, the staff did not find any pornography in Ms. Sojourner's desk drawer, but concluded that her words violated Governing Board policies regarding professionalism.

On October 15, 2013, the Governing Board accepted a recommendation to dismiss Ms. Sojourner. Her employment was terminated effective on October 28, 2013.

Ms. Sojourner was advised of the intent of the State Board of Education (the "Board") to file a complaint against her teaching certificate. In lieu of the filing of a complaint, discussions were entered into to settle the case without a hearing. On July 30, 2014, Ms. Sojourner agreed to a formal letter of censure. The Professional Practices Advisory Committee ("PPAC") reviewed the settlement agreement at its November 12, 2014, meeting and recommended that the Board approve the settlement agreement.

Possible Rule violation:

R7-2-1308. Unprofessional and Immoral Conduct

B (15). A certificate holder shall not "engage in conduct that would discredit the teaching profession."

Recommendation to the Board

It is recommended that the Board accept the negotiated settlement agreement of Kristine Rene Sojourner for a formal Letter of Censure, and that all states and territories be notified.

Contact Information:

Charles Easaw, Chief Investigator
State Board of Education

Issue:	Presentation, Discussion and Consideration to close the rulemaking record and adopt proposed amendments to rule R7-2-614 pertaining to Substitute certificates.
---------------	---

 Action/Discussion Item Information Item**Background and Discussion**

R7-2-614.B. refers to the Substitute certificate requirements. R7-2-614.B.4. states that individuals who only hold a Substitute certificate are limited to 120 days in the same school each school year. This is problematic for schools that are unable to find a teacher for a classroom and have placed a Substitute in the class to fill the need because the 120 day mark typically occurs around testing time in the spring. The classroom is disrupted because the Substitute is removed from the classroom to comply with the 120 day provision listed in the rule. The proposed rule change would allow districts to use Substitute certificate holders in the same classroom beyond the 120 day limit if certain criteria are met. The proposed amendment would also allow a person holding a Substitute certificate to teach in grades PreK-12 instead of K-12 which addresses staffing issues raised by the field. R7-2-614.C and E. also need to be modified to reflect the grade range change from K-12 to PreK-12 to be consistent with other teaching certificates.

Pursuant to Board's rulemaking procedures, a public hearing was held on January 7, 2015, to collect public input on the proposed rule changes. No comments from the public were received at this hearing.

Review and Recommendation of State Board Committee

The Certification Advisory Committee met on November 12, 2014 to discuss the proposed rule change. The Committee voted unanimously to bring this item before the State Board.

Recommendation to the Board

It is recommended that the Board close the rulemaking record and adopt the proposed amendments to rules R7-2-614, as presented.

Contact Information:

Todd Petersen, Deputy Associate Superintendent, Educator Excellence Section

Cecilia Johnson, Associate Superintendent, Highly Effective Teachers and Leaders

EXECUTIVE SUMMARY

R7-2-614. Other Teaching Certificates

- A. Except as noted, all certificates are subject to the general certification provisions in R7-2-607.
- B. Substitute Certificate - ~~grades K through 12~~ PreK-12
1. The certificate is valid for six years and renewable by reapplication.
 2. The certificate entitles the holder to substitute in the temporary absence of a regular contract teacher. A person holding only a substitute certificate shall not be assigned a contract teaching position.
 3. An individual who holds a valid teaching or administrator certificate shall not be required to hold a substitute certificate to be employed as a substitute teacher.
 4. A person holding only a substitute certificate shall be limited to teaching 120 days in the same school each school year.
 5. The requirement for issuance is a bachelor's degree and a valid fingerprint clearance card issued by the Arizona Department of Public Safety.
 6. Substitute certificates previously issued as valid for life under this rule shall remain valid for life.
 7. A person holding only a substitute certificate may be exempt from the limit on teaching 120 days in the same school each school year if the school district superintendent has provided verification to the Department of Education that the position is continuously advertised on a statewide basis at a minimum of three sites with at least one being a higher education institution and that a highly qualified and employable candidate was not found. An exemption from teaching 120 days shall not be granted to the same individual more than three times.
- C. Emergency Substitute Certificate - ~~grades K through 12~~ PreK-12
1. The certificate is valid for one school year or part thereof. The expiration date shall be the following July 1.
 2. The certificate entitles the holder to substitute only in the district that verifies that an emergency employment situation exists.

EXECUTIVE SUMMARY

3. The certificate entitles the holder to substitute in the temporary absence of a regular contract teacher. A person holding only an emergency substitute certificate shall not be assigned a contract teaching position.
 4. The holder of an emergency substitute certificate shall be limited to 120 days of substitute teaching per school year.
 5. The requirements for initial issuance are:
 - a. High school diploma, General Education diploma, or associate's degree;
 - b. Verification from the school district superintendent that an emergency employment situation exists; and
 - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
 6. The requirements for each reissuance are:
 - a. Two semester hours of academic courses completed since the last issuance of the Emergency Substitute Certificate. District in-service programs designed for professional development may substitute for academic courses. Fifteen clock hours of in-service is equivalent to one semester hour. In-service hours shall be verified by the district superintendent or personnel director. Individuals who have earned 30 or more semester hours are exempt from this requirement,
 - b. Verification from the school district superintendent that an emergency employment situation exists, and
 - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- D. Emergency Teaching Certificate - birth through grade 12
1. The emergency teaching certificate is valid one school year or part thereof. The expiration date shall be the following July 1. An emergency teaching certificate shall not be issued more than three times to an individual. An individual that receives an intern certificate and does not complete the requirements for a provisional certificate shall not be eligible for an emergency certificate.

EXECUTIVE SUMMARY

2. The emergency teaching certificate entitles the holder to enter into a teaching contract.
 3. Emergency teaching certificates shall be issued for early childhood, elementary, secondary, and special education certificates required by A.R.S. § 15-502(B), and required endorsements.
 4. The emergency teaching certificate entitles the holder to teach only in the district or charter school that verifies that an emergency employment situation exists.
 5. The requirements for initial issuance are:
 - a. A bachelor's degree,
 - b. Verification from the school district superintendent or charter school administrator that an emergency employment situation exists,
 - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety,
 - d. Verification from the school district superintendent or charter school administrator that the following requirements have been met and that a highly qualified and employable candidate was not found:
 - i. The position was advertised on a statewide basis and with at least three career placement offices of higher education institutions, and
 - ii. The district or charter school is participating in any available Board approved alternative path to certification program(s). This requirement may be waived if a district superintendent or charter school administrator provides evidence that an alternative path to certification program is either not available or not capable of alleviating the emergency employment situation.
 6. In addition to the requirements listed in subsection (D)(5) the requirements for reissuance shall include six semester hours of education courses completed since the last issuance of the emergency teaching certificate.
- E. Teaching Intern Certificate - ~~grades K through 12~~PreK-12

EXECUTIVE SUMMARY

1. Except as noted, the teaching intern certificate is subject to the general certification provisions in R7-2-607.
2. The certificate is valid for one year from the date of initial issuance and may be extended yearly for no more than two consecutive years at no cost to the applicant if the provisions in subsection (E)(6) are met.
3. The teaching intern certificate entitles the holder to enter into a teaching contract while completing the requirements for an Arizona provisional teaching certificate. During the valid period of the intern certificate the holder may teach in a Structured English Immersion classroom, or in any subject area in which the holder has passed the appropriate Arizona Teacher Proficiency Assessment. The candidate shall be enrolled in a Board authorized alternative path to certification program or a Board approved teacher preparation program.
4. An individual is not eligible to hold the teaching intern certificate more than once in a five year period.
5. The requirements for initial issuance of the teaching intern certificate are:
 - a. A bachelor's degree or higher from an accredited institution;
 - b. A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the applicant's teaching assignment(s);
 - c. Completion of the requirements for a Provisional Structured English Immersion endorsement, as prescribed in R7-2-613(J);
 - d. Verification of enrollment in a Board approved alternative path to certification program, or a Board approved teacher preparation program; and
 - e. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
6. The requirements for the extension of the intern teaching certificate are:
 - a. The teaching intern certificate outlined in subsection (E)(5),
 - b. Official transcripts documenting the completion of required coursework, and

EXECUTIVE SUMMARY

- c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
7. The holder of the teaching intern certificate may apply for an Arizona Provisional Teaching Certificate upon completion of the following:
- a. Successful completion of a Board authorized alternative path to certification program or a Board approved teacher preparation program. This shall include satisfactory completion of a field experience or capstone experience of no less than one full academic year. The field experience or capstone experience shall include performance evaluations in a manner that is consistent with policies for the applicable alternative professional preparation program, as described pursuant to R7-2-604.04(B)(5),
 - b. A passing score on the required professional knowledge portion of the Arizona Teacher Proficiency Assessment;
 - c. The submission of an application for the provisional teaching certificate to the Department, and
 - d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- F. Adult Education Certificates
- 1. The adult education certificates are issued for individuals teaching in the areas of Adult Basic Education, Adult Secondary Education, English Language Acquisition for Adults, or Citizenship.
 - 2. Provisional Adult Education Certificate.
 - a. The certificate is valid for three years and is not renewable.
 - b. The requirement for issuance is a valid fingerprint clearance card issued by the Arizona Department of Public Safety and a bachelor's degree or three years of experience as a teacher, tutor, or aide in an adult education program or in grades K through 12. Up to two years of experience may be waived by postsecondary academic credit, with 30 semester hours equivalent to one year of experience.

EXECUTIVE SUMMARY

3. Standard Adult Education Certificate.
 - a. The certificate is valid for six years.
 - b. The requirements are:
 - i. One year of part-time or full-time teaching experience under a provisional adult education certificate, verified by an adult education program administrator;
 - ii. Completion of 10 clock hours in a professional development program described in R7-2-619(B) since the issuance of the provisional adult education certificate; and
 - iii. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
 - c. The renewal requirements are completion of 60 clock hours in a professional development program, described in R7-2-619(B).
- G. Junior Reserve Officer Training Corps Teaching Certificate - grades nine through 12
 1. The certificate is valid for six years and is renewable upon application.
 2. The certificate is valid at any local education agency which conducts an approved Junior Reserve Officer Training Corps program of the Air Force, Army, Navy, or Marine Corps.
 3. The requirements are:
 - a. Verification by the district of an approved Junior Reserve Officer Training Corps program of instruction in which the applicant will be teaching,
 - b. Verification by the district that the applicant meets the work experience required by the respective military service, and
 - c. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
- H. Athletic coaching certificate - grades seven through 12
 1. The certificate is valid for six years.

EXECUTIVE SUMMARY

2. The certificate entitles the holder to perform coaching duties in interscholastic and extracurricular athletic activities. It is not required for teachers who hold a valid elementary, secondary or special education certificate.
3. The requirements are:
 - a. Valid certification in first aid and Coronary and Pulmonary Resuscitation (CPR);
 - b. Completion of 15 semester hours of courses which shall include at least three semester hours in courses related to each of the following:
 - i. Methods of coaching,
 - ii. Anatomy and physiology,
 - iii. Sports psychology,
 - iv. Adolescent psychology, and
 - v. The prevention and treatment of athletic injuries;
 - c. Two hundred fifty hours of verified coaching experience in the sport to be coached. Coaching experience may include experience as a head coach or assistant coach in a school program or in an organized athletic league; and
 - d. A valid fingerprint clearance card issued by the Arizona Department of Public Safety.
4. Renewal requirements are:
 - a. Completion of 60 clock hours in a professional development program described in R7-2-619(B),
 - b. Valid certification in first aid and CPR.
- I. Provisional Foreign Teacher Teaching Certificate
 1. This certificate is required for a teacher or professor from any foreign country, state, territory or possession of the United States contracted through the foreign teacher exchange program as authorized by federal statutes enacted by the Congress of the United States or other foreign teacher recruitment programs approved by the United States Department of State.

EXECUTIVE SUMMARY

2. This certificate is valid for one year and may be extended for an additional year by the consent of the contracting governing board, the education service agency, the charter holder, or the Arizona Board of Regents.
3. The requirements are:
 - a. Verification that training and background comply with the comparable Arizona teaching certificate as provided in R7-2-608, R7-2-609(B)(2), R7-2-610(B)(2), R7-2-611(C)(3), (E)(3), (G)(2), (I)(2), (K)(2), (M)(2), R7-2-612(D)(2), (F)(2), (H)(2), (J)(2), or (L)(2) and R7-2-613.
 - b. Holds a valid fingerprint Clearance Card issued by the Arizona Department of Public Safety.
 - c. Demonstrates fluency in English as verified by the Test of English as a Foreign Language (TOEFL) or other English proficiency tests approved by the Board.
 - d. The passing score by the Test of English as a Foreign Language (TOEFL) or other English proficiency tests approved by the Board shall be determined by the Board using the results of validity and reliability studies. The passing score for each assessment shall be reviewed by the Board at least every three years.

EXECUTIVE SUMMARY

Issue: Request to open and begin the Public Review Process for the Foreign and Native Language Standards and Physical Education Standards.

Action/Discussion Item

Information Item

Background and Discussion

ADE, specifically the K-12 Academic Standards Section/High Academic Standards for Students Division, presented a formal process for the development of standards at the May, 2014 State Board meeting. Following approval by the State Board of Education at the May meeting, this process was used to begin development of the following standards: Foreign and Native Languages (*last adopted 4/28/97*), Arts (*last adopted 6/26/06*), and Physical Education (*last adopted 10/26/09*).

During the past several months, ADE has convened educators and experts from across Arizona to begin the standards development process. At this time, initial drafts have been created through a committee process for the Foreign and Native Languages and Physical Education Standards, and drafts have been prepared for presentation to the State Board of Education. Upon approval by the State Board of Education, ADE will commence a formal public review process. During this process, initial drafts will be shared in their entirety for feedback, comments, and review. ADE will open the process for standards review publicly and widely in order to collect a variety of feedback from all interested stakeholders, including an external panel of content experts. ADE will provide opportunities for feedback and review through formal public forums and through the online posting of the draft standards for continuous feedback and response during the four-week public review period. At the conclusion of the formal public review process, feedback will be collected, tabulated, and sorted in order to make necessary adjustments and changes in preparation for presentation to the State Board. Based on feedback and the number of significant changes, a secondary public review process may be necessary.

At this time we are requesting to open the public review process for the Foreign and Native Language Standards and the Physical Education Standards.

It is expected that an initial draft of the Arts standards will be presented to the Board at the February 23rd meeting and a request to begin public review of the Arts Standards will follow.

Recommendation to the Board

It is recommended that the Board approve the opening of the Public Review Process for the draft Foreign and Native Language Standards and draft Physical Education Standards.

Contact Information:

Sarah Galetti, Deputy Associate Superintendent, K-12 Academic Standards
Carol Lippert, Associate Superintendent, High Academic Standards for Students

Arizona Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a physically literate individual:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

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

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

DRAFT COPY JANUARY 2015

Grade Band Outcomes

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

The intent of this standard is the development of the physical skills needed to enjoy participation in physical activities. Maturing movement fundamentals establishes a foundation to facilitate the development of continued motor skill acquisition at all levels.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 1	K-2 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Locomotor</i>		
S1.E1 Locomotor <i>Hopping, skipping, jumping, galloping, sliding, leaping</i>	Performs locomotor skills (hopping, galloping, running, sliding, skipping, jumping)	1 – Hops, gallops, jogs and slides using a mature pattern. 2 – Skips using a mature pattern.
S1.E2 Locomotor <i>Running S1.E2.K-2a</i> <i>Jogging, Sprinting S1.E2. K-2.b</i>	Runs with a mature pattern (S1.E2.K-2.a) Travels showing differentiation between jogging and sprinting (S1.E2.K-2.b)	K-1 – Developmentally appropriate/emerging outcomes first appear in Grade 2.
S1.E3 Locomotor <i>Jumping & Landing, Horizontal S1.E3.K-2.a</i> <i>Jumping & Landing, Vertical S1.E3.K-2.b</i>	Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of take-offs and landings (S1.E3.K-2.a) Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane (S1.E3.K-2.b)	K – Jumps and lands with balance. 1 – Demonstrates 2 of 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs and landings.

DRAFT COPY JANUARY 2015

Standard 1	K-2 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Locomotor (continued)</i>		
S1.E4 Locomotor <i>Dancing</i>	Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms	K – Performs locomotor skills in response to teacher-led creative dance. 1 – Combines locomotor and nonlocomotor skills in a teacher-led designed dance.
S1.E5 Locomotor <i>Movement Combinations</i>		K-2 -- Developmentally appropriate/emerging outcomes first appear in grade 3.
S1.E6 Locomotor <i>Balance (S1.E6.K-2.a)</i> <i>Inverted Balance (S1.E6.K-2.b)</i>	Balances on different bases of support, combining levels and shapes (S1.E6.K-2.a) Balances in an inverted position with stillness and supportive base (S1.E6.K-2.b)	K – Maintains momentary stillness on bases of support.(K.a) Forms wide, curled, and twisted body shapes.(K.b) 1 – Maintains stillness on different bases of support with different body shapes.
<i>Nonlocomotor</i>		
S1.E7 Non-Locomotor <i>Weight Transfer (S1.E7.K-2.a)</i> <i>Rolling (S1.E7.K-2.b)</i>	Transfers weight from feet to different body parts/bases of support for balance and/or travel (S1.E7.K-2.a) Rolls in different directions with either a narrow or curled body shape (S1.E7.K-2.b)	K- Emerging outcomes first appear in Grade 1. (K.a) 1 – Transfers weight from one body part to another in self-space in dance and gymnastics environments(1.a) K - Rolls sideways in a narrow body shape (K.b) 1 - Rolls with either narrow or curled body shape (1.b)

DRAFT COPY JANUARY 2015

Standard 1	K-2 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Nonlocomotor (continued)</i>		
S1.E8 Non-Locomotor <i>Curling & Stretching; Twisting & Bending (S1.E8.K-2.a)</i> <i>Crossing the mid-line (S1.E8.K-2.b)</i>	Differentiates among twisting, curling, bending, and stretching (S1.E8.K-2.a) Performs various activities that involve crossing the mid-line (S1.E8.K-2.b)	K – Contrasts the actions of curling and stretching. 1 – Demonstrates twisting, curling, bending & stretching actions
S1.E9 Non-Locomotor <i>Movement Combinations</i>	Combines balances and transfers into a three-part sequence, i.e., dance or gymnastics	Emerging outcomes first appear in Grade 2.
<i>Manipulatives</i>		
S1.E10 Manipulatives <i>Underhand throw</i>	Throws underhand using a mature pattern	K – Opposite foot forward 1 – Demonstrates 2 of the 5 critical elements of mature pattern.
S1.E11 Manipulatives <i>Overhand throw</i>	Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern	Emerging outcomes first appear in Grade 2.
Standard 1	K-2 Outcome	Examples and Explanations

DRAFT COPY JANUARY 2015

Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)		
S1.E12 Manipulatives <i>Catching</i>	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body	K – Drops a ball and catches it before it bounces twice. Catches a large ball tossed by a skilled thrower. 1 – Catches a soft object from a self-toss before it bounces. Catches various sizes of balls self-tossed or tossed by a skilled thrower.
S1.E13 Manipulatives <i>Stationary dribbling/ball control with hands (S1.E13.K-2.a)</i> <i>Moving while dribbling/ball control with hands (S1.E13.K-2.b)</i>	Dribbles in self-space with preferred hand demonstrating a mature pattern (S1.E13.K-2.a) Dribbles using preferred hand while in general space (S1.E13.K-2.b)	K – Dribbles a ball using with 1 hand, attempting the second contact. 1 – Dribbles continuously in self-space using the preferred hand.
S1.E14 Manipulatives <i>Dribbling/ball control with feet</i>	Dribbles with feet in general space with control of ball and body	K – Taps a ball using the inside of the foot, sending it forward. 1 – Taps or dribbles a ball using the inside of the foot while walking in general space.
S1.E15 Manipulatives <i>Passing and receiving with feet</i>		Emerging outcomes first appear in Grade 3.

DRAFT COPY JANUARY 2015

Standard 1	K-2 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		
S1.E16 Manipulatives <i>Dribbling in Combination</i>		Emerging outcomes first appear in Grade 4
S1.E17 Manipulatives <i>Kicking</i>	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern	K – Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of mature kicking pattern. 1 – Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.
S1.E18 Manipulatives <i>Volley, Underhand</i>	Volleys an object upward with consecutive hits	K – Volleys a light weight object (balloon), sending it upward. 1 – Volleys an object with an open palm, sending it upward.
S1.E19 Manipulatives <i>Volley, Overhead</i>		Emerging outcomes first appear in Grade 4.
S1.E20 Manipulatives <i>Striking, Short Implement</i>	Strikes and object upward with a short-handled implement, using consecutive hits	K – Strikes a light weight object with a paddle or short-handled racket. 1 – Strikes a ball with a short-handled implement, sending it upward.

DRAFT COPY JANUARY 2015

Standard 1	K-2 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		
S1.E21 Manipulatives <i>Striking, Long Implement</i>	Strikes a ball off a tee or cone with a bat, using correct grip and side-orientation/proper body orientation	Emerging outcomes first appear in Grade 2.
S1.E22 Manipulatives <i>Jumping short ropes (S1.E21.K-2.a)</i> <i>Jumping long ropes (S1.E21.K-2.b)</i>	Jumps a self-turned (short) rope forward and backward with a mature form (S1.E21.K-2.a) Jumps a long rope consecutively with student and/or teacher turners (S1.E21.K-2.b)	K – Executes a single jump with self-turned rope. (a) Jumps a long rope with teacher-assisted turning. (b) 1 – Jumps forward and backward consecutively using a self-turned rope. (a) Jumps a long rope up to five times consecutively with teacher-assisted turning. (b)

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Locomotor</i>		
S1.E1 Locomotor <i>Mature Patterns (S1.E1.3-5.a)</i> <i>Manipulative Skills (S1.E1.3-5.b)</i> <i>Traveling with Manipulative Skills (S1.E1.3-5.c)</i> <i>Rhythmic (S1.E1.3-5.d)</i>	<p>Demonstrates mature patterns of locomotor skills in dynamic small-sided games, practice tasks, gymnastics and dance. <i>(S1.E1.3-5.a)</i></p> <p>Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. <i>(S1.E1.3-5.b)</i></p> <p>Combines traveling with manipulative skills for execution to a target. <i>(S1.E1.3-5.c)</i></p> <p>Combines locomotor and non-locomotor skills to create rhythmic and gymnastics routines. <i>(S1.E1.3-5.d)</i></p>	<p>3 – Leaps Using mature pattern.</p> <p>4 – Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.</p> <p>5 –</p>
S1.E2 Locomotor <i>Running</i>	<p>Applies appropriate pacing for a variety of running distances.</p>	<p>3 – Travels showing differentiation between sprinting and running.</p> <p>4– Runs for distance using mature pattern.</p> <p>5 –</p>
S1.E3 Locomotor <i>Jumping and Landing, Horizontal and Vertical</i>	<p>Combines jumping and landing patterns with locomotors and manipulative skills in dance, educational gymnastics and small modified games and games environments.</p>	<p>3– Jumps and lands in the horizontal & vertical planes using a mature pattern.</p> <p>4 – Uses spring-and-step takeoffs and landings to gymnastics.</p> <p>5 -</p>

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
Demonstrates competency in a variety of motor skills and movement patterns. Locomotor (continued)		
S1.E4 Locomotor <i>Cultural Dance (S1.E4.3-5.a)</i> <i>Original Dance (S1.E4.3-5.b)</i> <i>Group Dance (S1.E4.3-5.c)</i>	<p>Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E4.3-5.a)</p> <p>Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E4.3-5.b)</p> <p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, and time, flow) to create and perform a dance with a group. (S1.E4.3-5.c)</p>	<p>3 – Performs teacher-selected and developmentally appropriate dance steps and movement pattern.</p> <p>4 – Combines locomotor movement patterns and dance steps to create and perform an original dance.</p> <p>5 –</p>
S1. E5 Locomotor <i>Combinations</i>	<p>Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks and games.</p>	<p>3-Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.</p> <p>4-</p> <p>5-Applies Skill.</p>
Non-Locomotor		
S1. E6 Non-Locomotor <i>Balance (S1.E6.3-6.a)</i> <i>Balance with Equipment (S1.E6.3-6.b)</i>	<p>Demonstrates a sequence of balance and weight transfer movements in gymnastics or dance sequence with a partner. (S1.E6.3-6.a)</p> <p>Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus. (S1.E6.3-6.b)</p>	<p>3-Balances on different bases of support, demonstrating muscular tension and extension of free body parts.</p> <p>4- Balances on different bases of support on apparatus, demonstrating levels and shapes.</p> <p>5-</p>

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Non-Locomotor</i>		
S1. E7 Non-Locomotor <i>Stability/Weight Transfer</i>	Transfers weight in gymnastics and dance environments.	3– Transfers weight from feet to hands for momentary weight support. 4 – Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel).
S1. E8 Non-Locomotor <i>Stability</i> <i>Curling, stretching</i>	Performs curling, twisting & stretching actions with correct application in dance, gymnastics, and small modified games in games environments.	3 – Applies skill. 4 – 5 -
S1. E9 Non-Locomotor <i>Combinations</i>	Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.	3 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance. 4 - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. 5 -
<i>Manipulatives</i>		
S1. E10 Manipulatives <i>Throwing underhand (S1.E10.3-5.a)</i> <i>Throwing underhand at target (S1.E10.3-5.b)</i>	Throws underhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. <i>(S1.E10.3-5.a)</i> Throws underhand to a large target with accuracy. <i>(S1.E10.3-5.b)</i>	3 – Throws underhand to a partner or target with reasonable accuracy. 4 – Applies skill. 5 –

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives</i>		
S1.E11 Manipulatives <i>Throwing overhand (S1.E11.3-5.a)</i> <i>Throwing overhand at target (S1.E11.3-5.b)</i>	Throws overhand using a mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. (S1.E11.3-5a) Throws overhand to large target with accuracy. (S1.E11.3-5b)	3 – Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force. 4 - Throws overhand using mature pattern in a non-dynamic environment (closed skills).(a) Throws overhand to a partner or at a target with accuracy at a reasonable distance. (b)
S1. E12 Manipulatives <i>Passing with Hands (S1.E12.3-5.a)</i> <i>Passing with Hands Small Game (S1.E12.3-5.b)</i>	Throws with accuracy, both partners moving. (S1.E12.3-5.a) Throws with reasonable accuracy in dynamic, small modified games. (S1.E12.3-5.b)	3– Developmentally appropriate/emerging outcomes first appear in Grade 4. 4 – Throws to a moving partner with reasonable accuracy in non-dynamic environment (closed skills). 5 –
S1. E13 Manipulatives <i>Catching (S1.E13.3-5.a)</i> <i>Catching while Moving (S1.E13.3-5.b)</i> <i>Catching Small Game (S1.E13.3-5.c)</i>	Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). (S1.E13.3-5.a) Catches with accuracy, both partners moving. (S1.E13.3-5.b) Catches with reasonable accuracy in dynamic, small-sided games. (S1.E13.3-5.c)	3 – Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of mature pattern. 4 – Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills). 5 –
S1. E14 Manipulatives <i>Dribbling/Ball Control with Hands</i>	Combines hand dribbling with other skills during 1v1 practice tasks.	3 – Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body. 4 – Dribbles in self- space with both the preferred and non-preferred hand using a mature pattern. (a) Dribbles in general space with control of ball and body while increasing and decreasing speed. 5 –

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		
S1. E15 Manipulatives <i>Dribbling/ Ball Control with Feet</i>	Combines foot dribbling with other skills in 1v1 practice tasks.	3 – Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. 4 – Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. 5 –
S1. E16 Manipulatives <i>Passing and Receiving with Feet (S1.E16.3-5.a)</i> <i>Receiving with Feet while Moving (S1.E16.3-5.b)</i>	Passes with the feet using a mature pattern as both partners travel. <i>(S1.E16.3-5.a)</i> Receives a pass with the foot using a mature pattern as both partners travel. <i>(S1.E16.3-5.b)</i>	3– Passes & receives ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. 4 – Passes & receives ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). (a) Receives and passes a ball with the outsides and insides of the feet to a stationary partner, “giving” on reception before returning the pass. (b)
S1. E17 Manipulatives <i>Combinations</i>	Dribbles with hands or feet with mature patterns in a variety of small-sided games.	3 – Developmentally appropriate/emerging outcomes first appear in Grade 4. 4 – Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). 5 –
S1. E18 Manipulatives <i>Kicking</i>	Demonstrates mature patterns in kicking and punting in small-sided practice task environments.	3 – Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each. (a) Uses a continuous running approach and kicks a stationary ball for accuracy. 4 – Kicks along the ground and in the air, and punts using mature patterns. 5 –

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		
S1. E19 Manipulatives <i>Volley, Underhand</i>	Volleys underhand using a mature pattern, in a dynamic environment using small modified games.	3 – Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. 4 – 5 – Applies skill.
S1.E20 Manipulatives <i>Volley, Overhead</i>	Volleys a ball using a mature two-hand overhead pattern sending it upward to a target.	3 – Developmentally appropriate/emerging outcomes first appear in Grade 4. 4 – Volleys a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern. 5 – Applies skill.
S1. E21 Manipulatives <i>Striking, Short Handled Implement</i>	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.	3– Strikes an object with a short-handled implement sending it forward over a low net or to a wall. (a) Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern. (b) 4 – Strikes an object with a short-handled implement while demonstrating a mature pattern. (a) Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (b) 5 –

DRAFT COPY JANUARY 2015

Standard 1	3-5 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Manipulatives (continued)</i>		
S1.E22 Manipulatives <i>Striking, Long Handled Implements (S1.E20.3-5.a)</i> <i>Striking, Long Handled Implements while Traveling (S1.E20.3-5.b)</i>	Strikes a pitched ball with a bat using a mature pattern. (S1.E20.3-5.a) Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game. (S1.E20.3-5.b)	3 – Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting. 4 – Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis or badminton racket) while demonstrating 3 to 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow-through). 5 –
S1.E23 Manipulatives <i>In Combination with Locomotor</i>	Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).	3 – Developmentally appropriate/emerging outcomes first appear in grade 4. 4 – Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student designed small-sided practice-task environments. 5 -
S1.E24 Manipulatives <i>Jumping Rope</i>	Creates a jump rope routine with a partner, using either a short or long rope.	3 – Performs intermediate jump rope skills (e.g., a variety of tricks, running in & out of long rope) for both long and short ropes. 4 – Creates a jump rope routine with either a short or long rope. 5 –

DRAFT COPY JANUARY 2015

Standard 1	6-8 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Dance and Rhythms</i>		
S1.M1 Dance and Rhythms	Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.	6– Demonstrates correct rhythm and pattern for 1 of the following dance forms: folk, social, creative, line or world dance. 7 – Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line or world dance.
<i>Games and Sports: Invasion Games</i>		
S1.M2 Games and Sports: Invasion Games <i>Throwing</i>	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.	6 – Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base). 7 – Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.
S1.M3 Games and Sports: Invasion Games <i>Catching</i>	Catches using an implement in a dynamic environment or modified game play.	6 – Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. 7 – Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.
S1.M4 Games and Sports: Invasion Games <i>Passing and Receiving</i>	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level with competency in modified invasion games, such as lacrosse or hockey.	6 – Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball. 7 – Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games such as soccer or speedball.

DRAFT COPY JANUARY 2015

Standard 1	6-8 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Invasion Games (continued)</i>		
S1. M5 Games and Sports: Invasion Games <i>Passing and Receiving, Moving Target</i>	Throws a lead pass to a moving target off a dribble or pass with hands, feet, or an implement.	6– Throws, while stationary, a lead pass to a moving target. 7 – Throws, while moving, a leading pass to a moving target.
S1. M6 Games and Sports: Invasion Games <i>Offensive Skills</i>	Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, and/or screens.	6 – Performs pivots, fakes and jab steps designed to create open space during practice tasks. 7 – Executes at least 1 of the following designed to create open space during small-sided game play: pivots, fakes, jab steps.
S1. M7 Games and Sports: Invasion Games <i>Offensive Skills</i>	Executes the following offensive skills during small-sided game play: pivots, give and go, and fakes.	6 – Performs the following offensive skills without defensive pressure: pivot, give & go, and fakes. 7 – Performs the following offensive skills with defensive pressure: pivot, give and go, and fakes.
S1. M8 Games and Sports: Invasion Games <i>Dribbling/Ball Control with Hands</i>	Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play.	6 – Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. 7 – Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks.

DRAFT COPY JANUARY 2015

Standard 1	6-8 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Invasion Games (continued)</i>		
S1. M9 Games and Sports: Invasion Games <i>Dribbling/Ball Control with Feet</i>	Foot dribbles or dribbles with an implement with control changing speed and direction during small-sided game play.	6– Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks. 7 – Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.
S1. M10 Games and Sports: Invasion Games <i>Shooting on Goal</i>	Shots on goal with power and accuracy during small-sided game play.	6 – Shoots on goal with power in a dynamic environment as appropriate to the activity. 7 – Shoots on goal with power and accuracy during small-sided game play.
S1. M11 Games and Sports: Invasion Games <i>Defensive Skills</i>	Maintains defensive ready position appropriate to the sport in a small-sided invasion game.	6 – Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. 7 – Slides in all directions while on defense without crossing feet.
<i>Games and Sports: Net/Wall Games</i>		
S1. M12 Games and Sports: Net/Wall Games <i>Serving</i>	Executes consistently (at least 70%of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, pickle ball.	6 – Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, pickleball. 7 – Executes consistently (at least 70% of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, volleyball, pickleball.

DRAFT COPY JANUARY 2015

Standard 1	6-8 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Net/Wall Games (continued)</i>		
S1. M13 Games and Sports: Net/Wall Games <i>Striking</i>	Strikes, with a mature overarm pattern, in a modified game for one of the following net/wall games; volleyball, handball, badminton, tennis, pickleball, spikeball, etc.	6– Strikes, with a mature overarm pattern in a non-dynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton or tennis. 7 – Strikes, with a mature overarm pattern in a dynamic environment for net/wall games such as volleyball, handball, badminton or tennis.
S1. M14 Games and Sports: Net/Wall Games <i>Forehand and Backhand</i>	Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games such as pickleball, tennis, badminton, or paddle ball.	6 – Demonstrates the mature form of forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball or short-handled racket tennis. 7 – Demonstrates the mature form of forehand and backhand strokes with a long-handled implement in net games such as badminton or tennis.
S1. M15 Games and Sports: Net/Wall Games <i>Weight Transfer</i>	Transfers weight with correct timing using low to high striking pattern with a short- or long-handled implement on the forehand or backhand side.	6 – Transfers weight with correct timing for the striking pattern. 7 – Transfer weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.
S1. M16 Games and Sports: Net/Wall Games <i>Volley</i>	Forehand and backhand volleys with a mature form and control using a short- handed implement during modified game play.	6 – Forehand volleys with mature form and control using a short-handled implement. 7 – Forehand and backhand volleys with a mature form and control using a short-handled implement.

DRAFT COPY JANUARY 2015

Standard 1	6-8 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Net/Wall Games (continued)</i>		
S1. M17 Games and Sports: Net/Wall Games <i>Two-Hand Volley</i>	Two-handed volleys with control in a small-sided game.	6– Two-hand volleys with control in a variety of practice tasks. 7 – Two-hand volleys with control in a dynamic environment.
<i>Game and Sport: Target Games</i>		
S1. M18 Games and Sports: Target Games <i>Underhand Throw</i>	Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for target games such as bowling or bocce.	6 – Demonstrates a mature underhand pattern for a modified target games such as bowling, bocce, or horseshoes. 7 – Executes consistently (70% of the time) a mature underhand pattern for target games such as bowling, bocce, or horseshoes.
S1. M19 Games and Sports: Target Games <i>Striking</i>	Strikes, with an implement, a stationary object for accuracy, distance, and power in such activities as croquet, shuffleboard or golf.	6 – Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf. 7 – Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.
<i>Games and Sports: Fielding/Striking Games</i>		
S1. M20 Games and Sports: Fielding/Striking Games <i>Striking</i>	Strikes pitched ball with an implement for power to open space in a variety of small-sided games.	6 – Strikes a pitched ball with an implement with force in a variety of practice tasks. 7 – Strikes a pitched ball with an implement for power to open space in a variety of practice tasks.

DRAFT COPY JANUARY 2015

Standard 1	6-8 Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Games and Sports: Fielding/Striking Games (continued)</i>		
S1. M21 Games and Sports: Fielding/Striking Games <i>Catching</i>	Catches, with or without an implement, from different trajectories and speeds in a dynamic environment or modified game play.	6– Catches, with mature pattern, from different trajectories using a variety of objects in varying practice tasks. 7 – Catches, with a mature pattern, from different trajectories using a variety of objects in a small-sided game play.
<i>Outdoor Pursuits</i>		
S1. M22 Outdoor Pursuits	Demonstrates correct technique for basic skills on at least 2 self- selected outdoor activities.	6 – Demonstrates correct technique for basic skills in at least 1 self-selected outdoor activity. 7 – Demonstrates correct technique for a variety of skills in at least 1 self-selected outdoor activity.
<i>Aquatics</i>		
S1. M23 Aquatics	Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.	6 – 7 – 8 –
<i>Individual Performance Activities</i>		
S1. M24 Individual Performance Activities	Demonstrates correct technique for basic skills in at least 2 self-selected individual performance activities.	6 – Demonstrates correct technique for basic skills in at 1 self-selected individual-performance activity. 7 – Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity

DRAFT COPY JANUARY 2015

Standard 1	High School Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Lifetime Activities</i>		
S1.H1.L1 Lifetime Activities	Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities.	
S1.H1.L2 Lifetime Activities	Refines activity-specific movement skills in one or more lifetime activities.	
<i>Dance and Rhythms</i>		
S1.H2. L1 Dance and Rhythms	Demonstrates competency in dance forms and rhythmic movements to include dynamic warmups, agility drills as well as cultural and social occasions such as weddings and parties.	Demonstrating competency in 1 form of dance (e.g., ballet, modern, hip hop, tap, etc.).
S1.H2. L2 Dance and Rhythms	Demonstrates competency in dance forms and rhythmic movements by choreographing a dance, designing a workout routine or by giving a performance.	

DRAFT COPY JANUARY 2015

Standard 1	High School Outcome	Examples and Explanations
<i>Demonstrates competency in a variety of motor skills and movement patterns. Fitness Activities</i>		
S1.H3.L1 Fitness Activities	Demonstrates competency in 1 or more specialized skills including demonstration, application and evaluation in health related fitness activities.	
S1.H3.L2 Fitness Activities	Demonstrates competency in 2 or more specialized skills including demonstration, application and evaluation in health related fitness activities.	

DRAFT COPY JANUARY 2015

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

The intent of this standard is the facilitation of the learner’s ability to use cognitive information to understand and enhance motor skill acquisition and performance. Students use performance feedback to increase their cognitive understanding of a skill as well as to improve performance. As students learn more complex motor skills they then transfer the knowledge learned for a higher performance and skill level.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 2	K-2 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts</i>		
S2.E1 Movement Concepts <i>Space</i>	Combines locomotor skills in general and self-space to a rhythm.	K – Differentiates between movement in personal (self-space) and general space.(a) Moves in personal space to a rhythm. (b) 1 – Moves in self-space and general space in response to designated beats/rhythms.
S2.E2 Movement Concepts <i>Pathways, Shapes, Levels</i>	Combines shapes, levels and pathways into simple travel, dance, and gymnastic sequences.	K – Travels in three different pathways. 1 –Travels demonstrating a low, middle and high levels.(a) Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). (b)
S2.E3 Movement Concepts <i>Speed, Force, Direction</i>	Varies time and force with gradual increases and decreases.	K – Travels in general space with different speeds. 1 – Differentiates between fast and slow speeds. (a) Differentiates between strong and light force. (b)
S2.E4 Movement Concepts <i>Alignment, Muscular Tension</i>		Developmentally appropriate/emerging outcomes first appear in Grade 3.

DRAFT COPY JANUARY 2015

Standard 2	3-5 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts</i>		
S2.E1 Movement Concepts <i>Open Spaces (S2.E1.3-5.a)</i> <i>Closing Spaces (S2.E1.3-5.b)</i> <i>Boundaries (S2.E1.3-5.c)</i>	<p>Applies the concept of open spaces to combination skills involving locomotor and non locomotor movements for small groups. (S2.E1.3-5.a)</p> <p>Applies the concept of closing spaces in small sided practices. (S2.E1.3-5.b)</p> <p>Identify boundaries and apply knowledge to small games. (S2.E1.3-5.b)</p>	<p>3 – Recognizes the concept of open spaces in a movement context.</p> <p>4 – Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling). (a)</p> <p>Applies the concept of closing spaces in small sided practices. (b)</p> <p>Dribbles in general space with changes in direction and speed. (c)</p>
S2.E2 Movement Concepts <i>Pathways, Shapes, Levels</i>	<p>Combines movement concepts with skills in small sided practice tasks in game environments, gymnastics and dance with self-direction.</p>	<p>3 – Recognizes locomotor skills specific to a wide variety of physical activities.</p> <p>4 – Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.</p>
S2.E3 Movement Concepts <i>Game Situations (S2.E3.3-5.a)</i> <i>Direction and Force (S2.E3.3-5.b)</i> <i>Modified Situations (S2.E3.3-5.c)</i>	<p>Applies movement concepts to strategy in game situations. (S2.E3.3-5.a)</p> <p>Applies the concept of direction and force to strike an object with a long handled implement. (S2.E3.3-5.b)</p> <p>Analyze movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small sided practice tasks in game environments, dance and gymnastics.</p>	<p>3 – Combined movement concepts (direction, levels, force, time) with skills as directed by the teacher.</p> <p>4 – Applies movement concepts of speed, endurance and pacing for running. (a)</p> <p>Applies the concept of direction and force when striking an object with a short-handled implement, sending it toward a designated target. (b)</p>

DRAFT COPY JANUARY 2015

Standard 2	3-5 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts (continued)</i>		
S2.E4 Movement Concepts <i>Alignment and Muscular Tension (S2.E4.3-5.a)</i> <i>Movement (S2.E4.3-5.b)</i>	<p>Applies skills of alignment in all forms of movement. <i>(S2.E4.3-5.a)</i></p> <p>Employs the concept of muscular tension with balance in all forms of movement. <i>(S2.E4.3-5.b)</i></p>	<p>3 – Employs the concept of alignment in gymnastics and dance. (a)</p> <p>Employs the concept of muscular tension with balance in gymnastics and dance. (b)</p> <p>4 – Applies skill.</p>
S2.E5 Movement Concepts <i>Invasion Strategies/Tactics (S2.E5.3-5.a)</i> <i>Net/Wall Strategies/Tactics (S2.E5.3-5.b)</i> <i>Game and Sport Situations (S2.E5.3-5.c)</i>	<p>Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. <i>(S2.E5.3-5.a)</i></p> <p>Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. <i>(S2.E5.3-5.b)</i></p> <p>Recognizes the type of throw, volley or striking action needed for different games and sports situations. <i>(S2.E5.3-5.c)</i></p>	<p>3 – Applies simple strategies & tactics in chasing activities. (a)</p> <p>Applies simple strategies in fleeing activities. (b)</p> <p>4 – Applies simple offensive strategies & tactics in chasing & fleeing activities. (a)</p> <p>Applies simple defensive strategies & tactics in chasing & fleeing activities. (b)</p> <p>5 –Recognizes the type of kicks needed for different games and sports situations. (c)</p>

DRAFT COPY JANUARY 2015

Standard 2	6-8 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Games and Sports</i>		
S2.M1 Games and Sports <i>Creating Space with Movement</i>	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.	6– Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace). 7 –Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of body) in combination with movement concepts (e.g., reducing the angle in space, reducing the angle in the space, reducing distance between player and goal).
S2.M2 Games and Sports <i>Creating Space with Offensive Tactics</i>	Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways, and give and go.	6 – Executes at least 1 of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go. 7 – Executes at least 2 of the following offensive tactics to create open space: uses a variety of passes, pivots and fakes; give & go.
S2.M3 Games and Sports <i>Creating Space Using Width and Length</i>	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.	6 – Creates open space by using the width and length of the field/court on offense. 7 – Creates open space by staying spread on offense, cutting and passing quickly.

DRAFT COPY JANUARY 2015

Standard 2	6-8 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Games and Sports (continued)</i>		
S2.M4 Games and Sports <i>Reducing Space by Changing Size and Space</i>	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance between you and your opponent (3rd party perspective).	6 – Reduces open space on defense by making the body larger and reducing passing angles. 7 – Reduces open space on defense by staying close to the opponent as he/she nears the goal.
S2.M5 Games and Sports <i>Invasion Games-Reducing Space Using Denial</i>	Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.	6– Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass. 7 – Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection.
S2.M6 Games and Sports <i>Transitions</i>	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on the advantage.	6 – Transitions from offense to defense or defense to offense by recovering quickly. 7 – Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates.
<i>Net/Wall Games</i>		
S2.M7 Net/Wall Games <i>Creating Space Through Variation</i>	Creates open space in net/wall games with a long- or short-handled implement by varying force or direction or by, moving opponent side to side and/or forward and back.	6 – Creates open space in net/wall games with short-handled implement by varying force and direction 7 – Creates open space in net/wall games with long-handled implement by varying force and direction, and moving opponent from side to side.

DRAFT COPY JANUARY 2015

Standard 2	6-8 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Net/Wall Games (continued)</i>		
S2.M8 Net/Wall Games <i>Using Tactics and Shots</i>	Varies placement, force, and timing of return to prevent anticipation by opponent.	6 – Reduces offensive options for opponents by returning to midcourt position. 7 –Selects offensive shot based on opponent’s location (hit where opponent is not).
<i>Target Games</i>		
S2.M9 Target Games <i>Shot Selection</i>	Varies the speed, force and trajectory of the shot based on location of the object in relation to the target.	6– Selects appropriate shot and/or club based on location of the object in relation to the target. 7 – Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.
<i>Fielding/Striking Games</i>		
S2.M10 Fielding/Striking Games <i>Offensive Strategies</i>	Identifies sacrifice situations and attempts to advance a teammate.	6 – Identifies open spaces and attempts to strike object into that space. 7 –Uses a variety of shots (e.g., slap & run, bunt, line drive, high arc) to hit to open space.
S2.M11 Fielding/Striking Games <i>Reducing Space</i>	Reduces open spaces in the field by working with teammates to maximize coverage.	6 – Identifies the correct defensive play based on the situation (e.g., number of outs). 7 –Selects the correct defensive play based on the situation (e.g., number of outs).

DRAFT COPY JANUARY 2015

Standard 2	6-8 Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Individual Performance Activities, Dance and Rhythms</i>		
S2.M12 Individual Performance <i>Movement Concepts</i>	Describes and applies the mechanical principles for a variety of movement patterns.	6 – Varies application of force during dance or gymnastic activities. 7 –Identifies and applies Newton’s law of motion to various dance or movement activities.
<i>Outdoor Pursuits</i>		
S2.M13 Outdoor Pursuits <i>Movement Concepts</i>	Implements safe protocols in self-selected outdoor activities.	6– Makes appropriate decisions based on weather, level of difficulty due to the conditions, or ability to ensure safety of self and others. 7 –Analyzes the situation and makes adjustments to ensure safety of self and others.

DRAFT COPY JANUARY 2015

Standard 2	High School Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts</i>		
S2.H1.L1 Movement Concepts, Principles and Knowledge	Identifies examples of social and technical dance forms and rhythmic movements.	
S2.H1.L2 Movement Concepts, Principles and Knowledge	Identifies and discusses the historical and cultural roles of games, sports and dance in a society.	
S2.H2.L1 Movement Concepts, Principles and Knowledge	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.	
S2.H2.L2 Movement Concepts, Principles and Knowledge	Describes the speed/accuracy trade-off in throwing and striking skills.	

DRAFT COPY JANUARY 2015

Standard 2	High School Outcome	Examples and Explanations
<i>Applies Knowledge of Concepts, Principles, Strategies and Tactics Related to Movement and Performance. Movement Concepts</i>		
S2.H3.L1 Movement Concepts, Principles and Knowledge	Create a practice plan to improve performance for a self-selected skill.	
S2.H3.L2 Movement Concepts, Principles and Knowledge	Identifies the stages of learning a motor skill.	
S2.H4.L1 Movement Concepts, Principles and Knowledge	Identifies examples of social and technical dance forms.	
S2.H4.L2 Movement Concepts, Principles and Knowledge	Compares similarities and differences in various dance forms.	

DRAFT COPY JANUARY 2015

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

The intent of this standard is development of students’ knowledge, skills, and willingness to accept responsibility for personal fitness, leading to an active, healthy lifestyle. Health-related fitness components include aerobic fitness, muscular strength and endurance, flexibility, and body composition. Expectations for students’ fitness levels should be established on a personal basis rather than setting a single standard for all students at a given grade level. Moreover, students become more skilled in their ability to self-assess, plan, perform, interpret results, and monitor physical activities appropriate for developing a health-enhancing level of physical fitness.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 3	K-2 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i>		
S3.E1 Physical Activity Knowledge	Describes large motor and/or manipulative physical activities for participation outside of physical education class. (e.g., before and after school, at home, at the park, with friends, with family).	K – Identifies active play opportunities outside physical education class. 1 – Discuss the benefits of being active and/or playing.
<i>Engages in Physical Activity</i>		
S3.E2 Engages in Physical Activity	Actively engages in physical education class in response to instruction and practice.	K – Actively participates in physical education class. 1 – Actively engages in physical education class.
<i>Fitness Knowledge</i>		
S3.E3 Fitness Knowledge	Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.	K – Recognizes that when you move fast, your heart beats faster and you breathe faster. 1 – Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity.

DRAFT COPY JANUARY 2015

Standard 3	K-2 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i>		
S3.E4 Fitness Knowledge <i>Health-Related Fitness Components/ Resistance (S3.E3.K-2.a)</i> <i>Health-Related Fitness Components (S3.E3.K-2.b)</i>	Uses own body resistance for developing strength (<i>S3.E3.K-2.a</i>) Identifies physical activities that contribute to health-related fitness (<i>S3.E3.K-2.b</i>)	K – 1 – 2 –
S3.E5 Skill-Related Fitness Components		K-2 – Developmentally appropriate/emerging outcomes first appear in Grade 3.
<i>Assessment and Program Planning</i>		
S3.E6 Assessment and Program Planning		K-2 – Developmentally appropriate/emerging outcomes first appear in Grade 3.
<i>Nutrition</i>		
S3.E7 Nutrition	Recognizes the good health balance of nutrition and physical activity.	K – Recognizes that food provides energy for physical activity. 1 – Differentiates between healthy and unhealthy foods.
<i>Sun Safety</i>		
S3.E8 Sun Safety	Identify sun safe practices.	K – 1 –

DRAFT COPY JANUARY 2015

Standard 3	3-5 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness.</i>		
S3.E1 Physical Activity Knowledge	Charts and analyzes physical activity outside physical education class for fitness benefits of activities.	3 – Charts participation in physical activities outside physical education class. (a) Identifies physical activity benefits as a way to become healthier. (b) 4 – Analyzes opportunities for participating in physical activity outside physical education class.
<i>Engages in Physical Activity</i>		
S3.E2 Engages in Physical Activity	Actively engages in all the activities of physical education.	3 – Engages in the activities of physical education class without teacher prompting. 4 – Actively engages in the activities of physical education class, both teacher-directed and independent.
<i>Fitness Knowledge</i>		
S3.E3 Fitness Knowledge <i>Heart Health</i>	Evaluate heart rate during exercise utilizing methods such as manual, pulse checking, perceived exertion index or heart rate monitors.	3 – Describes the concept of fitness and provides examples of heart rate evaluation methods. 4 – Identifies the components of health-related fitness.

DRAFT COPY JANUARY 2015

Standard 3	3-5 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i>		
<p>S3.E4 Fitness Knowledge <i>Health Related Fitness (S3.E4.3-5.a)</i> <i>Warm-Up/Cool Down (S3.E4.3-5.b)</i> <i>FITT Principle (S3.E4.3-5.c)</i> <i>Muscle Identification (S3.E4.3-5.d)</i> <i>Muscular/Skeletal Movement (S3.E4.3-5.e)</i></p>	<p>List, define, and demonstrates the five components of health related fitness. (S3.E4.3-5.a)</p> <p>Identifies the need for warm-up & cool-down relative to various physical activities. (S3.E4.3-5.b)</p> <p>Identify and apply FITT to a fitness plan (frequency, intensity, time, type). (S3.E4.3-5.c)</p> <p>Identify major muscles. (S3.E4.3-5.d)</p> <p>Experience how the muscular and skeletal systems work together to allow movement. (S3.E4.3-5.e)</p>	<p>3 – Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.</p> <p>4 – Demonstrates warm-up & cool-down relative to cardiorespiratory fitness assessment.</p>
<p>S3.E5 Fitness Knowledge <i>Skill-Related</i></p>	<p>Identifies the six components of skill related fitness.</p>	

DRAFT COPY JANUARY 2015

Standard 3	6-8 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Assessment and Program Planning</i>		
S3.E6 Assessment and Program Planning <i>Analyzes Fitness Assessment/Components (S3.E6.3-5.a)</i> <i>Fitness Assessment (S3.E6.3-5.b)</i> <i>FITT Strategies (S3.E6.3-5.c)</i>	<p>Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health. <i>(S3.E6.3-5.a)</i></p> <p>Perform a nationally recognized, criterion references, health related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility, and body composition. <i>(S3.E6.3-5.b)</i></p> <p>Identify strategies for progress in fitness areas using FITT strategies. <i>(S3.E6.3-5.c)</i></p>	<p>3 – Demonstrates, with teacher direction, the health-related fitness components.</p> <p>4 – Completes fitness assessments (pre & post). (a) Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas. (b)</p>
<i>Nutrition</i>		
S3.E7 Nutrition	<p>Analyzes the impact of food choices relative to physical activity, youth sports & personal health.</p>	<p>3 – Identifies foods that are beneficial for before and after physical activity.</p> <p>4 – Discusses the importance of hydration and hydration choices relative to physical activities.</p>
<i>Sun Safety</i>		
S3.E8 Sun Safety	<p>Identify sun safe practices.</p>	<p>3 –</p> <p>4 –</p> <p>5 –</p>

DRAFT COPY JANUARY 2015

Standard 3	6-8 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i>		
S3.M1 Physical Activity Knowledge	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, cardiovascular endurance, body composition) and explains the connections between fitness and overall physical and mental health.	6 – Describes how being physically active leads to a healthy body. 7 –Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.
<i>Engages in Physical Activity</i>		
S3.M2 Engages in Physical Activity	Values participation in physical activity three times a week outside of physical education class.	6 – Participates in self-selected physical activity outside of physical education class. 7 –Participates in a physical activity twice a week outside of physical education class.
S3.M3 Engages in Physical Activity	Values participation in a variety of self-selected aerobic fitness activities outside of school such as walking, jogging, biking, skating, dancing, and swimming.	6 – Participates in a variety of self-selected aerobic-fitness activities. 7 –Participates in a variety of strength and endurance-fitness activities such as weight or resistance training.
S3.M4 Engages in Physical Activity	Plans and implements a program which may include the use of technology, aerobic, strength and endurance, and flexibility.	6 – Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution or Wii Fit. 7 –Participates in a variety of strength and endurance-fitness activities such as weight or resistance training.

DRAFT COPY JANUARY 2015

Standard 3	6-8 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Engages in Physical Activity (cont.)</i>		
S3.M5 Engages in Physical Activity	Values participation in a variety of self-selected lifetime activities outside of the school day. E.g. Recreational team sports, outdoor pursuits, martial arts, aquatic activities, dance, etc.	6 – Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities. 7 – Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.
<i>Fitness Knowledge</i>		
S3.M6 Fitness Knowledge	Values participation in moderate to vigorous aerobic and/or muscle and bone-strengthening physical activity at least 60 minutes per day at least three times a week.	6 – Participates in moderate to vigorous physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. 7 – Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least 3 times a week.
S3.M7 Fitness Knowledge	Compares and contrasts health- and skill- related fitness components.	6 – Identifies the components of skill-related fitness. 7 – Distinguishes between health- and skill- related fitness.
S3.M8 Fitness Knowledge	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based current fitness level.	6 – Sets and monitors a self-selected physical-activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. 7 – Adjusts physical activity based on quantity of exercise need for a minimal health standard and/or optimal functioning based on current fitness level.

DRAFT COPY JANUARY 2015

Standard 3	6-8 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i>		
S3.M9 Fitness Knowledge	Describes, demonstrates, and employs a variety of appropriate static stretching techniques for all major muscle groups.	6 – Employs correct techniques and methods of stretching. 7 – Describes and demonstrates the difference between dynamic and static stretches.
S3.M10 Fitness Knowledge	Describes the role of a variety of fitness-related concepts. E.g. Aerobic and anaerobic capacity, muscular strength and endurance, nutrition and weight management, flexibility and injury prevention.	6 – Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance. 7 – Describes the role of exercise and nutrition in weight management.
S3.M11 Fitness Knowledge	Uses the overload principle (FITT formula) in preparing a personal workout.	6 – Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness, and flexibility). 7 – Describes the overload principle (FITT formula) for different types of physical activity, the training principles on which the formula is based and how the formula and principles affect fitness.
S3.M12 Fitness Knowledge	Designs and implements a warm up/cool down regimen for a self-selected physical activity.	6 – Describes the role of warm-up/ cool-down regimen for a self-selected physical activity. 7 – Designs a warm up/cool down regimen for a self-selected physical activity.

DRAFT COPY JANUARY 2015

Standard 3	6-8 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness.</i>		
S3.M13 Fitness Knowledge	Defines resting heart rate and how the RPE scale can be used to adjust workout intensity during physical activity.	6 – Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale. 7 – Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise.
S3.M14 Fitness Knowledge	Explains how body systems interact with each other (e.g. Blood transports nutrients from the respiratory system during physical activity).	6 – Identifies major muscles used in selected physical activities. 7 – Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.
<i>Assessment and Program Planning</i>		
S3.M15 Assessment and Program Planning	Designs and implements a program of remediation for 3 areas of weakness based on the results of health-related fitness assessment.	6 – Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment. 7 – Designs and implements a program of remediation for 2 areas of weakness based on the results of health-related fitness assessment.
S3.M16 Assessment and Program Planning	Designs and implements a program to improve levels of health related fitness and nutrition.	6 – Maintains physical activity log for at least 2 weeks and reflects on activity levels as documented in the log. 7 – Maintains physical activity and nutrition log for at least 2 weeks and reflects on activity levels and nutrition as documented in the log.

DRAFT COPY JANUARY 2015

Standard 3	6-8 Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Nutrition</i>		
S3.M17 Nutrition	Describe the relationship between poor nutrition and health risk factors.	6 – Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels. 7 – Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.
<i>Stress Management</i>		
S3.M18 Stress Management	Demonstrates basic movements used in other stress reducing activities such as yoga, tai chi, and deep breathing.	6 – Identifies positive and negative results of stress and appropriate ways of dealing with each. 7 – Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.

DRAFT COPY JANUARY 2015

Standard 3	High School Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</i>		
S3.H1.L1 Physical Activity Knowledge	Discusses the benefits of a physically active lifestyle as it relates to college or career productivity.	
S3.H1.L2 Physical Activity Knowledge	Investigates the relationships among physical activity, nutrition, and body composition.	
S3.H2.L1 Physical Activity Knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle	
S3.H2.L2 Physical Activity Knowledge	Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.	
S3.H3.L1 Physical Activity Knowledge	Identifies issues associated with exercising in heat, humidity, and cold.	
S3.H3.L2 Physical Activity Knowledge	Applies rates of perceived exertion and pacing.	

DRAFT COPY JANUARY 2015

Standard 3	High School Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge (cont.)</i>		
S3.H4.L1 Physical Activity Knowledge	Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy active lifestyle.	
S3.H4.L2 Physical Activity Knowledge	Apply, analyze and evaluate technology and social media as a tool to support a healthy active lifestyle.	
S3.H5.L1 Physical Activity Knowledge	Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.	
S3.H5.L2 Physical Activity Knowledge	Analyzes the impact of risks and safety factors in life choices, economics, motivation, and accessibility on exercise adherence and successful participation in physical activity in college or career settings.	

DRAFT COPY JANUARY 2015

Standard 3	High School Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Engages in Physical Activity</i>		
S3.H6.L1 Engages in Physical Activity	Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day.	
S3.H6.L2 Engages in Physical Activity	Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).	
<i>Fitness Knowledge</i>		
S3.H7.L1 Fitness Knowledge	Demonstrates appropriate technique in resistance training.	
S3.H7.L2 Fitness Knowledge	Designs and implements a strength and conditioning program that develops balance in opposing muscles groups (agonist-antagonist) and supports a healthy, active lifestyle.	

DRAFT COPY JANUARY 2015

Standard 3	High School Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i>		
S3.H8.L1 Fitness Knowledge	Relates physiological responses to individual levels of fitness and nutritional balance.	
S3.H8.L2 Fitness Knowledge	Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic/ glycolysis, aerobic).	
S3.H9.L1 Fitness Knowledge	Understands types of strength exercises (e.g. isometric, isotonic, isokinetic, concentric, eccentric etc.) and stretching exercises (e.g. static, dynamic, PNF, etc.) for personal fitness development (e.g. strength, endurance, range of motion).	
S3.H9.L2 Fitness Knowledge	Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.	

DRAFT COPY JANUARY 2015

Standard 3	High School Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Fitness Knowledge (continued)</i>		
S3.H10.L1 Fitness Knowledge	Calculates target heart rate and applies that information to a personal fitness plan.	
S3.H10.L2 Fitness Knowledge	Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity.	
<i>Assessment and Program Planning</i>		
S3.H11.L1 Assessment and Program Planning	Designs a fitness program including all components of health-related fitness that relates to college/career productivity.	
S3.H11.L2 Assessment and Program Planning	Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement , plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).	

DRAFT COPY JANUARY 2015

Standard 3	High School Outcome	Examples and Explanations
<i>Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Assessment and Program Planning</i>		
S3.H12.L1 Assessment and Program Planning	Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work.	
S3.H12.L2 Assessment and Program Planning	Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.	
Nutrition		
S3.H13.L1 Nutrition	Creates a meal plan that demonstrates understanding of the impact of nutrition on the effect of each phase of exercise (e.g. pre, during and post-activity).	
Stress Management		
S3.H14.L1 Stress Management	Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	
S3.H14.L2 Stress Management	Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.	

DRAFT COPY JANUARY 2015

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

The intent of this standard is to reflect development towards self-initiated behaviors that promote personal and group success in all physical activities that can be transferred to college, career and life. These behaviors include but are not limited to safe practices, adherence to rules and procedures, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction and inclusion. It also includes respect toward teachers, other students, and the environment. Key to the standard is developing respect and appreciation for individual similarities and differences among participants in physical activity. Similarities and differences include, but are not limited to; characteristics of culture, ethnicity, skill level, disabilities, physical characteristics (e.g., strength, size, shape), gender, age, race, and socioeconomic status.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 4	K-2 Outcome	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		
S4.E1 Personal Responsibility <i>Equipment and Space (S4.E1.K-2.a)</i> <i>Rules and Parameters (S4.E1.K-2.b)</i>	Accepts personal responsibility by using equipment and space appropriately with minimal teacher prompting. (S4.E1.K-2.a) Accepts responsibilities by following the rules and parameters of the learning environment. (S4.E1.K-2.b)	K – Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). K – Acknowledges responsibility for behavior when prompted. (b) 1 – Follows the rules & parameters of the learning environment.
<i>Accepting Feedback</i>		
S4.E2 Accepting Feedback	Accepts and responds appropriately to specific corrective feedback from the teacher.	K – Follows instruction/directions when prompted.
<i>Working with Others</i>		
S4.E3 Working with Others <i>Class Environments (S4.E3.K-2.a)</i> <i>Diverse Populations (S4.E3.K-2.b)</i>	Works independently with others in a variety of class environments (e.g., partners, small group & large groups).. (S4.E3.K-2.a) Actively participates with classmates without regard to personal differences. (S4.E3.K-2.b)	K – Shares equipment and space with others.

DRAFT COPY JANUARY 2015

Standard 4	K-2 Outcome	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Rules and Fair Play</i>		
S4.E4 Rules and Fair Play	Recognizes the role of rules and fair play in teacher designed physical activities.	K – Recognizes the established protocols for class activities. 1 – Exhibits the established protocols for class activities.
<i>Safety</i>		
S4.E5 Safety <i>Personal Safety (S4.E5.K-2.a)</i> <i>Equipment Safety (S4.E5.K-2.b)</i>	Works independently and safely in physical education. <i>(S4.E5.K-2.a)</i> Work safely with physical education equipment. <i>(S4.E5.K-2.b)</i>	K – Follows teacher directions for safe participation and proper use of equipment with minimal reminders. 1 – Follows teacher directions for safe participation and proper use of equipment without teacher reminders.
S4.E6 Safety <i>Sun Safety (S4.E6.K-2.a)</i> <i>Aquatic Safety (S4.E6.K-2.b)</i>	Recognizes sun safe practices <i>(S4.E6.K-2.a)</i> Recognizes aquatic safety practices <i>(S4.E6.K-2.b)</i>	K – 1 – 2 –

DRAFT COPY JANUARY 2015

Standard 4	3-5 Outcome	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		
S4.E1 Personal Responsibility	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).	3– Exhibits personal responsibility in teacher-directed activities. 4 – Exhibits responsible behavior in independent group situations.
<i>Accepting Feedback</i>		
S4.E2 Accepting Feedback	Gives and receives corrective feedback respectfully to peers and adults.	3 – Accepts and implements specific corrective feedback from the teacher. 4 – Listens respectfully to corrective feedback from others (e.g., peers, adults).
<i>Working with Others</i>		
S4.E3 Working with Others <i>Praises Others (S4.E3.3-5.a)</i> <i>Accepts Others (S4.E3.3-5.b)</i>	Praises the movement performance of others both more and less-skilled. <i>(S4.E3.3-5.a)</i> Accepts players of all skill levels into the physical activity. <i>(S4.E3.3-5.b)</i>	3 – Works cooperatively with others. (a) Praises others for their success in movement performance. (b) 4 – Praises the movement performance of others both more and less-skilled. (a) Accepts players of all skill levels into the physical activity. (b)
<i>Rules and Fair Play</i>		
S4.E4 Rules and Fair Play	Assesses adherence to rules, etiquette, and fair play of various games and activities.	3 – Recognizes the role of rules and etiquette in physical activity with peers. 4 – Exhibits etiquette and adherence to rules in a variety of physical activities.

DRAFT COPY JANUARY 2015

Standard 4	3-5 Outcome	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Safety</i>		
S4.E5 Safety	Applies safety principles with age-appropriate physical activities.	3– Works independently and safely in physical activity settings. 4 – Works safely with peers and equipment in physical activity settings.
S4.E6 Safety <i>Sun Safety (S4.E6.3-5.a)</i> <i>Aquatic Safety (S4.E6.3-5.b)</i>	Apply sun safe practices. <i>(S4.E6.3-5.a)</i> Identify appropriate water safety practices. <i>(S4.E6.3-5.b)</i>	

DRAFT COPY JANUARY 2015

Standard 4	6-8 Outcome	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		
S4.M1 Personal Responsibility	Accepts responsibility for individual improvement of levels of physical activity and fitness (physical, emotional, and social).	6– Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. 7 –Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.
S4.M2 Personal Responsibility	Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.	6 – Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. 7 –Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.
<i>Accepting Feedback</i>		
S4.M3 Accepting Feedback	Provides encouragement and corrective feedback to peers without prompting from the teacher.	6 – Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. 7 –Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.
<i>Working with Others</i>		
S4.M4 Working with Others	Accepts, demonstrates, and responds appropriately to ethical and unethical behavior of participants during physical activity by using the rules and guidelines for conflict resolution. Accept differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.	6 – Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. 7 –Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.

DRAFT COPY JANUARY 2015

Standard 4	6-8 Outcome	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Working with Others (continued)</i>		
S4.M5 Working with Others	Cooperates with multiple classmates on problem solving initiatives including adventure activities, large group initiatives, and game play.	6– Cooperates with a small group of classmates during adventure activities, game play, or team-building activities. 7 – Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play.
<i>Rules and Fair Play</i>		
S4.M6 Rules and Fair Play	Applies rules and fair play by acting as an official for modified physical activities, games and/or creating dance routines within a given set of parameters.	6 – Identifies the rules and etiquette for physical activities, games and dance activities. 7 – Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.
<i>Safety</i>		
S4.M7 Safety	Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.	6 – Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance. 7 – Independently uses physical activity and exercises equipment appropriately and safely.
S4.M8 Safety	Applies and interprets sun safe practices (e.g. using sunscreen, hat, sunglasses, full length clothing, shade between 10am-4pm), and checking UV index.	

DRAFT COPY JANUARY 2015

Standard 4	High School	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility</i>		
S4.H1.L1 Personal Responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.	
S4.H1.L2 Personal Responsibility	Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.	
<i>Rules and Fair Play</i>		
S4.H2.L1 Rules and Fair Play	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance	
S4.H2.L2 Rules and Fair Play	Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).	
<i>Working with Others</i>		
S4.H3.L1 Working with Others	Uses communication skills and strategies that promote team or group dynamics.	
S4.H3.L2 Working with Others	Assumes leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.	

DRAFT COPY JANUARY 2015

Standard 4	High School	Examples and Explanations
<i>Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Working with Others</i>		
S4.H4.L1 Working with Others	Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups.	
S4.H4.L2 Working with Others	Accepts others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.	
<i>Safety</i>		
S4.H5.L1 Safety	Understands best practices for safe participation in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety, etc.).	
S4.H5.L2 Safety	Applies best practices for safe participation in physical activity, exercise and dance (e.g. injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection, aquatic safety, etc.).	

DRAFT COPY JANUARY 2015

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

This standard reflects the development of an awareness of intrinsic values and benefits of participation in physical activity that provides personal meaning. Physical activity can be enjoyable, challenging, and fun and provides opportunities for self-expression and social interaction. These benefits can develop self-confidence, promote a positive self-image, and continue a healthy, active lifestyle. As a result of these benefits of participation, students will begin to actively pursue life-long physical activities that meet their own needs.

Note: It must be noted that the use of physical activity as punishment for any reason (e.g. poor behavior or performance) is NOT acceptable. Additionally, it is NOT acceptable to withhold students from participation in physical education classes or recess for poor behavior or to make up work for absences.

Standard 5	K-2 Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health</i>		
S5.E1 Health	Identifies physical activity as a component of good health.	K – Recognizes that physical activity is important for good health. 1 – Identifies physical activity as a component of good health.
<i>Challenge</i>		
S5.E2 Challenge	Compares physical activities that build confidence and provide challenge.	K – Acknowledges that some physical activities are challenging/ difficult. 1 – Recognizes that challenge in physical activities can lead to success.

DRAFT COPY JANUARY 2015

Standard 5	K-2 Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Self-Expression/ Enjoyment</i>		
<i>S5.E3</i> Self-Expression/Enjoyment	Identifies and discusses physical activities that provide enjoyment and/or self-expression.	K – Identifies physical activities that are enjoyable. (a) Discuss the enjoyment of playing with friends. (b) 1 – Describes positive feelings that result from participating in physical activities. (a) Discuss personal reasons (i.e., the “why”) for enjoying physical activities. (b)
<i>Social Interaction</i>		
<i>S5.E4</i> <i>Social Interaction</i>	Demonstrates socially acceptable conflict resolution skills.	

DRAFT COPY JANUARY 2015

Standard 5	3-5 Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health</i>		
<i>S5.E1</i> Health	Compares the health benefits of participation in selected physical activities.	3– Discusses the relationship between physical activity and good health. 4 – Examines the health benefits of participating in physical activity.
<i>Challenge</i>		
<i>S5.E2</i> Challenge	Analyzes the personal benefits to participating in an activity that is challenging.	3 – Discusses the challenge that comes from learning a new physical activity. 4 – Rates the enjoyment of participating in challenging and mastered physical activities.
<i>Self-Expression/Enjoyment</i>		
<i>S5.E3</i> Self-Expression/Enjoyment	Analyzes the personal benefits to participating in an activity that is enjoyable.	3 – Reflects on the reasons for enjoying selected physical activities. 4 – Ranks the enjoyment of participating in different physical activities.
<i>Social Interaction</i>		
<i>S5.E4</i> Social Interaction	Analyzes the positive impact of verbal and non-verbal encouragement in physical activity.	3– Describes the positive social interactions that come when engaged with others in physical activity. 4 – Describes & compares the positive social interactions when engaged in partner, small group and large group physical activities.

DRAFT COPY JANUARY 2015

Standard 5	6-8 Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health</i>		
S5.M1 Health	Identifies the 5 components of health-related fitness (muscular strength, muscular endurance, flexibility, CV endurance, and body composition) and explains the connections between fitness and overall physical and mental health.	6– Describes how being physically active leads to a healthy body. 7 –Identifies different types of physical activities and describes how each exerts a positive impact on health.
S5.M2 Health	Analyzes the empowering consequences of being physically active.	6 – Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. 7 –Identifies positive mental and emotional aspects of participating in a variety of physical activities.
<i>Challenge</i>		
S5.M3 Challenge	Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.	6 – Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the task. 7 –Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.

DRAFT COPY JANUARY 2015

Standard 5	6-8 Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Self-Expression/Enjoyment</i>		
<i>S5.M4</i> <i>Self-Expression/Enjoyment</i>	Discusses how enjoyment could be increased in self-selected physical activities.	6– Describes how moving competently in a physical activity setting creates enjoyment. 7 –Identifies why self-selected physical activities create enjoyment.
<i>S5.M5</i> <i>Self-Expression/Enjoyment</i>	Identifies and participates in an enjoyable activity that prompts individual self-expression.	6– Identifies how self-expression and physical activity are related. 7 –Explains the relationship between self-expression and lifelong enjoyment through physical activity.
<i>Social Interaction</i>		
<i>S5.M6</i> Social Interaction	Demonstrates respect for self and others by asking for help and helping others, following the rules, playing in the spirit of the game, encouraging others, and providing support to classmates in various physical activities.	6– Demonstrate respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity. 7 – Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.

DRAFT COPY JANUARY 2015

Standard 5	High School Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Health</i>		
S5.H1.L1 Health	Analyzes the health benefits of a self-selected physical activity.	
S5.H1.L2 Health	If the outcome was not achieved in Level 1, it should be a focus in Level 2.	
<i>Challenge</i>		
S5.H2.L2 Challenge	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.	
<i>Self-Expression/Enjoyment</i>		
S5.H3.L1 Self-Expression/Enjoyment	Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.	
S5.H3.L2 Self-Expression/Enjoyment	Identifies the uniqueness of creative dance and rhythmic movement as a means of self-expression.	

DRAFT COPY JANUARY 2015

Standard 5	High School Outcome	Examples and Explanations
<i>Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and/or Social Interaction. Social Interaction</i>		
S5.H2.L1 Social Interaction	Shows respect and acceptance of others with varying ability levels to support a cooperative learning environment.	
S5.H2.L2 Social Interaction	Participates in inclusive programs that combine students of all ability levels.	

Content Standards in Physical Education for Arizona

Introduction

The overarching goal of school physical education in Arizona is to ensure that school-aged youth become physically literate individuals who possess the skills, knowledge and dispositions to lead physically active lives. The revised physical education content standards presented here provide the expectations that school programs and services will set for all Arizona students. There are several key points that deserve to be highlighted to set the context for the standards and related grade level-specific performance outcomes. They include: a) Current trends and issues in school physical education, b) why school physical education is a critically important subject for all Arizona children and youth, b) the need for effective physical education programs, c) differentiating physical education from physical activity, and d) the importance of health-enhancing physical activity.

CURRENT TRENDS AND ISSUES IN SCHOOL PHYSICAL EDUCATION

There are several important developments and trends that directly impact the quantity and quality of Arizona's school physical education programs. Some have a potential positive impact whereas others affect programs and their students negatively. While there is not sufficient space in this standards document to address all, the following trends and issues are pertinent to Arizona's schools.

Comprehensive School Physical Activity Programs

The Arizona Physical Education Standards support the Comprehensive School Physical Activity Program (CSPAP) national framework created by SHAPE America and the Center for Disease Control and Prevention (2013). CSPAP is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the Nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. There is a substantial body of evidence that CSPAPs can produce substantial increases in students' health-enhancing physical activity, using a variety of specific programmatic and environmental interventions (Ward, 2011).

As shown in Figure 1 below, CSPAPs reflect strong coordination and synergy across five components:

1. effective physical education as the anchor program component
2. physical activity before, and after school
3. physical activity during school
4. staff involvement, and
5. family and community engagement.

Students can accumulate the recommended amount of physical activity through the provision of the multi-component CSPAP (e.g., Strong, Malina, Blimkie, Daniels, Dishman, Gutin et al., 2005; U.S. Department of Health and Human Services, 2000, 2008). CSPAP is also aligned with the United States Department of Agriculture Healthy, Hunger Free Kids Act (2010)

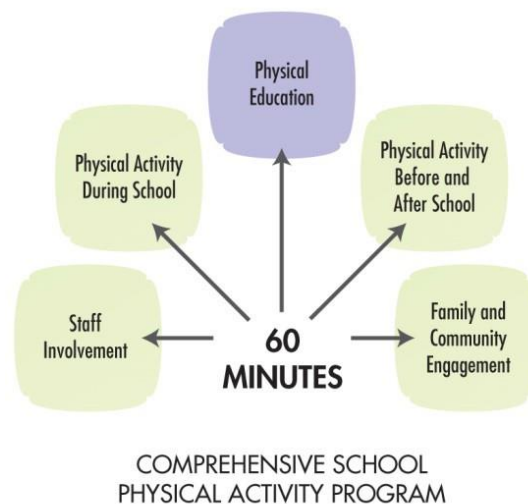
2015 Physical Education - Introduction - DRAFT ONLY JANUARY 2015

which requires that all schools participating in the National School Lunch Program establish goals for physical activity.

The specific goals of a CSPAP include:

- To provide a variety of school-based physical activities to enable all students to participate in 60 minutes of moderate-to-vigorous physical activity each day.
- To provide coordination among the CSPAP components to maximize understanding, application, and practice of the knowledge and skills learned in physical education so that all students will be fully physically educated and well-equipped for a lifetime of physical activity (National Association for Sport and Physical Education; 2013, Centers for Disease Control and Preventio, 2011)

At the cornerstone of the CSPAP model is an effective physical education program designed to increase the physical activity levels of students (U.S. Department of Health and Human Services, 2012). The Arizona Physical Education Standards are designed for teachers to provide students with the knowledge, skills and confidence needed to become physically literate and lead physically active lifestyles, with a specific emphasis on the educative function of the centerpiece CSPAP component, physical education. One important caveat is that the other four CSPAP components should never be used to replace the physical education program in any way. Rather, they should be complementary to the physical education program.



The policy profile for Arizona’s school physical education

The impact of policies, laws and mandates across school, district and state levels cannot be underestimated. NASPE (2012) has reported wide variance across the 51 U.S. states relative to the type and number of state level policies specific to school physical education programs. Regrettably, Arizona’s policy profile represent a formidable barrier to ensuring that that its students have the best possible physical education in their formative years, and likely is a contributing factor to the poor health status of Arizona children and youth. That is, in most areas where well-developed and enforced policies could help ensure effective physical education the

State does not currently have a policy in place (thus leaving the decisions to individual school districts). Similarly, if school districts do not have stated policies in place it leaves decisions to school level policy makers. This can also contribute to health disparities between schools and school districts.

Examples of policy areas for which the state of Arizona does not currently have state-level policies or funded mandates in place include:

- a) The amount of minutes of required physical education in elementary and junior high/middle schools
- b) The number of credits required for high school graduation
- c) The granting of exemptions/waivers and substitution
- d) The number of minutes of physical activity beyond physical education (e.g., recess in elementary schools, classroom physical activity breaks) at all three school levels
- e) The withholding of physical activity (e.g., being kept out of recess) as punishment for disciplinary reasons, as well as the use of physical activity as punishment for inappropriate behavior by students
- f) Class size limits
- g) Including the grade earned in physical education in the calculation of students' high school grade point average
- h) The use of evidence-based physical education curricula

The combination of the above lack of state-level support and oversight represents perhaps the most serious threat to students. A closer look at two examples are presented next to help make this point.

Physical Activity Used as Punishment and/or Behavior Management. According to the National Association for Sport and Physical Education (NASPE) (2012), only 21% of U.S. States prohibit the use of physical activity as a form of punishment. Currently, there are no credible data available specific to the actual prevalence of this egregious practice. However, the culture within interscholastic sport settings has a long history of using physical activity as punishment that may spill over into physical education lessons. In its position statement regarding this topic, NASPE (2009) has stated that, "Administering or withholding physical activity as a form of punishment and/or behavior management is an inappropriate practice" (p. 1) (This position statement can be accessed online at <http://www.shapeamerica.org/advocacy/positionstatements/pa/loader.cfm?csModule=security/gtfile&pageid=4737>).

Physical education teachers should actively advocate to ensure that this practice is eradicated by communicating with school administrators, physical education teacher colleagues, classroom teachers, coaches, parents and all others who work with children and young adults in all physical activity settings (e.g., youth sport, interscholastic sport, YMCA, Boys' and Girls' Clubs). The above position statement addresses the inappropriate use of or withdrawal from physical activity as a disciplinary consequence, both within and outside of the school environment, and also provides alternatives to using physical activity as punishment.

Prevalence of waivers and substitutions. The use of waivers/exemptions and/or substitutions has become common practice in U.S. schools. According to NASPE (2012), over 60% of the states allow districts (or individual schools) to let students substitute physical education courses with activities such as Junior Reserve Officer Training Corps (JROTC), interscholastic sports, marching band, cheerleading, and community sport involvement. The use of substitute coursework is a very problematic practice, sanctioned by school and district policy makers. Courses and extra-curricular activities such as JROTC, marching band, and athletics do not specifically target any of the physical education content standards. That is, they have fundamentally different goals and objectives than do effective physical education programs. For example, there is evidence that students enrolled in JROTC classes accumulate little, if any, moderate to vigorous physical activity (MVPA), and spend significantly more time being sedentary (Lounsbery, Holt, Monnat, Funk, & McKenzie, 2014). Accumulating MVPA is a core component of the national and Arizona physical education content standards.

In more than half of U.S. states (55%), including Arizona, providing students with waivers from time in physical education or graduation requirements is a practice also sanctioned by school districts/schools (NASPE, 2012). Examples of waivers include a student's health, physical disability, religious beliefs, and early graduation. Such practices are detrimental to the current and future health of Arizona's youth. School physical education is a subject with unique goals and objectives not covered by other school subjects and activities to which all Arizona youth should have access.

Segregation of weight training and dance courses in high schools.

In high school physical education programs, there is increased prevalence of weight training courses, many of which are accessible to only students on the school's athletic teams. As such, regularly scheduled class periods are now in essence controlled by the schools' athletic departments. Moreover, in certain high schools students can enroll in courses that are connected to "academies" whose primary aim is to develop talented youth in a particular sport. By definition, however, all such courses are part of the school's physical education program. As such, all are subject to helping students meet the physical education content standards. That is, any weight training course offered to any group of students in high schools should not only include time for engaging in such activities, but also activities that aim to develop students' knowledge and understanding of underlying concepts, goals, strategies, and scientific principles. Similarly, high school courses in dance are also an integral part of the physical education program, and dance teachers are also responsible for helping students meet the content standards.

WHY SCHOOL PHYSICAL EDUCATION IS IMPORTANT FOR ALL ARIZONA CHILDREN AND YOUTH

The Surgeon General and CDC agree and recommend that communities "provide quality, preferably daily, K-12 physical education classes and hire physical education specialists to teach them" (Physical Activity and Health - A Report of the Surgeon General, 1996). A physically active and educated person is one who has mastered the necessary movement skills to participate competently in a variety of physical activities. The process needed to reach this level actually

starts before birth through movement that develops sensory (i.e. kinesthetic) awareness as children learn about their surroundings. It then continues from childhood through adolescence and into late adulthood. Physically educated persons understand the importance of meeting physical activity guidelines and their relationship to fitness, overall health, and wellbeing. They participate regularly in health-enhancing physical activity and understand the benefits of engaging in physical activity.

School physical education programs that have a clear mission, a well-delivered main theme curriculum (e.g., Fitness for Life, Sport Education, Outdoor Education), taught by committed and qualified staff (i.e., certified in physical education), that regularly engage in formal assessment for and of learning by students are the minimum criteria to ensure that they gain the necessary skills, understanding and dispositions that lead them to make physical activity an integral part of their lives.

THE NEED FOR EFFECTIVE SCHOOL PHYSICAL EDUCATION PROGRAMS

According to the National Association for Sport and Physical Education, a *highly effective physical education program* includes the following four components: (a) **opportunity to learn**, (b) **meaningful content**, (c) **appropriate instruction**, and (d) **student and program assessment**

http://www.shapeamerica.org/publications/resources/teachingtools/quality/qpe_keypoints.cfm

School physical education's central task is to provide structured and progressive physical activity experiences in conjunction with developing understanding of concepts and principles underlying the movement experiences. The content of physical education is defined as "physically active motor play" (Siedentop & van der Mars, 2012). It includes a wide spectrum of courses/activities. They include

- Fitness activities (e.g., strength conditioning, yoga, group exercise)
- Sport (e.g., target games, net/court games, striking fielding games, and invasion games)
- Dance (e.g., ballroom, hip-hop, line, country & western)
- Outdoor pursuits (e.g., rock climbing, kayaking, hiking, mountain biking).

In the last four decades, other content has been included that primarily seek to develop students' personal and social behavior. This content is generally identified as "team building." It is the responsibility of schools to provide opportunities for all students to become competent, literate and enthusiastic movers, in ways that make physical activity enjoyable. Students who participate in effective physical education programs receive a variety of benefits in the areas of movement skills, physical conditioning, and knowledge so they can develop strategies and tactics to lead a physically active lifestyle.

In effective physical education programs students engage in health-and skill-enhancing physical activity and learn:

1. a variety of motor skills and abilities related to lifetime leisure activities,
2. the importance of maintaining a healthy lifestyle,
3. how movement impacts the human body,
4. the rules, tactics, strategies, and etiquette of games and sports, and
5. self-management strategies to lead a physically active lifestyle

Most students are at school for over 6 hours per day for about 36 weeks a year for 12 years, totaling over 14,000 hours. It is the only setting where all children can engage in physical activity at higher intensities during the day, making schools a critical environment for providing and promoting physical activity (Pate, Davis, Robinson, Stone, McKenzie, & Young, 2006). Recently, the Institute of Medicine (2012) presented the foundational evidence for a set of recommendations for schools to re-emphasize physical education and physical activity, using a whole-of-school approach (as noted above). Moreover, school physical education is one of only four approaches/interventions for which there is sufficient evidence to demonstrate its effectiveness (USDHHS, 2001), in that it is an important contributor to children accumulating Moderate to Vigorous Physical Activity (ref. .9 &10)

For over two decades now, several public health organizations, government agencies and medical organizations (e.g., U.S. Surgeon General, Health and Human Services, Centers for Disease Control and Prevention, American Heart Association, American Academy of Pediatrics) have called for schools to provide high quality, active, daily physical education for U.S. children.

PHYSICAL ACTIVITY VERSUS PHYSICAL EDUCATION

Although physical education and physical activity are often used interchangeably, the two **are not the same**. Physical education professionals need to understand the differences between the two terms, and be able to articulate the key differences, especially when interacting with school administrators and other policy makers. The differences between the two are presented in the table below

<i>Physical Education</i>	<i>Physical Activity</i>
School curricular subject that aims to develop students' knowledge, skills and attitudes to be active and healthy for a lifetime	Bodily movement that results in energy expenditure and can generate significant health benefits for children and adolescents if/when it reaches at least a moderate intensity level.
	It is the process through which fitness outcomes (i.e., product) may be accomplished
Includes standards-based instruction and a broad-based curriculum incorporating three domains of learning (psychomotor, cognitive, affective)	May include daily habitual life-style physical activities (e.g., walking dog, taking the stairs, yard work, etc.) or any recreational, fitness, exercise, sport, dance, intramural or athletic programs and other movement forms
Comprised of developmentally and age-appropriate learning experiences taught in a sequential and articulated manner	
Should be taught in school settings by certified and highly-qualified teachers	May be independent, unstructured, and unsupervised or organized and supervised, and can occur in various activity environments

Requires assessment of student outcomes (motor, knowledge, affective) through a variety of assessments (authentic, alternative, formative, and summative)	Evaluation of relevant outcomes (e.g., steps, activity time, etc.).
<p>NASPE Guidelines:</p> <p>--- Elementary school: 150 minutes p. week</p> <p>--- Secondary school: 225 minutes p. week</p>	<p>National Guidelines for children and adolescents (USDHHS, 2008):</p> <p>--- 60 minutes (1 hour) or more each day, most of which should be of moderate to vigorous intensity</p> <p>--- Muscle-strengthening and bone-strengthening physical activity on at least 3 days of the week</p>

THE IMPORTANCE OF HEALTH-ENHANCING PHYSICAL ACTIVITY

Health-enhancing physical activity is a leading health indicator because it reduces the risk of a myriad of chronic diseases including cardiovascular disease, cancer, overweight, and type-2 diabetes (Strong et al., 2005). Without engaging in physical activity children cannot become physically fit or physically skillful. The US Department of Health & Human Services (2008) published the first-ever national physical activity recommendations for all Americans. The main recommendations for youth are to engage in:

- 1 hour (60 minutes) or more of physical activity every day. Most of the 1 hour or more a day should be either moderate- or vigorous-intensity aerobic physical activity
- Vigorous-intensity activity on at least 3 days per week
- Muscle-strengthening and bone-strengthening activity at least 3 days per week

There is ample evidence to support that physical activity is essential to children’s current and future health (2). Yet, even in the face of this evidence most school-aged youth in the U.S. do not meet the national physical activity recommendations (USDHHS, 2008). In 2013, only 21% of Arizona high school-aged youth reported having participated in enough aerobic and muscle strengthening exercises to meet the national recommendations (<http://www.cdc.gov/healthyyouth/states/az.htm>).

Physical inactivity (i.e., sedentary behavior such as sitting) is now considered not just the opposite of physical activity; it has its own independent negative influence on health (e.g., Owen, Healy, Howard, & Dunstan, 2012). As such, excessive sedentary behavior is a significant public health problem (USDHHS, 2008, WHO, 2004) that likely increases the burden on the health care system in the long term (Janssen, Katzmarzyk, Boyce, King, & Pickett, 2004). Specific to school settings, extended periods of sitting by students during school (especially in secondary schools using block periods) can and should be broken up by short bouts of physical activity. This is especially pertinent in light of over three decades worth of education reform efforts in the United States.

These reform efforts have consistently included significant increases in school curriculum time being allocated to these “core” subjects at the expense of time for physical education, recess and other classroom subjects (Center on Education Policy, 2007, 2008). Despite more than three decades of education reform efforts by U.S. states and the federal government, students’ academic performance in English Language Arts (ELA) and Math has not improved appreciably relative to students from other countries (Darling-Hammond, 2010; Sahlberg, ref.).

At the same time, there is now a substantial body of evidence to support that increases in time spent in PA (through physical education and other school-based time/opportunity) a) have no negative impact on students’ academic performance, b) may make small positive contributions to academic performance, and c) higher levels of PA improve cognitive functioning (e.g. Centers for Disease Control and Prevention, 2010; Howie & Pate, 2012; Trost & van der Mars, 2009; Trudeau & Shephard, 2010). Moreover, increasing time for “core” classroom subjects (i.e., ELA, mathematics) by decreasing (or worse eliminating) time for physical education (as well art and music) does not translate into improved academic performance (e.g., Wilkins, Graham, Parker, Westfall, Fraser, & Tembo, 2003).

Physical educators in schools are the logical lead persons who can assist classroom teacher colleagues with infusing daily PA breaks during the school day. They are also best positioned to be the school leader in helping create school campus environments that are fully supportive of and provide access to and opportunity for PA during physical education lessons and other parts of the school day (i.e., before, during and after school) (see also the outline of the CSPAP framework above).

2015 Physical Education - Introduction - DRAFT ONLY JANUARY 2015

References

American Alliance for Health, Physical Education, Recreation and Dance. (2013).

Comprehensive school physical activity programs: Helping students achieve 60 minutes of physical activity each day [Position statement]. Reston, VA: Author.

10. Bassett DR, Fitzhugh EC, Heath GW, et al., Estimated energy expenditures for school-based policies and active living.

5. Centers for Disease Control and Prevention. *2009 Youth Risk Behavior Survey*. Available at: <http://apps.nccd.cdc.gov/youthonline/App/Results.aspx?LID=NV>. Accessed on May 6, 2012.

Centers for Disease Control and Prevention. (2010). *The association between school based physical activity, including physical education, and academic performance*. Atlanta, GA: U.S. Department of Health and Human Services.

6. Centers for Disease Control and Prevention. *2011 Behavioral Risk Factor Surveillance System*. Available at: <http://apps.nccd.cdc.gov/brfss/display.asp?cat=PA&yr=2011&qkey=8291&state=NV>
Accessed on May 6, 2012.

Kohl III, H.W., & Cook, H.W. (2013). *Educating the student body: Taking physical activity and physical education to school*. Washington DC: Institute of Medicine (2012).

Center on Education Policy (2007). *Choices, changes, and challenges: Curriculum and instruction in the NCLB era*. Washington, DC: Author.

Center on Education Policy (2008). *Instructional time in Elementary schools: A closer look at changes for specific subjects*. Washington, DC: Author.

Howie, E.K., & Pate, R.R. (2012). Physical activity and academic achievement in children: A

2015 Physical Education - Introduction - DRAFT ONLY JANUARY 2015

- historical perspective. *Journal of Sport and Health Sciences*, 1, 160-169.
- Janssen I, Katzmarzyk PT, Boyce WF, King MA, & Pickett W. (2004). Overweight and obesity in Canadian adolescents and their associations with dietary habits and physical activity patterns. *Journal of Adolescent Health*, 35, 360-367.
- Lounsbery, M.A.F., Holt, K.A., Monnat, S.M., Funk, B., & McKenzie, T.L. (2014). JROTC as a Substitute for PE: Really? *Research Quarterly for Exercise and Sport*, 85, 414–419.
- National Association for Sport and Physical Education [NASPE]. (2009). *Physical activity used as punishment and/or behavior management* [Position statement]. Reston, VA: Author.
- Owen, N., Healy, G. N., Howard, B., & Dunstan, D. W. (2012). Too much sitting: Health risks of sedentary behavior and opportunities to change. *Research Digest*. Washington DC: President’s Council on Fitness, Sports and Nutrition.
- Pate, R.R., Davis, M.G., Robinson, T.N., Stone, E.J., McKenzie, T.L., & Young, J.C. (2006). Promoting physical activity in children and youth: A leadership role for schools. *Circulation*, 114, 1214-1224.
- Siedentop, D., & van der Mars, H. (2012). *Introduction to physical education, fitness and sport* (8th ed.). New York: McGraw-Hill.
- Strong, W.B., Malina, R.M., Blimkie, C.J.R., Daniels, S.R., Dishman, R.K., Gutin, B. et al. (2005). Evidence based physical activity for school-age youth. *Journal of Pediatrics*, 146, 732-737.
- Trost, S., & van der Mars, H. (2009). Why we should not cut PE. *Educational leadership*, 67(4), 60-65.
- Trudeau, F., & Shephard, R. J. (2010). Relationships of physical activity to brain health and the academic performance of schoolchildren. *American Journal of Lifestyle Medicine*, 4,

2015 Physical Education - Introduction - DRAFT ONLY JANUARY 2015

138-150.

- U.S. Department of Health and Human Services (USDHHS) (2000). *Healthy People 2010: Health Objectives for the Nation* (2nd ed.). Washington, DC: Government Printing Office.
- U.S. Department of Health and Human Services (USDHHS) (2008). *2008 Physical Activity Guidelines for Americans*. Washington DC: U.S. Department of Health and Human Services; 2008. <http://www.health.gov/PAGuidelines/Guidelines/Default.aspx>. Accessed: May 6, 2012.
- Ward, D. S. (2011). *School policies on physical education and physical activity. Research synthesis*. San Diego, CA: Active Living Research. Available from www.activelivingresearch.org/files/Synthesis_Ward_SchoolPolicies_Oct2011_1.pdf
- Wilkins, J. L., Graham, G., Parker, S., Westfall, S., Fraser, R. G., & Tembo, M. (2003). Time in the arts and physical education and school achievement. *Journal of Curriculum Studies*, 35, 721–734.
- World Health Organization (WHO). (2004). *Global strategy on diet, physical activity and health*. Geneva, Switzerland: Author.

Arizona Foreign and Native Language Standards

Introduction

Today's students prepare for a tomorrow in which they will need to function in varied contexts. The constant shrinking of the globe will expand their experience beyond that of previous generations to include contacts with other languages and cultures, both in their private lives and in their work. Languages are increasingly demanded in a wide range of professions. To succeed, students will need new tools, many of which are available primarily, if not solely, through the study of other languages. They include:

- the ability to communicate well for varied purposes. In other languages, as well as in English, effective communication requires an understanding of both the target language and culture under study and one's own culture and language, which implies the ability to interact confidently within many arenas, including the workplace and communities where the language is spoken.
- a solid foundation in basic subject matter and skills. All core subjects must contribute to this end, in an integrated fashion, to aid students in realizing the connections among the parts of their education. Basic subject matter includes the development of verbal reasoning, and listening skills and knowledge of the great achievements of human cultures, e.g., artistic, literary, scientific. The study of another language has been shown to enhance student performance in other academic fields. Learnings from other fields can also be reinforced in the foreign language classroom.
- an understanding and appreciation of the diversity of languages and cultures, including one's own. These tools aid students to function as responsible, informed, and confident citizens and enhance their personal development. They allow the finding of one's own place in the wider world.

Background

The State Board of Education last adopted Foreign Language Standards in 1997; in 2001, the title of the standards was updated to Foreign and Native Language Standards. In 2014, the State Board of Education authorized the Arizona Department of Education to convene committees comprised of subject matter experts and language teachers to revise these standards.

Rationale

Arizona's 1997 Foreign and Native Language Standards were written in grade bands with the expectation that students studied a single language starting in Kindergarten and continued this study through high school. Revision of this standard acknowledges that students may enter into study of a new language at any point in the K-12 continuum, and standards need to reflect student performance expectations based on when they enter study of a language. This approach to language learning focuses on performance and aims to build learners' capacity to use the language(s) of study at a high level of proficiency in functional and meaningful ways in both college and life. These standards state what students need to know about languages and cultures, including their own; what students need to be able to do; and how this knowledge and these abilities relate to the subject matter of other core areas.

Although Arizona does not require foreign language study for graduation, all three state universities in Arizona require at least two consecutive years of foreign language coursework at the high school level in order for an entering freshman to be considered college ready.

Methodology

A committee to revise the Foreign and Native Language Standards was formed consisting of a representative sample of educators from around the state. It represented large and small schools, rural and urban districts, and ethnic diversity. Subject matter experts and language educators advised the committees. The goal was to revise the current academic standards in order to suit a variety of languages and language model programs.

The standards committee utilized information from the American Council on the Teaching of Foreign Languages (ACTFL), the Council on Foreign Relations, the Arizona Language Association, the Arizona College and Career Ready Standards, the World Readiness Standards for Language Learning, other states' language standards, and other research to promote quality instruction based on current, pedagogical, and research-based practices.

The revision process included a restructuring of the Arizona content standards to better facilitate the alignment of language competencies by performance or proficiency level while maintaining the content integrity of the existing standards. Over a period of months, the revision committees and smaller sub-committees refined the documents. External reviews by the public, higher education, and language experts provided additional guidance and perspective to the committees. Reasonableness, usefulness, and appropriateness were the guidelines for the revision process.

Organization of the Foreign Language Standards

The standards are organized under two broad categories: *Communication* and *Intercultural Competencies*. These are not intended to be taught as separate entities and should be interwoven during instruction.

Standards: There are nine standards which define specified skills that are then broken down into one or more language expectations.

Communication

Interpretive Reading (IR)
Interpretive Listening (IL)
Interpretive Communication (IC)
Presentational Reading (PR)
Presentational Writing (PW)

Intercultural Competencies

Cultures (CUL)
Connections (CON)
Comparisons (COMP)
Communities (COM)

Performance Levels—each standard is broken down into three performance levels: **Novice (N)**, **Intermediate (I)**, and **Advanced (A)**. Within the communication standards, each performance level is further broken into three sub levels (Low, Mid, and High).

These standards for language study are highly challenging for all students. They assume an extended sequence of learning throughout the students' school career, thus reflecting the likely nature of schools in the future. These standards can be used to create a variety of classes, courses and programs for a variety of grade levels. In these standards we refer to "the target language," which may stand for world language, foreign language, second language, language other than English, American Sign Language, or heritage language.

Coding of the Foreign Language Standards

Coding of these standards will follow the format: Content Area. Performance Level. Standard. Expectation

Examples:

- **FL.NH.IL.a:** Foreign Language, Novice-High, Interpretive Listening standard, expectation a.
- **FL.AM.IC.d:** Foreign Language, Advanced-Mid, Interpersonal Communication standard, expectation d.
- **FL.N.CUL.a:** Foreign Language, Novice, Cultures standard, expectation a.
- **FL.I.COM.b:** Foreign Language, Intermediate, Communities standard, expectation b.

Communication

Standard 1: Interpretive Listening (IL):

Understand, interpret and analyze what is heard or viewed on a variety of topics. The student can:

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
a. Recognize a few memorized words and phrases when hearing them spoken or viewing them.	a. Recognize some familiar words and phrases when hearing them spoken or viewing them.	a. Understand words, phrases, and simple sentences related to everyday life.	a. Understand the main idea in short, simple messages and presentations on familiar topics.	a. Understand the main idea in messages and presentations on a variety of topics related to everyday life, personal interests, and studies.	a. Easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.	a. Understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.	a. Understand the main idea and most supporting details on a variety of topics of personal and general interest as well as some topics of professional interest.	a. Easily follow narrative, informational and descriptive speech.
		b. Recognize pieces of information and sometimes understand the main topic of what is being communicated.	b. Understand the main idea of simple conversations and communications.	b. Understand the main idea of conversations and communications.	b. Usually understand a few details of conversations, even when something unexpected is expressed. Sometimes follow what is being communicated about events and experiences in various time frames.	b. Follow stories and descriptions of some length and in various time frames.	b. Follow stories and descriptions of some length with supporting details and in various time frames.	b. Understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts.

Standard 1: Interpretive Listening (IL):

Understand, interpret and analyze what is heard or viewed on a variety of topics. The student can:

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
						c. Understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.	c. Understand information presented in most genres even when not familiar with the topic.	c. Sometimes follow extended arguments and different points of view.

Standard 2: Interpretive Reading (IR):

Understand, interpret and analyze what is read or viewed on a variety of topics. The student can:

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
a. Recognize a few letters or characters, and a few memorized words and phrases.	a. Recognize letters or some characters. Understand some learned or memorized characters, words and phrases.	a. Understand familiar words, phrases, and sentences within short, simple texts related to everyday life.	a. Understand the main idea of short and simple texts when the topic is familiar.	a. Understand the main idea of texts related to everyday life, personal interests, and studies.	a. Easily understand the main idea of texts related to everyday life, personal interests, and studies.	a. Understand the main idea and some supporting details on a variety of topics of personal and general interests.	a. Understand the main idea and some supporting details on a variety of topics of personal and general interests, as well as some professional topics.	a. Understand what was read on most topics that deal with special interests, unfamiliar situations, and abstract concepts.
					b. Sometimes follow stories and descriptions about events and experiences in various time frames.	b. Follow stories and descriptions of some length and throughout various time frames and genres.	b. Follow stories and descriptions of considerable length and throughout various time frames and genres, even with an	b. Easily follow narrative, informational and descriptive texts of any length and throughout various time frames and genres.

							unfamiliar topic.	
--	--	--	--	--	--	--	-------------------	--

Standard 3: Interpersonal Communication (IC):
Interact and negotiate meaning in spoken, written or signed conversations to share information, reactions, feelings and opinions. The student can:

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
a. Communicate on some very familiar topics using single words and phrases that have been practiced and memorized.	a. Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.	a. Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.	a. Participate in conversations on familiar topics using simple sentences.	a. Participate in conversations on familiar topics using a series of sentences and a few connecting words.	a. Participate with ease and confidence in conversations on familiar topics using connected sentences.	a. Engage in conversations about familiar topics that go beyond everyday life using simple paragraph-length discourse.	a. Engage fully in conversations and discussions not only on familiar topics but also on some concrete social, academic, and professional topics using connected paragraph-length discourse.	a. Engage freely and spontaneously in conversations and discussions expressing self freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues using connected paragraph-length discourse.
		b. Usually handle short social interactions in everyday situations by asking and answering simple questions.	b. Handle short social interactions in everyday situations by asking and answering simple questions.	b. Handle short social interactions in everyday situations by asking and answering a variety of questions.	b. Handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	b. Handle familiar situations with an unexpected complication.	b. Confidently handle routine situations with an unexpected complication.	b. Confidently handle routine situations with an unexpected complication.
				c. Usually communicate about events and experiences of daily activities and personal life.	c. Usually communicate about events and experiences with some detail in various time frames.	c. Communicate in an organized way and with some descriptive detail about familiar events and experiences in various time frames.	c. Communicate in an organized way and with descriptive detail about familiar and some unfamiliar events and experiences in various time frames.	c. Communicate in an organized way and with descriptive detail about familiar and unfamiliar events and experiences in various time frames.

Standard 3: Interpersonal Communication (IC):

Interact and negotiate meaning in spoken, written or signed conversations to share information, reactions, feelings and opinions. The student can:

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
							d. Express point of view in conversations and discussions on some complex issues.	d. Usually express and support opinion and develop hypotheses on topics of particular interest or personal expertise.

Standard 4: Presentational Speaking (PS):

Present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers. The student can:

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
a. Present information about self and some other very familiar topics using single words or memorized phrases.	a. Present information about self and some other very familiar topics using a variety of words, phrases, and memorized expressions.	a. Present basic information on familiar topics using practiced language, using phrases and simple sentences.	a. Present information on most familiar topics using a series of simple sentences.	a. Make presentations on a wide variety of familiar topics using connected sentences.	a. Make presentations in a generally organized way on events, experiences, and academic topics with some control of various time frames.	a. Deliver organized presentations appropriate to an audience on a variety of topics, events and experiences in various time frames.	a. Deliver well-organized and detailed presentations on events, experiences, concrete social, academic, and professional topics in various timeframes.	a. Deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics, issues, interests and some special fields of expertise in various time frames.

Communication

Standard 5: Presentational Writing (PW):

Present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers. The student can:

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
a. Copy some familiar words, characters or phrases.	a. Write lists and memorized phrases on familiar topics.	a. Write short messages and notes using phrases and simple sentences on familiar topics related to everyday life.	a. Write short messages about most familiar topics and present information using a series of simple sentences.	a. Write about a wide variety of familiar topics using connected sentences.	a. Write simple paragraphs in a generally organized way on events, experiences, and academic topics with some control of various time frames.	a. Write organized paragraphs appropriate to an audience on a variety of topics, events, and experiences in various time frames.	a. Write well-organized, detailed and connected paragraphs on events, experiences, concrete social, academic, and professional topics in various time frames.	a. Write extensively with significant clarity and precision on a variety of topics, issues, interests and some special fields of expertise in various time frames.

Intercultural Competencies

Standard 6: Cultures (CUL):

Use the target language to investigate, explain and reflect on the relationship between the practices, products, and perspectives of cultures studied. The student can:

NOVICE	INTERMEDIATE	ADVANCED
a. Identify basic practices, products, and perspectives of cultures where the target language is spoken (i.e. greetings, holiday celebrations, body language, gestures, and traditions).	a. Investigate similarities and differences in practices, products, and perspectives used across cultures (e.g., holidays, family life, historical and contemporary figures) to understand one's own and others' ways of thinking.	a. Analyze and evaluate practices, products, and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, history, and traditions of cultures as compared with their own.
b. Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances and recognize products of culture (e.g. food, shelter, clothing, transportation, toys).	b. Use appropriate language and behaviors while participating in familiar culturally authentic activities and situations (e.g. presentations, virtual activities, community celebrations, theatrical productions, concerts, interviews).	b. Interact at a culturally competent level in familiar and some unfamiliar cultural situations (e.g. community events, travel, service activities, interactions).

Standard 7: Connections (CON):

Build, reinforce and expand knowledge of other content areas and evaluate information and diverse perspectives while using the language to develop critical thinking and solve problems creatively. The student can:

Novice	Intermediate	Advanced
a. Identify and use familiar vocabulary and phrases in the target language, supported by resources (e.g., maps, graphs, visuals, audio) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g., geography, history, arts, math, science).	a. Access and interpret information in the target language on familiar topics and use it to reinforce and further knowledge in other content areas.	a. Analyze and synthesize information gathered in the target language to think critically and solve problems in other content areas and real world situations in the culture(s) studied and his/her own.

Standard 8: Comparisons (COMP):

Use the language to investigate, explain and reflect on the nature of language and the concept of culture through comparisons of the language and cultures studied to his/her own. The student can:

Novice	Intermediate	Advanced
a. Recognize and compare words, true and false cognates, sound patterns, and basic grammatical structures of the target language with those of his/her language.	a. Recognize and compare features of target language with his/her own (e.g., language patterns, expressions, sentence structures).	a. Analyze and compare features of different registers of language, cultural perspectives as reflected in a variety of genres (e.g. literature, blogs, podcasts, newspaper articles), and regional sound patterns (e.g., pronunciation, intonation, stress).
b. Identify and compare products and practices (e.g. celebrations, dances, oral stories, food) typical of the target culture and his/her own.	b. Compare and contrast familiar topics (e.g. geography, history, and the arts) and discuss the impact on both cultures.	b. Research cultural traditions and authentic works in order to analyze the viewpoints and impact on cultures (e.g. recognize stereotypes).

Standard 9: Communities (COM):

Use the language to participate in the community and in the globalized world, and to reflect on progress in language use for enjoyment, enrichment and advancement. The student can:

Novice	Intermediate	Advanced
a. Communicate using key words and phrases in the target language within and beyond the school setting.	a. Use expanded vocabulary and structures in the target language to access and interact with different media and community resources within and beyond the school setting.	a. Use language skills and cultural understanding to interact in the target language on a variety of topics within and beyond the school setting.
b. Participate in simple activities and cultural events within and beyond the school setting.	b. Use the target language to participate in activities for personal enjoyment and community involvement within and beyond the school setting.	b. Use target language to communicate with organizations or individuals to access information on personal and professional growth opportunities within and beyond the school setting.

Public Survey for Foreign and Native Languages Standards Revision - January 2015

Background Information

Thank you for taking time to review the DRAFT of the Foreign and Native Language standards and provide the Arizona Department of Education with your feedback.

The development of this draft began in May 2014 under the guidance of the Arizona Department of Education. A statewide committee of world language educators reviewed Arizona's current Foreign and Native Language Standards, other states' standards in this content area, and research and guidance documents on student learning of languages. These documents were used to guide the development of this DRAFT.

This survey is designed to obtain the opinions and comments of educators, students, businesses, policy makers, and the public regarding the revision of the Foreign and Native Languages Standards.

This survey asks for feedback in 4 major areas: respondent demographics; organization of the standards, content and rigor; feedback on specific standards and recommendations to the State Board; and resources needed to implement these standards.

At the close of this public review period, your responses will be reviewed by a state-wide committee of language instructors. This committee will edit this draft based on comments and submit the final document to the State Board of Education for adoption.

Demographic Information

1. In which region of Arizona do you live?

- Northeast (Coconino, Apache, Navajo Counties)
- Central (Maricopa County)
- Southern (Cochise, Pima, Santa Cruz Counties)
- East Central (Gila, Graham, Greenlee, Pinal Counties)
- West Central (Yuma, La Paz, Yavapai, Mohave Counties)

2. Which stakeholder group(s) do you represent? (Select all that apply.)

- Classroom teacher or instructional coach
- Administrator or district curriculum specialist
- Higher education
- Non-formal education
- Student
- Parent
- Community member
- Business or industry
- Philanthropic or non-profit organization
- Legislative or governmental agency
- Other, please specify

3. If you are affiliated with a school, what grade level(s) do you represent? (Select all that apply.)

- K-2
- 3-5
- 6-8
- 9-12
- Higher education
- N/A

4. If you are affiliated with a school, what type of school do you represent?

- District/public
- Charter
- Private/parochial
- Home
- N/A

Organization, Content, and Rigor of the DRAFT Foreign and Native Language Standards

The following questions ask about the organization, content, and Rigor of this DRAFT.

5. The Foreign and Native Language Standards are well-organized and easy to read.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. Please comment about the organization of the Foreign and Native Language Standards.

7. The Foreign and Native Language Standards are written with clear student expectations that would be interpreted and implemented consistently across the state.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. Please comment about the clarity of the student expectations in the Foreign and Native Language Standards.

9. The Foreign and Native Language Standards contain sufficient **breadth of content**.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10. Please comment about the **breadth of content** of the Foreign and Native Language Standards.

11. The Foreign and Native Language Standards have sufficient **depth of content and rigor**.

- Strongly Agree

- Agree
- Disagree
- Strongly Disagree

12. Please comment about the **depth of content and rigor** of the Foreign and Native Language Standards.



13. This DRAFT of the Foreign and Native Language Standards is an improvement compared to Arizona's current standard (1997).

You can review Arizona's current [Foreign and Native Language Standards](#) here.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

14. Please comment about this DRAFT of the Foreign and Native Language Standards compared to Arizona's current (1997) Standards.



Feedback on Specific Standards

Please enter feedback on each standard.

Provide positive feedback indicating strengths of each standard or language you would like to remain in the final standard.

Provide constructive feedback indicating specific edits or any changes you would like the committee to consider when making revisions.

The following questions ask for specific feedback about the Foreign and Native Language Standards.

15. What should these standards be named?

- Arizona's Foreign and Native Language Standards
- Arizona's World Language Standards

16. Please comment on the Introduction section.

An empty rectangular text input field with a light gray border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and a square.

17. Please comment on Standard 1: Interpretive Listening (IL).

An empty rectangular text input field with a light gray border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and a square.

18. Please comment on Standard 2: Interpretive Reading(IR).

An empty rectangular text input field with a light gray border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and a square.

19. Please comment on Standard 3: Interpersonal Communication (IC).

An empty rectangular text input field with a light gray border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and a square.

20. Please comment on Standard 4: Presentational Speaking (PS).

An empty rectangular text input field with a light gray border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and a square.

21. Please comment on Standard 5: Presentational Writing (PW).

An empty rectangular text input field with a light gray border. On the right side, there are three vertically stacked buttons: a small upward-pointing triangle, a square, and a small downward-pointing triangle. At the bottom, there are four buttons: a left-pointing triangle, a square, a right-pointing triangle, and a square.

22. Please comment on Standard 6: Cultures (CUL).

23. Please comment on Standard 7: Connections (CON).

24. Please comment on Standard 8: Comparisons (COMP).

25. Please comment on Standard 9: Communities (COM).

26. I support the State Board of Education adopting this DRAFT as Arizona's Foreign and Native Language Standards.

- Strongly Agree (draft needs very few revisions)
- Agree (draft needs moderate revisions)
- Disagree (draft needs extensive revisions)
- Strongly Disagree (draft does not represent student language learning needs)

27. Please comment about whether Arizona's State Board of Education should adopt this DRAFT as Arizona's Foreign and Native Language Standards.

An empty rectangular text box with a thin black border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

Implementation Needs

This section collects information about what resources you will need in order to implement the Foreign and Native Language Standards.

28. Which materials or resources will you need in order to implement the Foreign and Native Language Standards? Check all that apply.

- Professional Development to better understand the new standards
- Examples demonstrating these standards in practice
- Examples of aligned student work
- Sample lesson plans or unit plans
- Sample curriculum maps
- Other, please specify

A horizontal rectangular text box with a thin black border, intended for the user to specify other resources if they checked the "Other, please specify" option.

29. Please comment about your implementation needs and resources.

An empty rectangular text box with a thin black border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

Public Survey for Physical Education Standards Revision - January 2015

Background Information

Thank you for taking time to review the DRAFT of the Physical Education standards and provide the Arizona Department of Education with your feedback.

The development of this draft began in May 2014 under the guidance of the Arizona Department of Education. A statewide committee of physical education educators reviewed Arizona's current Physical Education Standards, other states' standards in this content area, and research and guidance documents. These documents were used to guide the development of this DRAFT.

This survey is designed to obtain the opinions and comments of educators, students, businesses, policy makers, and the public regarding the revision of the Physical Education Standards.

This survey asks for feedback in 4 major areas: respondent demographics; organization of the standards, content and rigor; feedback on specific standards and recommendations to the State Board; and resources needed to implement these standards.

At the close of this public review period, your responses will be reviewed by a state-wide committee of physical education instructors. This committee will edit this draft based on comments and submit the final document to the State Board of Education for adoption.

Demographic Information

1. In which region of Arizona do you live?

- Northeast (Coconino, Apache, Navajo Counties)
- Central (Maricopa County)
- Southern (Cochise, Pima, Santa Cruz Counties)
- East Central (Gila, Graham, Greenlee, Pinal Counties)
- West Central (Yuma, La Paz, Yavapai, Mohave Counties)

2. Which stakeholder group(s) do you represent? (Select all that apply.)

- Classroom teacher or instructional coach
- Administrator or district curriculum specialist
- Higher education
- Non-formal education
- Student
- Parent
- Community member
- Business or industry
- Philanthropic or non-profit organization
- Legislative or governmental agency
- Other, please specify

3. If you are affiliated with a school, what grade level(s) do you represent? (Select all that apply.)

- K-2
- 3-5
- 6-8
- 9-12
- Higher education
- N/A

4. If you are affiliated with a school, what type of school do you represent?

- District/public
- Charter
- Private/parochial
- Home
- N/A

Organization, Content, and Rigor of the DRAFT Physical Education Standards

The following questions ask about the organization, content, and Rigor of this DRAFT.

5. The Physical Education Standards are well-organized and easy to read.

- Strongly Agree
- Agree

- Disagree
- Strongly Disagree

6. Please comment about the organization of the Physical Education Standards.

7. The Physical Education Standards are written with clear student expectations that would be interpreted and implemented consistently across the state.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. Please comment about the clarity of the student expectations in the Physical Education Standards.

9. The Physical Education Standards contain sufficient **breadth of content**.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10. Please comment about the **breadth of content** of the Physical Education Standards.

11. The Physical Education Standards have sufficient **depth of content and rigor**.

- Strongly Agree
- Agree
- Disagree

Strongly Disagree

12. Please comment about the **depth of content and rigor** of the Physical Education Standards.

13. This DRAFT of the Physical Education Standards is an improvement compared to Arizona's current standard (2009).

You can review Arizona's current [Physical Education Standards](#) here.

Strongly Agree

Agree

Disagree

Strongly Disagree

14. Please comment about this DRAFT of the Physical Education Standards compared to Arizona's current (2009) Standards.

Feedback on Specific Standards

Please enter feedback on each standard.

Provide positive feedback indicating strengths of each standard or language you would like to remain in the final standard.

Provide constructive feedback indicating specific edits or any changes you would like the committee to consider when making revisions.

The following questions ask for specific feedback about the Physical Education Standards.

15. Please comment on the Introduction section.

An empty rectangular text box with a light gray background. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

16. Please comment on Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

An empty rectangular text box with a light gray background. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

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

An empty rectangular text box with a light gray background. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

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

An empty rectangular text box with a light gray background. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

19. Please comment on Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

An empty rectangular text box with a light gray background. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

20. Please comment on Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

An empty rectangular text box with a thin black border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

21. I support the State Board of Education adopting this DRAFT as Arizona's Physical Education Standards.

- Strongly Agree (draft needs very few revisions)
- Agree (draft needs moderate revisions)
- Disagree (draft needs extensive revisions)
- Strongly Disagree (draft does not represent student language learning needs)

22. Please comment about whether Arizona's State Board of Education should adopt this DRAFT as Arizona's Physical Education Standards.

An empty rectangular text box with a thin black border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track icons.

Implementation Needs

This section collects information about what resources you will need in order to implement the Physical Education Standards.

23. Which materials or resources will you need in order to implement the Physical Education Standards? Check all that apply.

- Professional Development to better understand the new standards
- Examples demonstrating these standards in practice
- Examples of aligned student work
- Sample lesson plans or unit plans
- Sample curriculum maps
- Other, please specify

24. Please comment about your implementation needs and resources.





Consideration to Open Public Review

Foreign and Native Language Standards and
Physical Education Standards

Arts Standards Update

Rationale for Revision of Foreign and Native Language Standards

- The Foreign and Native Language Standards were last adopted by the State Board April 28, 1997.
- Requests from the field to update the Foreign and Native Language Standards to reflect the ways in which Foreign and Native Language is taught in Arizona schools (moving from grade-level standards to performance level standards).

Foreign and Native Language Standards

1. **Number of educators involved to date in the process:**

- 50 educators including a core group and new members; additional members will be added in the near future for upcoming meetings and more will be included during the public review period.

2. **Number of committee meetings conducted to date:**

- 3 webinars and 4 face to face meetings as of 1/07/15
- Webinars occurred in July 2014, August 2014, and December 2014
- In-person meetings occurred in August, September, and October of 2014 and January of 2015

3. **Current progress:**

- A public draft has been created through the committee process and is prepared for consideration to open the public review process.

4. **Release Draft for Public Review Process**

5. **Presentation of Final Draft to the State Board:**

- Following a public review process and subsequent revisions based on that process, we project a final draft will be ready for presentation to the State Board at the April 27 , 2015 State Board of Education meeting.



Rationale for Revision of Physical Education Standards

- Requests from the field to address physical literacy in the state standards
- Lack of available supporting resources for current standards
- Addressing discipline-specific literacy in non-core content areas

Physical Education Standards

1. **Number of educators involved to date in the process:**

- 39 educators have been involved thus far with an additional group of 25 educators who have committed to a second round of revision.

2. **Number of committee meetings conducted to date:**

- 3 webinars and 2 face-to-face meetings as of 11/15/14
- 3 webinars have occurred in July 2014, August 2014 and September 2014
- 2 in-person meetings occurred in October 2014

3. **Current progress:**

- A public draft has been created through the committee process and is prepared for consideration to open the public review process.

4. **Release Draft for Public Review Process**

5. **Presentation of Final Draft to the State Board:**

- Following a public review process and subsequent revisions based on that process, we project a final draft will be ready for presentation to the State Board at the April 27, 2015 State Board of Education meeting.

Public Review: Foreign and Native Languages and Physical Education

1. Public review process will begin Tuesday, January 27th and will end March 2nd.
2. Communication regarding the process will be distributed through listservs, websites, and other outlets.
3. Public Review webpage will be created including:
 - Drafts
 - Dates for public webinars
 - Survey information
 - Other contact information
4. Public will submit comments and feedback

Next Steps

1. ADE will consolidate feedback
2. Committee will review all feedback and make revisions
3. Based on the extent of revisions, a second public review process may be requested
4. Final version will be presented to State Board for adoption

Arts Standards Update

1. Number of educators involved to date in the process:

- 43 educators comprised a core group. 361 educators provided comments, questions, or feedback prior to the creation of drafts in one or more of the five standard areas. 307 educators have been involved in reviewing drafts in one of the five standard areas in order to provide feedback.

2. Number of committee meetings conducted to date:

- 4 webinars and 3 meetings (held over 5 days) as of December, 2014.
- Webinars occurred in July and August, 2014.
- In-person meetings occurred in August, September, and December, 2014.

3. Current progress:

- The core Arts Standards Revision committee is creating drafts for public review to be presented to the Board in February.

4. Initial Presentation of Draft to State Board for Public Review:

- We project a public draft will be presented to the State Board for approval at the February 23rd State Board of Education meeting.

5. Presentation of Final Draft to the State Board:

- Following a public review process and subsequent revisions based on that process, we project a final draft will be ready for presentation to the State Board at the May 18, 2015 State Board of Education meeting.