

Promoting Physical Activity in School Settings



Colorado Coalition for Healthy Schools
December 6, 2013



Today's Topics

1. AIM: What is it and how does it work?
 2. PE Academy: What is it and how does it work?
 3. Future Directions
1. Q&A







The AIM Process (Roadmap)

Assess healthy eating and physical activity in our school...

Meeting 1

"Learning the Process"

Meeting 2

"Analyzing the Needs"

Identify changes based on best practices...

Meeting 3

"Finding Solutions"

Meeting 4

"Choosing Healthy Eating Changes"

Meeting 5

"Choosing Physical Activity Changes"

Make it happen....

Meeting 6

"Planning for Action"

Meeting 7

"Developing Strategies"

Meeting 8

"Updating Plans"

Meeting 9

"Checking our Progress"

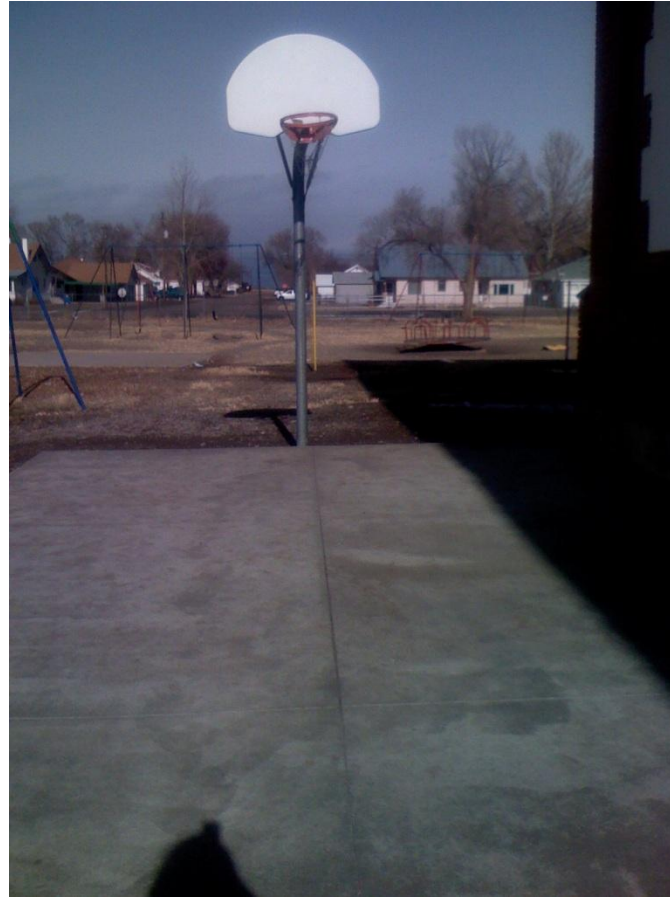
Meeting 10

"Moving Forward"





Helping 4th graders be active at recess





Playground Campaigns





Playground designed to maximize physical activity





Swimming Program





Playground Storage/ Classroom Chair





Increasing PE time through hiring new staff



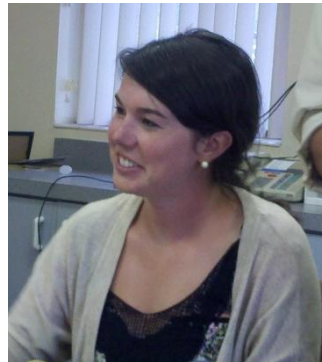
Principal said, “We have been doing it all wrong. Removing physical activity to add minutes to academics was self defeating”.





How AIM works...

Train AIM Facilitators



Assemble School Taskforce



ASSESS



Conduct Needs & Assets Assessment

www.ucdenver.edu/rmprc



SCHOOL ENVIRONMENT & POLICY SURVEY:
Sample School **RESULTS AT A GLANCE**
 (HEALTHY EATING)



Elementary School Environment and Policy Survey

Sample Cover Letter:

- [Generic cover letter 2011](#)
- [Generic cover letter-principal](#)

Sample Surveys:

- [Module 1: Principal](#)
- [Module 2: Foodservice Staff](#)
- [Module 3: Physical Education Teacher](#)

Breakfast Best Practices		A La Carte Best Practice	
USDA program	Green	Not to Serve a la carte items	Black
Served after school starts	Red		
Served in classroom	Red	Outside Cafeteria Best Practices	
Time to eat >10 minutes	Black	No Vending Machine	Green
Healthy Beverages Served	Green	No School Store	Green
Fruits/Vegetables Served	Yellow	Policy: Healthy Food at Parties	Red
High sugar items Not Served	Yellow	Policy: Healthy Food at Events	Yellow
		Not to Serve a la carte items	Yellow
Lunch Best Practices		Policy: Healthy Fundraising	Black
Offer System vs. Serve	Red		
Fruit/Veg Front of Lunch Line	Red	Policies/Practices	
Offer Salad bar Every day	Green	No Food as Reward	Red
2+ Fruits/Vegetables Served	Green	No Unhealthy Advertising	Red
2+ Whole grains Served	Red	Recess Before Lunch	Green
Time to eat >20 minutes	Green	Promotion of Healthy Eating	Yellow
Monitor Encouragement	Green	Government Programs	Yellow

- Green: Best practices in place
- Yellow: Best practices partially in place
- Red: Best practices not in place
- Black: Not applicable

AIM Meeting 2

© 2013 Rocky Mountain Prevention Research Center



About
Research Projects
Resources
 Libraries
 Lists
 Publications
 Presentations
 Tools and Data
 Links

Training & Education
Partners
Contact Us

Contact Us

IDENTIFY





Identify Specific Outcomes



Daily Recommendations for Children's Diet and Physical Activity

Remember! Most students eat 2 out of their 3 main meals and spend about 35 hours a week in school!

Daily Recommendations for...	AT SCHOOL, students should have...	Examples at School
GRAINS 6 Oz Per Day (1/2 of Which are Whole Grain)	4 Oz of Grains (1/2 of which are Whole Grain)	1 slice of Whole Wheat Bread=1 oz 1 8" Flour Tortilla=2 oz 1/2 Cup Oatmeal=1 oz
VEGETABLES 2.5 Cups Per Day	1.75 Cups of Vegetables Per Day	1 Cup of baby carrots= 1 cup Corn served in a 6" bowl= 1/2 cup Black Beans served in a 6" bowl= 1/2 cup
FRUITS 1.5 Cups Per Day	1 Cup of Fruit Per Day	1 Large banana= 1 cup 1 8 oz. Glass of Orange Juice=1 cup About 50 grapes= 1.5 cups
DAIRY 3 Cups Per Day	2 Cups of Milk Per Day	1 8 oz Milk Carton=1 cup 1 8 oz. Cup of Yogurt=1 cup 1/3 Cup of Cheddar Cheese=1 cup
PROTEIN 5 Oz Per Day	3.5 Oz of Protein Per Day	1 Small Chicken Breast Half=3 oz. 6 Thin Slices of Ham=2 oz. 25 Almonds=1 oz.
60 MINUTES OF PHYSICAL ACTIVITY (of which students should be engaged in vigorous physical activity at least 1/2 the total time)	<ul style="list-style-type: none"> At least 30 minutes of PE per day At least 30 minutes of recess per day Daily classroom activity breaks After school activity opportunities 	<ul style="list-style-type: none"> Using evidence-based PE curriculum such as SPARK or CATCH. Recess with plenty of equipment and activity choices. Classroom activity breaks using Take 10 Competitive and Non-Competitive After School Opportunities (peewee sports, yoga, dancing)





Identify Best Practices to Implement



Best Practices for Promoting Healthy Eating and Physical Activity in Elementary Schools

INCREASING HEALTHY EATING

Items to Offer in Meal Line

1. Serve fresh fruits, whole grains, and a greater variety of vegetables for breakfast as opposed to sugary items.
2. Provide more fruit and vegetable choices at lunch.
3. Increase availability of healthy items in a la carte; remove unhealthy items.
4. Offer safe, free and well-maintained drinking water fountains or dispensers during school meals as well as throughout the school day.
5. Establish a school garden and serve fruits and vegetables from the garden at school lunch.
6. Offer a fruit and vegetable as a mid-morning school snack, at a low cost to parents.

Items NOT to Offer in Meal Line

1. No French fries.
2. No dessert items.
3. No a la carte items.

Cafeteria Practices

1. Place fruits and vegetables at the front of the lunch line.
2. Use offer system rather than serve.
3. Have food service staff provide verbal encouragement to students to choose and consume fruits and vegetables.
4. Have students promote lower fat items sold in a la carte.
5. Conduct taste tests in lunchroom.
6. Use a nutrient-based meal plan system rather than food-based plans.
7. Lower the price of fresh fruit and vegetables (e.g., baby carrots) in a la carte.
8. Use self-service bars, such as a salad bar, for fruits and vegetables.
9. Use prepackaged containers (e.g., baby carrots with low fat dressing) and commercial products as opposed to placing food items in plastic cups and using plastic wrap.

Meal Scheduling

1. Schedule at least 10 minutes for eating breakfast.



INCREASING HEALTHY EATING – CONTINUED

Meal Scheduling cont.

2. Schedule breakfast to occur in the classroom, AFTER school starts.
3. Schedule recess to occur before lunch.
4. Schedule at least 20 minutes for eating lunch after being seated.

Food Policies (e.g. foods allowed in cafeteria from home have to meet minimal nutritional requirements)

1. School has policy that prohibits students from bringing in foods of minimal nutritional value for lunch (e.g. soda pop, Cheetos).

Nutrition Programs

1. Participate in farm to school programs
2. Participate in government fruit and vegetable programs
3. Increase the amount of fresh fruits and vegetables made available to schools through commodities program.

Vending Machines

1. Remove vending machine.
2. Increase availability of healthy items in vending machines; remove unhealthy items.
3. Lower the price of low-fat snacks to increase sales. Lower it just enough (like 25%) to get people to choose the healthier snack without encouraging excessive consumption.
4. Promote low fat snacks using promotional signs.
5. Involve children in the promotion of lower fat items.

School Store

1. Remove school store and/or snack bar.
2. Removing sweetened beverages in school stores.
3. Increase availability of healthy items in school store and remove unhealthy items.

Food Policies and Practices Outside the Cafeteria

1. Use student rewards that promote health by giving out a non-food item or activities (e.g., pedometers, extra 5 minutes for recess).
2. Establish a "Healthy Food Zone" policy in which only foods and beverages meeting minimal nutritional requirements are allowed on campus. This means that soda pop and high fat snacks such as Cheetos would not be allowed in the school.
3. Use fundraising activities that use only healthy foods, involve physical activity or sell non-food items



MAKE IT HAPPEN





SCHOOL NAME HERE
Identifying Action Steps & Resources

<p>Healthy Eating or Physical Activity Change Here:</p>	<p>Remember to include the following:</p> <ol style="list-style-type: none"> 1. Approval for the change. 2. Buy in from key stakeholders. 3. Person responsible completing each step. 4. Communicating the change to school community.
--	--

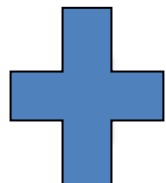
STEPS	Who is responsible for completing this step?	What internal resources do they need (knowledge, skills, confidence etc.)?	What external resources do they need (money, support, etc.)?	When does this need to be accomplished?	STATUS
1.					
2.					
3.					





To date, AIM has led to the implementation of over 100 evidence-based changes in rural Colorado.

Community-
University
Partnerships



"AIM":

Assess, **I**nvestigate,
Make it Happen



Best Practices
are
Implemented
and Sustained
in Schools





To learn more about
AIM, visit:
www.ucdenver.edu/rmprc and click on the
“AIM” icon

School-Based Health **In the News**

The Rocky Mountain Prevention Research Center conducts research in partnership with schools and communities focusing on the promotion of social and physical environments that support active, healthy lifestyles. Center expertise is especially strong on issues including school nutrition, physical activity, youth engagement, and school environments and policies.

Follow the below links for more information on current school-based projects.

[The Working Together Project](#)

[The Culture of Wellness in Preschools](#)

[HELM: Healthy Eaters, Lifelong Movers](#)

[CHAMP: Coordinated Health Assessment and Management Program](#)

Survey Results



[San Luis Valley Community Health Survey: Results](#)



[Faith-Based African American Health Survey: Results](#)

PAPRN

The [Physical Activity Policy Research Network \(PAPRN\)](#) studies the effectiveness of policies that influence physical activity in communities and is comprised of university researchers and community leaders across the United States.

HELM

The [Healthy Eaters, Lifelong Movers \(HELM\)](#) project continues work with 46 K-12 schools in the San Luis Valley and is expanding the program's reach to 73 schools in southeastern Colorado.



COPHPBRN

[Colorado Public Health Practice-Based Research Network](#)

The COPHPBRN identifies relevant questions and links them with rigorous research methods applied within actual practice settings. [Read more.](#)



HELM

HEALTHY EATERS LIFELONG MOVERS



A Community-University Partnership





Assess

Review data on physical education in the San Luis Valley

Identify

1. Review evidence-based PE curricula
2. Review PE guidelines (e.g., NASPE, state standards)





Roadmap to lifelong physical activity

Role of School Boards and Superintendents: Allocate financial resources to support high quality and quantity of PE

To do this, school boards and superintendents need to understand link between activity, academic achievement, and healthy lifestyles

School Boards:

Personal Determinants

- Understand how PE can enhance student learning and health
- Understand importance of advocating for high quality K-12 PE programs

External Determinants

- Colorado Association of School Boards provides training on PE advocacy
- Colorado Department of Education creates accountability mechanisms for PE
- Community supports students being physically educated

Superintendents:

Personal Determinants

- Understand what PE teachers need/do/represent
- Understand role as essential figure in advocating for quality PE

External Determinants

- State and/or federal government provides resources to implement wellness initiatives (PE, nutrition)
- Colorado Department of Education holds districts accountable for quality PE
- Colorado Association of School Executives provides training on link between physical activity and academic achievement



Role of K-12 SLV Principals: Set schedules that meet or exceed NASPE recommended quantity of PE; Ensure that quality PE instruction is delivered; Support the training and professional development of PE teachers

To do this, principals need support from the school board, superintendent, and PE teacher. Principals need to understand the positive role PE can play in academic achievement and healthy lifestyles. They also need to allocate resources to support training.

Personal Determinants

- Understand the contribution of PE to student learning
- Understand that PE teachers should be regarded as academic equals to classroom teachers
- Understand the differences between a PE teacher and coach when hiring
- Foster mutually beneficial relationships between classroom and PE teachers
- Understand how to set a PE teaching schedule aligned with best practices
- Understand importance of professional development for PE teachers
- Understand how to evaluate PE teachers' effectiveness

External Determinants

- Superintendent and school board support high quality PE
- Adams State College trains high quality PE teachers
- Professional development opportunities available for PE teachers (i.e., workshops, conferences)

Role of PE Teachers: Deliver high quality PE using the latest best practices

To do this, PE teachers need support from principals, class teachers, and PE master teachers; high quality curricula; prior and ongoing training and professional development opportunities; expert feedback on teaching.

Personal Determinants

- Possess passion, joy, and inspiration as a PE role model
- Skilled in best practices via conferences, PE journals, policies
- Understand how to advocate for PE program
- Desire to be a master teacher

External Determinants

- District/school administrators and classroom teachers value PE teachers' contribution to student learning
- Parents support PE teachers
- School budgets support equipment and professional development
- Master PE teachers serve as role models and provide professional development
- Adams State College serves as a resource for evidence-based professional development



Role of Classroom Teachers: Support PE program by integrating movement into classroom

To do this, classroom teachers need support from principals and PE teachers to learn how to integrate movement into curriculum.

Personal Determinants

- Knowledge of integrating movement into class activities
- Self-confidence to integrate movement into class activities
- Outcome expectations that movement will lead to enhanced learning

External Determinants

- PE teachers and classroom teachers provide training
- Principal provides support and values movement in classroom

Role of K-12 SLV Students:
Demonstrate skills related to lifelong physical activity

To do this, students need high quality PE instruction and support from families to be active.

Personal Determinants

- Understand importance of getting 30-60 minutes of daily physical activity
- Value participating fully in PE
- Possess positive attitudes about PE and skills to be active
- Possess self-efficacy to be physical active during lifespan

External Determinants

- Highly skilled PE teachers deliver evidence-based PE program and develop students' self-efficacy for life-long physical activity
- Administrators, teachers, and parents are active role models
- Facilities and equipment maximize participation and learning
- Parents promote physical activity at home
- Community promotes wellness and offers programs for kids (this will be done through a partnership with USPS and other public health initiatives)

Goals for All Students Graduating from SLV High Schools:

- Enjoy physical activity and possess skills to be active in adult years
- Meet Colorado Department of Education PE standards
- Meet national daily recommendations for physical activity
- Maintain a healthy weight and good health status



Make it Happen

PE Academy Components



Rubric for High Quality PE



Use this rubric to assess PE teacher's effectiveness in planning, instruction and professionalism.

Ineffective = Indicator is not present nor consistent with basic quality instruction
 Partially Effective = Indicator is sometimes present and/or consistent with basic quality instruction
 Effective = Indicator is present and consistent with basic quality instruction
 Highly Effective = Indicator is present and exceeds basic quality instruction

1. CURRICULUM AND LESSON PLANNING	Indicators	Ineffective	Partially Effective	Effective	Highly Effective
	1. Teacher uses yearly, unit, and daily lesson plans that reflect state and/or national standards				
	2. Teacher utilizes a variety of teaching styles and activities to accommodate students' diverse learning styles				
	3. Teacher utilizes best practices				
	4. Teacher ensures that equipment/facility is ready for student use and regularly inspected for safety				
	5. Teacher utilizes warm up and cool down activities				
	6. Teacher plans / utilizes activities that meet objective(s) of the lesson				





San Luis Valley Physical Education Academy

\$1,868,104 (covered both
the PE Academy and AIM)



3 years

47 K-12 schools across 14 school districts

9,545 Students

30 Principals

40 PE teachers



The Colorado
Health Foundation™



Defining High Quality Physical Education

Rubric for High Quality PE



Use this rubric to assess PE teacher's effectiveness in planning, instruction and professionalism.

Ineffective = Indicator is not present nor consistent with basic quality instruction
Partially Effective = Indicator is sometimes present and/or consistent with basic quality instruction
Effective = Indicator is present and consistent with basic quality instruction
Highly Effective = Indicator is present and exceeds basic quality instruction

1. CURRICULUM AND LESSON PLANNING	Indicators	Ineffective	Partially Effective	Effective	Highly Effective
	1. Teacher uses yearly, unit, and daily lesson plans that reflect state and/or national standards 2. Teacher utilizes a variety of teaching styles and activities to accommodate students' diverse learning styles 3. Teacher utilizes best practices 4. Teacher ensures that equipment/facility is ready for student use and regularly inspected for safety 5. Teacher utilizes warm up and cool down activities 6. Teacher plans / utilizes activities that meet objective(s) of the lesson				

2. MANAGEMENT	Indicators	Ineffective	Partially Effective	Effective	Highly Effective
	1. Teacher consistently enforces behavior expectations 2. Teacher ensures that students' transition from one activity to the next require minimal use of time (e.g., stations, bathroom/water, enter/exit, student attire) 3. Teacher groups students in a way that: -preserves dignity -maximizes participation -promotes student success 4. Teacher anticipates and responds to positive and negative student behavior 5. Teacher models positive social behavior gender-neutral language; positive, optimistic attitude 6. Teacher's management practices promote enjoyment of physical activity (i.e., exercise is not used as a punishment)				

3. COMMUNICATION	Indicators	Ineffective	Partially Effective	Effective	Highly Effective
	1. Teacher's instructions are specific and include demonstration or visual aid 2. Teacher's expectations of student learning are: -Specific -Clearly communicated 3. Teacher observes and questions students about their learning 4. Teacher feedback is constructive and results in student learning (i.e., positive behavior, performance, understanding)				

Contributing Resources

- NASPE Appropriate Practices
- Pangrazi – Dynamic Physical Education series
- Colo. Dept. of Education
- SPARK
- Educator Experience

4. LEARNING ENVIRONMENT	Indicators	Ineffective	Partially Effective	Effective	Highly Effective
	1. Teacher promotes positive student self-concept through differentiated instruction 2. Teacher ensures that the PE classroom environment is inclusive of all students 3. Teacher ensures that the PE classroom environment is reflective of multiple cultures (i.e., language, activities, music, celebrations, and classroom decor)				

5. MOVEMENT	Indicators	Ineffective	Partially Effective	Effective	Highly Effective
	1. Teacher ensures that all students engage in moderate to vigorous physical activity (MVPA) at least 50% of class time 2. Teacher's management procedures (e.g., roll call, water breaks, transitions) encourage movement 3. Teacher utilizes warm-up activities that require MVPA 4. Teacher utilizes activities that integrate a range of whole body movement opportunities 5. Teacher promotes physical activity: -In class -Out of class	less than 35%	less than 50%	50%	greater than 50%

6. SKILL INSTRUCTION & ASSESSMENT	Indicators	Ineffective	Partially Effective	Effective	Highly Effective
	1. Teacher provides adequate frequency and duration of skill instruction/practice 2. Teacher differentiates skill instruction and practice to progressively challenge each student's developmental level 3. Teacher's assessment directly affects instruction and goal-setting 4. Teacher utilizes formative and summative measures to assess student skills, fitness, and knowledge 5. Teacher's assessments and grading reflect State Comprehensive Health and PE Standard Grade level expectations				

7. PROGRAM & PROFESSIONAL DEVELOPMENT	Indicators	Ineffective	Partially Effective	Effective	Highly Effective
	1. Teacher integrates other academic subjects into the PE curriculum 2. Teacher collaborates with classroom teachers (e.g., activity breaks, recess activities, merge curriculum) 3. Teacher advocates for PE at building, district, state, or national levels 4. Teacher seeks resources for the PE program (e.g., grants) 5. Teacher is a member of national and/or state professional organizations (e.g. COAHPERD and/or AAHPERD, NASPE) 6. Teacher seeks professional development opportunities				



HELM Rubric for High Quality PE by:
 Ben Kern, Site Coordinator
 John Narain, Site Coordinator
 Dr. Nick Cutforth, Principal Investigator
 Dr. Elaine Belandry, Principal Investigator
 Contact:
 Dr. Gary Lichtenstein, HELM Project Director
 Email: gary.lichtenstein@ucdenver.edu
 Rocky Mountain Prevention Research Center Tel: 719-852-0208





Rubric for High Quality PE & Corresponding Performance Rubrics

Rubric for High Quality PE

Use this rubric to assess PE teacher's effectiveness in planning, instruction and professionalism.



- Ineffective = Indicator is not present nor consistent with basic quality instruction
- Partially Effective = Indicator is sometimes present and/or consistent with basic quality instruction
- Effective = Indicator is present and consistent with basic quality instruction
- Highly Effective = Indicator is present and exceeds basic quality instruction

1. CURRICULUM AND LESSON PLANNING	Indicators	Ineffective	Partially Effective	Effective	Highly Effective
	<ol style="list-style-type: none"> Teacher uses yearly, unit, and daily lesson plans that reflect state and/or national standards Teacher utilizes a variety of teaching styles and activities to accommodate students' diverse learning styles Teacher utilizes best practices Teacher ensures that equipment/facility is ready for student use and regularly inspected for safety Teacher utilizes warm up and cool down activities Teacher plans / utilizes activities that meet objective(s) of the lesson 				

2. MANAGEMENT	Indicators	Ineffective	Partially Effective	Effective	Highly Effective
	<ol style="list-style-type: none"> Teacher consistently enforces behavior expectations Teacher ensures that students' transition from one activity to the next require minimal use of time (e.g., stations, bathroom/water, enter/exit, student attire) Teacher groups students in a way that: <ul style="list-style-type: none"> -preserves dignity -maximizes participation -promotes student success Teacher anticipates and responds to positive and negative student behavior Teacher models positive social behavior gender-neutral language; positive, optimistic attitude Teacher's management practices promote enjoyment of physical activity (i.e., exercise is not used as a punishment) 				

3. COMMUNICATION	Indicators	Ineffective	Partially Effective	Effective	Highly Effective
	<ol style="list-style-type: none"> Teacher's instructions are specific and include demonstration or visual aid Teacher's expectations of student learning are: <ul style="list-style-type: none"> -Specific -Clearly communicated Teacher observes and questions students about their learning Teacher feedback is constructive and results in student learning (i.e., positive behavior, performance, understanding) 				

Performance Rubrics guide both Teacher & Principal Intervention

Lesson Quality Checklist 1 Planning Performance Rubric

This document accompanies the Lesson Quality Checklist and provides performance expectations about the effectiveness of instruction.

CURRICULUM & LESSON PLANNING	Not Effective	Partially Effective	Effective	Highly Effective
Lesson plans reflect state and/or national standards	Lesson plans do not reflect state and/or national standards	Lesson plans reflect state and/or national standards	Lesson plans reflect state and/or national standards	Lesson plans reflect state and/or national standards
Teaching style(s) accommodate(s) diverse student learning styles	Teaching style(s) do not accommodate(s) diverse student learning styles	Teaching style(s) accommodate(s) diverse student learning styles	Teaching style(s) accommodate(s) diverse student learning styles	Teaching style(s) accommodate(s) diverse student learning styles
Activities are differentiated to meet a range of skill levels	Activities are not differentiated to meet a range of skill levels	Activities are differentiated to meet a range of skill levels	Activities are differentiated to meet a range of skill levels	Activities are differentiated to meet a range of skill levels
Content are modified to promote student participation	Content are not modified to promote student participation	Content are modified to promote student participation	Content are modified to promote student participation	Content are modified to promote student participation
Activities follow logical skill progression (single to complex, easy to difficult, etc. ...)	Activities do not follow logical skill progression (single to complex, easy to difficult, etc. ...)	Activities follow logical skill progression (single to complex, easy to difficult, etc. ...)	Activities follow logical skill progression (single to complex, easy to difficult, etc. ...)	Activities follow logical skill progression (single to complex, easy to difficult, etc. ...)
Equipment & facility is safe and ready when student arrive	Equipment & facility is not safe and ready when student arrive	Equipment & facility is safe and ready when student arrive	Equipment & facility is safe and ready when student arrive	Equipment & facility is safe and ready when student arrive
Warm up and cool down relate to lesson content (warm up makes student ready for lesson, cool down include lesson theme)	Warm up and cool down do not relate to lesson content (warm up makes student ready for lesson, cool down include lesson theme)	Warm up and cool down relate to lesson content (warm up makes student ready for lesson, cool down include lesson theme)	Warm up and cool down relate to lesson content (warm up makes student ready for lesson, cool down include lesson theme)	Warm up and cool down relate to lesson content (warm up makes student ready for lesson, cool down include lesson theme)
Activities meet objectives of the lesson (clear connection between activities, if objectives)	Activities do not meet objectives of the lesson (clear connection between activities, if objectives)	Activities meet objectives of the lesson (clear connection between activities, if objectives)	Activities meet objectives of the lesson (clear connection between activities, if objectives)	Activities meet objectives of the lesson (clear connection between activities, if objectives)

Lesson Quality Checklist 2 Management Performance Rubric

This document accompanies the Lesson Quality Checklist and provides performance expectations about the effectiveness of instruction.

MANAGEMENT	Not Effective	Partially Effective	Effective	Highly Effective
Teacher consistently enforces behavior expectations	Teacher does not consistently enforce behavior expectations	Teacher consistently enforces behavior expectations	Teacher consistently enforces behavior expectations	Teacher consistently enforces behavior expectations
Transition require minimal use of time (warm & cool, bathroom/water, identification, bathroom activities)	Transition require more than minimal use of time (warm & cool, bathroom/water, identification, bathroom activities)	Transition require minimal use of time (warm & cool, bathroom/water, identification, bathroom activities)	Transition require minimal use of time (warm & cool, bathroom/water, identification, bathroom activities)	Transition require minimal use of time (warm & cool, bathroom/water, identification, bathroom activities)
Teacher groups students in a way that preserves dignity, maximizes participation, and promotes success	Teacher groups students in a way that does not preserve dignity, maximize participation, and promote success	Teacher groups students in a way that preserves dignity, maximizes participation, and promotes success	Teacher groups students in a way that preserves dignity, maximizes participation, and promotes success	Teacher groups students in a way that preserves dignity, maximizes participation, and promotes success
Teacher anticipates and responds to positive and negative student behavior	Teacher does not anticipate and respond to positive and negative student behavior	Teacher anticipates and responds to positive and negative student behavior	Teacher anticipates and responds to positive and negative student behavior	Teacher anticipates and responds to positive and negative student behavior
Teacher models positive social behavior (gender neutral language, positive optimistic attitude, helpful if caring)	Teacher does not model positive social behavior (gender neutral language, positive optimistic attitude, helpful if caring)	Teacher models positive social behavior (gender neutral language, positive optimistic attitude, helpful if caring)	Teacher models positive social behavior (gender neutral language, positive optimistic attitude, helpful if caring)	Teacher models positive social behavior (gender neutral language, positive optimistic attitude, helpful if caring)
Management practices promote enjoyment of physical activity (i.e. exercise is not used as punishment)	Management practices do not promote enjoyment of physical activity (i.e. exercise is not used as punishment)	Management practices promote enjoyment of physical activity (i.e. exercise is not used as punishment)	Management practices promote enjoyment of physical activity (i.e. exercise is not used as punishment)	Management practices promote enjoyment of physical activity (i.e. exercise is not used as punishment)

Lesson Quality Checklist 3 Communication Performance Rubric

This document accompanies the Lesson Quality Checklist and provides performance expectations about the effectiveness of instruction.

COMMUNICATION	Not Effective	Partially Effective	Effective	Highly Effective
Instructions are specific and include demonstration or visual aid	Instructions are not specific and do not include demonstration or visual aid	Instructions are specific and include demonstration or visual aid	Instructions are specific and include demonstration or visual aid	Instructions are specific and include demonstration or visual aid
Instructions are brief and concise	Instructions are not brief and concise	Instructions are brief and concise	Instructions are brief and concise	Instructions are brief and concise
Expectations of student learning are specific (the objectives of the lesson)	Expectations of student learning are not specific (the objectives of the lesson)	Expectations of student learning are specific (the objectives of the lesson)	Expectations of student learning are specific (the objectives of the lesson)	Expectations of student learning are specific (the objectives of the lesson)
Expectations of student learning are clear to students (color, age appropriate vocabulary)	Expectations of student learning are not clear to students (color, age appropriate vocabulary)	Expectations of student learning are clear to students (color, age appropriate vocabulary)	Expectations of student learning are clear to students (color, age appropriate vocabulary)	Expectations of student learning are clear to students (color, age appropriate vocabulary)
Teacher observes and questions students about their learning	Teacher does not observe and question students about their learning	Teacher observes and questions students about their learning	Teacher observes and questions students about their learning	Teacher observes and questions students about their learning
Teacher feedback is constructive and results in student learning	Teacher feedback is not constructive and does not result in student learning	Teacher feedback is constructive and results in student learning	Teacher feedback is constructive and results in student learning	Teacher feedback is constructive and results in student learning



Site-visits

30 minute post-conference

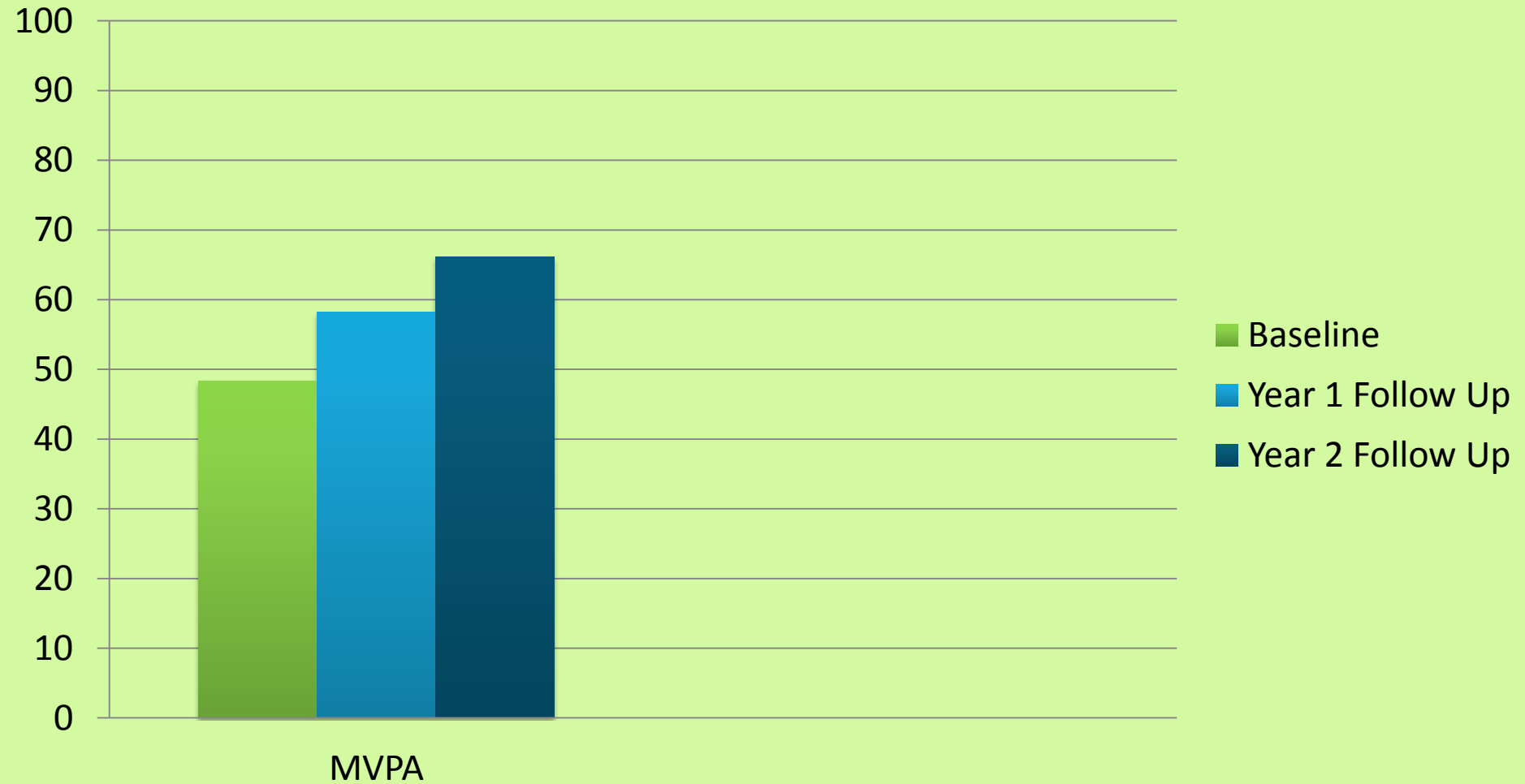
Recall of taught activities

Components of a high quality PE lesson

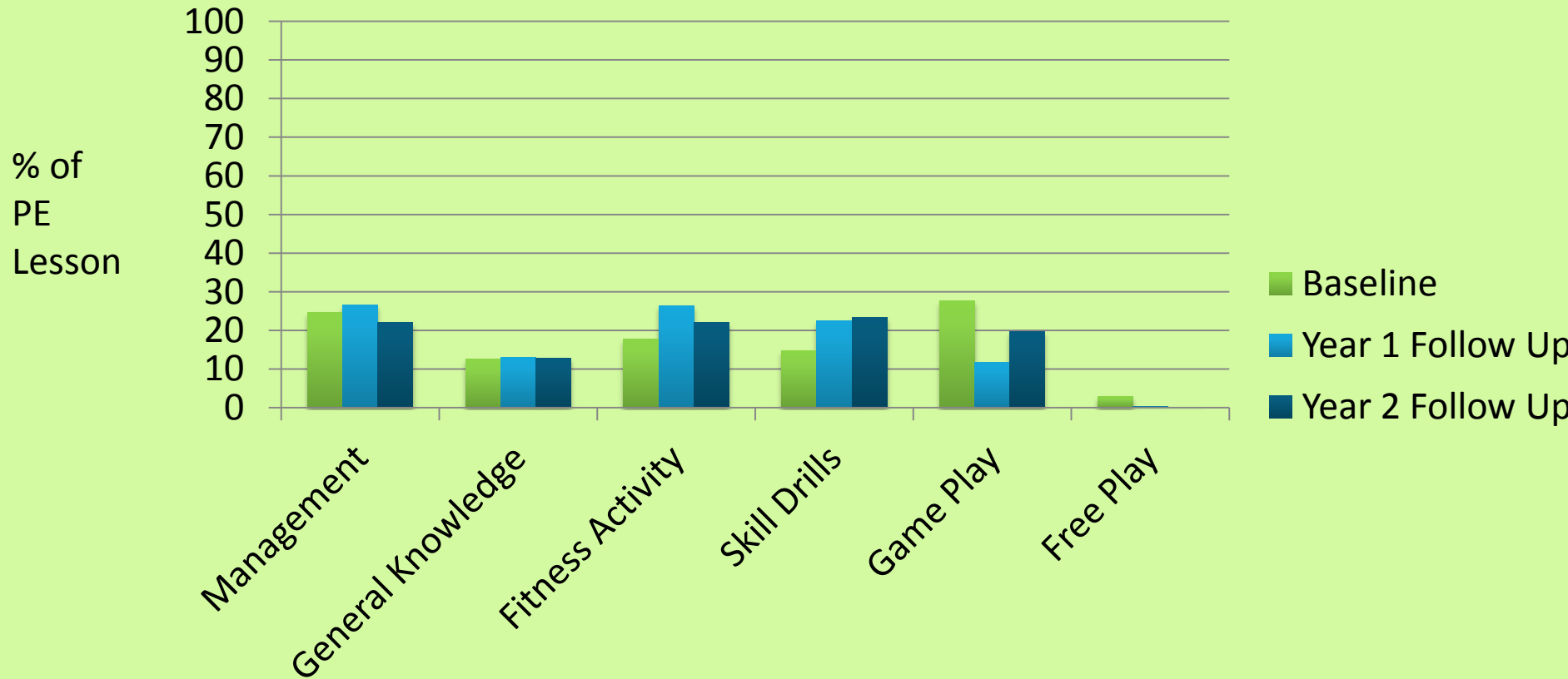
Peer coaching dialogue

Teacher: _____		Date: _____		Grade(s): _____		Observation #: _____	
ACTIVITIES				I Like When You:			
1 _____				_____			
2 _____				_____			
3 _____				_____			
4 _____				_____			
5 _____				_____			
6 _____				_____			
7 _____				_____			
Do's:				Think About:			
Identify objective / standard _____				_____			
Instant Activity _____				_____			
At least 50% MVPA _____				_____			
80/20 Rule _____				_____			
Principle of 3's _____				_____			
Small-sided games _____				_____			
Differentiated Instruction _____				_____			
Disguised Fitness _____				_____			
Lesson Closure-reinforce objective _____				_____			
Don't Do's:				_____			
Exercise as punishment _____				_____			
Captains picking teams _____				_____			
Humans as targets (dodgeball) _____				_____			
1 piece of equipment for many students _____				_____			
Notes: _____ _____							

Did the PE Academy lead to more moderate to vigorous physical activity?



Did the PE Academy lead to higher quality instruction?





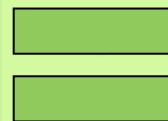
Why has the PE Academy worked to get Best Practices into Communities?

Community-
University
Partnerships



"AIM":

Assess, **I**nvestigate,
Make it Happen



Best Practices
are
Implemented
and Sustained
in Schools

Healthy Eaters, Lifelong Movers 2

Nov 2013-Nov 2016



The Colorado
Health Foundation™

- 2013-14
 - Establish steering committees to create AIM and PE Academy action plans in southeast CO
- 2014-15 and 2015-16
 - Deliver AIM to 25 elementary schools in southeastern CO
 - Deliver AIM to 15 middle schools in San Luis Valley
 - Deliver PE Academy to 73 schools



Contact Information



Elaine Belansky
Elaine.belansky@ucdenver.edu 303-724-4383



Nick Cutforth
Nicholas.cutforth@du.edu
303-871-2477