



# **CPS Framework for Teaching Companion Guide**

## **Physical Education Addendum**

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# Overview

## About the CPS Framework for Teaching Companion Guide Addendum

### *Purpose of the Addendum*

It is well known – certainly by teachers – that every teaching situation is unique. Every day, in every classroom, a particular combination of factors defines the events that occur. The personalities of both teacher and students interacting with one another and with the content create a unique environment. Some educators believe that because of this uniqueness, there can be no generic framework that defines teaching for all grade levels and content areas. Yet, beneath the unique features of each grade level or content area are powerful commonalities. It is these commonalities that the CPS Framework for Teaching addresses.<sup>1</sup>

The purpose of this Addendum is to share how important and unique aspects of Physical Educator teaching practice align with the CPS Framework for Teaching. School administrators and Physical Educators should review this document prior to and during the REACH Students pre-observation conference, observation, and post-observation conference for more information about Physical Educator practice.

### *How to use the Addendum*

The CPS Framework for Teaching Companion Guide Physical Education Addendum should be used in conjunction with the full [CPS Framework for Teaching Companion Guide](#). In the full Companion Guide, each component is described and every element is defined. There are also reflection questions for each component and examples of artifacts to develop a deeper understanding of the CPS Framework for Teaching.

The CPS Framework for Teaching describes what teachers should know, understand, and be able to do, but purposely does not list strategies for achieving those objectives. For example, the CPS Framework for Teaching says teachers must use assessment in instruction (3d), but doesn't prescribe specific strategies teachers must incorporate into their practice to achieve that end. Instead, teachers have the autonomy to select the tasks and instruction they believe will best engage their particular students in learning.

Physical Educators and school administrators should use this Addendum to recognize that the work of Physical Educators is articulated by the CPS Framework for Teaching and also as a guide to understand what is unique about Physical Education teaching practice.

Examples of Physical Educators' teaching practice at the proficient and distinguished levels of performance are provided for components in Domains 2 and 3.

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<sup>1</sup> Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

# Overview

## Notes for Classroom Observers

When observing physical education classes...

- The primary focus of physical education classes is to engage students in physical activities designed to improve health and skill related fitness.
- Gyms are noisy. Expect to move around the room to facilitate the capture of evidence of interactions and to hear discussions between the Physical Educator and students as well as the students among themselves.
- Evidence collection should focus primarily on what the students are doing and saying. For example:
  - A student who is unprepared for class (i.e. with improper footwear, no gym clothes, or missing a fitness journal) can and should still be engaged the classroom physical activity as long as they can do so safely.
  - An unprepared student who cannot participate safely in the planned physical activity should be assigned a modified physical activity that supports the learning objective whenever possible.
  - In instances where students cannot participate in physical activity (e.g. no swimwear, injury, high heels), teachers should provide a meaningful alternative task that supports the learning objective (e.g. written assignment).
- Just as in other observations, it may not always be possible to observe every *element* of components in Domains 2 and 3 during a classroom observation. **Observation ratings should be assigned based on the preponderance of evidence for the component**, regardless of the number of elements observed.

# Domain 1: Planning and Preparation

## Physical Educators and the CPS Framework for Teaching

This section lists unique characteristics of Physical Educator teaching practice. School Administrators may wish to seek understanding of these practices prior to observing the Physical Educator for REACH Students. Physical Educators may wish to utilize the pre-observation conference to explain and discuss any applicable unique characteristics of their practice.

Component and elements	Unique Characteristics of Physical Educator Teaching Practice
<p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b></p> <p><i>Knowledge of:</i></p> <ul style="list-style-type: none"> <li>• <i>Content Standards Within and Across Grade Levels</i></li> <li>• <i>Disciplinary Literacy</i></li> <li>• <i>Prerequisite Relationships</i></li> <li>• <i>Content-Related Pedagogy</i></li> </ul>	<ul style="list-style-type: none"> <li>• Physical Educators should use the standards-based <a href="#">CPS Physical Education Scope and Sequence</a><sup>2</sup> from the CPS Office of Student Health and Wellness.</li> </ul>
<p><b>1b: Demonstrating Knowledge of Students</b></p> <p><i>Knowledge of:</i></p> <ul style="list-style-type: none"> <li>• <i>Child and Adolescent Development</i></li> <li>• <i>The Learning Process</i></li> <li>• <i>Students' Skills, Knowledge, and Language Proficiency</i></li> <li>• <i>Students' Interests and Cultural Heritage</i></li> <li>• <i>Students' Special Needs and Appropriate Accommodations/Modifications</i></li> </ul>	<ul style="list-style-type: none"> <li>• Prerequisite skills for tasks depend on each student's experience, physical development, and prior knowledge.</li> <li>• Physical Educators can learn more about students by consulting with special education and classroom teachers, along with related service providers (e.g. Social Worker).</li> <li>• All Physical Educators should be aware of and plan for their students' IEP and 504 accommodations and modifications.</li> <li>• When appropriate, Physical Educators may make accommodations for students' cultural differences to maximize their participation in class (e.g. clothing restrictions due to religious beliefs).</li> </ul>
<p><b>1c: Selecting Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• <i>Clarity of Objectives</i></li> <li>• <i>Sequence and Alignment of Objectives</i></li> <li>• <i>Balance of Objectives</i></li> </ul>	<p style="text-align: center;">---Same as Other Content Areas---</p>
<p><b>1d: Designing Coherent Instruction</b></p> <p><i>Design Incorporates:</i></p> <ul style="list-style-type: none"> <li>• <i>Knowledge of Students and Their Needs</i></li> <li>• <i>Learning Tasks</i></li> <li>• <i>Materials and Resources</i></li> <li>• <i>Instructional Grouping</i></li> <li>• <i>Lesson and Unit Structure</i></li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans should include differentiation, including a range of modifications to space and/or materials based on the needs of students in the class.</li> </ul>
<p><b>1e: Designing Student Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Congruence with Standards-Based Learning Objectives</i></li> <li>• <i>Levels of Performance and Standards</i></li> <li>• <i>Design of Formative Assessments</i></li> <li>• <i>Use for Planning</i></li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments should include the tools and protocols used before, during and after instruction to measure student progress.</li> </ul>

<sup>2</sup> <https://sites.google.com/a/cps.edu/kc/resource-allocation/office-of-student-health-and-wellness/physical-education>

# Domain 2: The Classroom Environment

## Physical Educators and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Physical Educator Teaching Practice
<p><b>2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• <i>Teacher Interactions with Students</i></li> <li>• <i>Student Interactions with Other Students</i></li> </ul>	<ul style="list-style-type: none"> <li>• A best practice in physical education is to maximize student engagement in physical activity. Observers should move around the room, listening to hear student-to-student interactions as well as documenting teacher-to-student interactions. The busy nature of the physical education environment, characterized by multiple concurrent small group activities, may make it challenging to document student-to-student interactions.</li> </ul>
<p><b>2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Importance of Learning</i></li> <li>• <i>Expectations for Learning</i></li> <li>• <i>Student Persistence</i></li> <li>• <i>Student Ownership of Learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students typically show that they are invested in learning by the level of physical effort they are exhibiting.</li> <li>• Observers should see camaraderie, with students encouraging their peers to keep trying and do their best.</li> </ul>
<p><b>2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• <i>Management of Instructional Groups</i></li> <li>• <i>Management of Transitions</i></li> <li>• <i>Management of Materials and Supplies</i></li> <li>• <i>Performance of Classroom Routines</i></li> <li>• <i>Direction of Volunteers and Paraprofessionals</i></li> </ul>	<ul style="list-style-type: none"> <li>• The environment can appear chaotic with many students moving around the gym space. However, an observer will be able to determine if procedures are effective by gathering evidence on:               <ul style="list-style-type: none"> <li>○ Efficiency (amount of time elapsed during) of transitions</li> <li>○ Procedures for non-instructional tasks (e.g. attendance, water &amp; restroom breaks)</li> </ul> </li> <li>• Observers should expect to see procedures for distribution and collection of equipment during the lesson. Equipment not in active use may need to be stored for safety reasons. Engaging students in set-up time processes can positively impact transitions to maximize instructional time and foster student leadership opportunities.</li> </ul>
<p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• <i>Expectations and Norms</i></li> <li>• <i>Monitoring of Student Behavior</i></li> <li>• <i>Fostering Positive Student Behavior</i></li> <li>• <i>Response to Student Behavior</i></li> </ul>	<ul style="list-style-type: none"> <li>• The competitive nature of many physical activities can lead to emotional outbursts due to overstimulation. Physical Educators should anticipate this reaction and use strategies to deescalate emerging outbursts while also preserving the dignity of the students. This is a teachable moment for promoting sportsmanship (also aligned to Component 3e: Demonstrating Flexibility and Responsiveness).</li> </ul>

# Domain 3: Instruction

## Physical Educators and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Physical Educator Teaching Practice
<p><b>3a: Communicating with Students</b></p> <ul style="list-style-type: none"> <li>• <i>Standards-Based Learning Objectives</i></li> <li>• <i>Directions for Activities</i></li> <li>• <i>Content Delivery and Clarity</i></li> <li>• <i>Use of Oral and Written Language</i></li> </ul>	<ul style="list-style-type: none"> <li>• Observers may notice that a very powerful instructional tool for communication is modeling through a physical demonstration.</li> <li>• Observers will know whether students understand the Physical Educator’s directions and instruction by looking at student demonstration of tasks or procedures.</li> <li>• Appreciating for the variability of physical education space, observers should expect to see evidence of written communications that outline student learning objectives, learning activities, vocabulary and skills included in the lesson (e.g. word walls, posters, etc.).</li> <li>• Facilities permitting, observers may see word walls, posters, etc.</li> </ul>
<p><b>3b: Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• <i>Low- and High-Level Questioning</i></li> <li>• <i>Discussion Techniques and Explanation of Thinking</i></li> <li>• <i>Student Participation</i></li> </ul>	<ul style="list-style-type: none"> <li>• Physical Educators may facilitate discussions about a teachable moment during games or other physical activities (e.g. “Did you see that? Why did that happen? How can we avoid or improve that next time?”).</li> <li>• Discussions may also take place during the introduction or closure of the lesson, to gauge and further student understanding (e.g. “Today we will learn how to calculate heart rate. Turn and tell your shoulder partner why a person would want to know their heart rate.” Or, “Let’s review, how do you determine your target heart rate? Which activity today helped you achieve being in your target heart rate zone? Turn and talk to your shoulder partner.”).</li> <li>• Physical Educators should encourage discussion among students in cooperative and/or team activities. For example, teams huddle to discuss strategies.</li> </ul>
<p><b>3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Alignment of Learning Objectives</i></li> <li>• <i>Task and Text Complexity</i></li> <li>• <i>Scaffolding and Differentiating Instruction</i></li> <li>• <i>Pacing and Sequencing</i></li> <li>• <i>Grouping</i></li> </ul>	<ul style="list-style-type: none"> <li>• Physical Educators need to differentiate instruction, as students develop physically at very different levels. Accordingly, Physical Educators might make modifications to equipment, modify rules of tasks, and/or offer opportunities for students to choose tasks that are appropriate for their level of development.</li> <li>• During observations, observers should hone in on student engagement and task complexity. Gather evidence of students’ engagement in complex tasks. For example, in a sixth grade class it would be more rigorous for students to apply a skill like skipping through a task like square dancing rather than on its own.</li> <li>• Physical Educators do not need to use text in every lesson, and an absence of text does not preclude Physical Educators from achieving high levels of performance in Component 3c. When assigning a level of performance for 3c, the preponderance of evidence gathered should guide your thinking, knowing that some physical education lessons do not always lend themselves naturally to the incorporation of text.</li> </ul>

# Domain 3: Instruction

## Physical Educators and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Physical Educator Teaching Practice
<b>3d: Using Assessment in Instruction</b> <ul style="list-style-type: none"><li>• <i>Monitoring of Student Learning with Checks for Understanding</i></li><li>• <i>Assessment Performance Levels</i></li><li>• <i>Student Self-Assessment</i></li><li>• <i>Feedback to Students</i></li></ul>	<ul style="list-style-type: none"><li>• Many Physical Educators use observations of student performance as their primary tool for formative assessment. With physical execution of skills or concepts being mostly performance-based, assessments can be administered by observing students engaged in physical activity and using a tool like a rubric or checklist.</li><li>• With a focus on maximizing student movement opportunities, assessing students' understanding (i.e. what students <i>know</i> rather than what they can <i>do</i>) can be observed in many other ways besides traditional written assessments. Observing students' correct form of skills and make correct game strategy decisions/actions convey a high level of understanding (i.e. analysis, synthesis, evaluation) of concepts learned.</li></ul>
<b>3e: Demonstrating Flexibility and Responsiveness</b> <ul style="list-style-type: none"><li>• <i>Response to Student Needs</i></li><li>• <i>Teacher's Persistence</i></li><li>• <i>Lesson Adjustment</i></li></ul>	<ul style="list-style-type: none"><li>• Based on formative assessment, Physical Educators provide alternative approaches to learning a skill by modifying equipment and space, when possible (e.g. smaller basketball, lighter volleyball, lowering the basketball net, smaller field).</li></ul>

# Domain 4: Professional Responsibilities

## Physical Educators and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Physical Educator Teaching Practice
<b>4a: Reflecting on Teaching and Learning</b> <ul style="list-style-type: none"> <li>• Effectiveness</li> <li>• Use in Future Teaching</li> </ul>	<p style="text-align: center;">---Same as Other Content Areas---</p>
<b>4b: Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>• Student Completion of Assignments</li> <li>• Student Progress in Learning</li> <li>• Non-Instructional Records</li> </ul>	<p style="text-align: center;">---Same as Other Content Areas---</p>
<b>4c: Communicating with Families</b> <ul style="list-style-type: none"> <li>• Information and Updates about Grade Level Expectations and Student Progress</li> <li>• Engagement of Families as Partners in the Instructional Program</li> <li>• Response to Families</li> <li>• Cultural Appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Educators should be clear and transparent with their grade level expectations and grading policy by communicating them to students and parents.</li> <li>• Based on a Physical Educator’s knowledge of students and their cultures, he/she may collaborate with families to find a way for students to fully participate in class. For example, for a student whose culture does not permit her to wear swimsuits, she could participate in swimming if she wears swimwear that covers her legs.</li> </ul>
<b>4d: Growing and Developing Professionally</b> <ul style="list-style-type: none"> <li>• Enhancement of Content Knowledge and Pedagogical Skill</li> <li>• Collaboration and Professional Inquiry to Advance Student Learning</li> <li>• Participation in School Leadership Team and/or Teacher Teams</li> <li>• Incorporation of Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Whenever possible, Physical Educators should attend professional development that is specific to their content area.</li> <li>• Evidence for this component could include participation in the school’s Wellness Team.</li> </ul>
<b>4e: Demonstrating Professionalism</b> <ul style="list-style-type: none"> <li>• Integrity and Ethical Conduct</li> <li>• Advocacy</li> <li>• Decision-Making</li> <li>• Compliance with School and District Regulations</li> <li>• Attendance</li> </ul>	<p style="text-align: center;">---Same as Other Content Areas---</p>

# Domain 2: The Classroom Environment

## Examples of Physical Educator Classroom Practice

The following tables list examples of Physical Educators’ practice that observers may see in the classroom, which are aligned to components of the CPS Framework for Teaching. The examples are in no way meant to be prescriptive (i.e. Physical Educators **do not** have to incorporate these practices into their lessons) or exhaustive (i.e. we could never list all the possibilities). Examples are included in this Addendum to illustrate Physical Educator teaching practice. Examples are written at the Proficient and/or Distinguished levels of performance.

Component and Elements	Examples of Practice
<p><b>2a: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• <i>Teacher Interactions with Students</i></li> <li>• <i>Student Interactions with Other Students</i></li> </ul>	<ul style="list-style-type: none"> <li>• A tenth grade student enters the gymnasium for class. The Physical Educator greets the student with a high five and says: “I was impressed with your performance in the band concert last night! Great job!”</li> <li>• Physical Educator speaks to students in a private setting as to not embarrass them.</li> <li>• Students are engaged in small-sided (e.g. 3-on-3 games) soccer games. A student who normally struggles with soccer skills is succeeding; another student notices this improvement and says “Way to go!”</li> </ul>
<p><b>2b: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Importance of Learning</i></li> <li>• <i>Expectations for Learning</i></li> <li>• <i>Student Persistence</i></li> <li>• <i>Student Ownership of Learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• Physical Educator communicates the importance of learning the skill(s) and concepts of the lesson. For example: “It is important to learn how to dribble the ball correctly; with the right amount of force you won’t lose control of the ball.”</li> <li>• Students can show or tell what the critical attributes of the lesson are and recognize their own progress and that of others. For example, when asked what the critical attributes or cues are for a basketball chest pass are, the student will respond “elbows out – step – push.”</li> <li>• Physical Educator demonstrates a high regard for student abilities and conveys an expectation of high levels of student effort. For example: “This may be hard at first, but with practice I expect each of you will be able to serve the ball with correct form by the time we finish this unit.”</li> <li>• During independent practice, a student asks the physical educator to critique her shooting form so she can both score well on the summative assessment and help her secure a spot on the basketball team.</li> </ul>

# Domain 2: The Classroom Environment

## Examples of Physical Educator Classroom Practice

Component and <i>Elements</i>	Examples of Practice
<p><b>2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• <i>Management of Instructional Groups</i></li> <li>• <i>Management of Transitions</i></li> <li>• <i>Management of Materials and Supplies</i></li> <li>• <i>Performance of Classroom Routines</i></li> <li>• <i>Direction of Volunteers and Paraprofessionals</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students understand their roles and responsibilities when working in small groups (e.g. establishing roles and/or “order of go”, ensuring the group has adequate space for the activity to be done successfully and safely, etc.).</li> <li>• Physical Educator has an established routine for transitioning to groups. Best practices include:             <ul style="list-style-type: none"> <li>○ Students number off to assigned areas of the gymnasium;</li> <li>○ Students form a quick group of three with the two people closest to them;</li> <li>○ Physical Educator sets up groups in advance of the activities;</li> <li>○ Physical Educator assigns long-term groups so students become familiar with the routine.</li> </ul> </li> <li>• When the Physical Educator asks students move to their assigned spots, the students move quickly and quietly.</li> <li>• The Physical Educator plans to do a basketball dribbling assessment in station format. She says: “Today, we will be working with a small group and rotating stations on my signal.” As students rotate, the Physical Educator rotates and observes students at a testing station. Students are able to follow instructions with little guidance from the Physical Educator.</li> <li>• As students enter the gym, they immediately begin an active warm up.</li> <li>• During station activities, students self-manage by picking up equipment and preparing to move to the next station.</li> <li>• Physical Educator has an effective and efficient routine for taking attendance, maximizing activity and instructional time. Evidence includes:             <ul style="list-style-type: none"> <li>○ While students are engaged in an active warm-up routine, the Physical Educator marks attendance.</li> <li>○ Students are assigned a numbered spot in the gymnasium to report to at the beginning of class so the Physical Educator can scan the area to determine who is missing.</li> <li>○ Students enter the gymnasium and report to their designated squad area, and the squad leader reports absences to the Physical Educator.</li> </ul> </li> <li>• Physical Educator assigns student leader duty roles, including distribution and collection of materials, attendance reporter, runner for special assignments, warm-up leader, activity/game referee, etc.</li> <li>• The Physical Educator has clear and rehearsed signals for starting and stopping. For example, as the Physical Educator blows the whistle, students immediately freeze, look, and listen.</li> <li>• Procedures for distribution and collection of materials are safe and efficient. For example, students place basketballs in the equipment cart rather than launching them across the gymnasium.</li> </ul>

# Domain 2: The Classroom Environment

## Examples of Physical Educator Classroom Practice

Component and Elements	Examples of Practice
<p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"><li>• <i>Expectations and Norms</i></li><li>• <i>Monitoring of Student Behavior</i></li><li>• <i>Fostering Positive Student Behavior</i></li><li>• <i>Response to Student Behavior</i></li></ul>	<ul style="list-style-type: none"><li>• During a stretch routine, students are quiet as part of the daily expectations for the routine.</li><li>• The Physical Educator moves to every section of the gym, constantly monitoring student behavior.</li><li>• Students respond to signals from the Physical Educator. For example, when the Physical Educator blows the whistle twice, student stop and listen for further instructions.</li><li>• As students work cooperatively in station format, the Physical Educator circulates throughout the gymnasium, praising students who are on task and meeting expectations (e.g. "I like how Edward and Sierra are taking turns at pitching and catching. Great job following directions!") If the Physical Educator observes students not engaged, they use proximity and any other appropriate strategies to redirect students.</li><li>• The Physical Educator says, "I like how this group is showing me they are ready to begin the game by listening to the directions quietly."</li><li>• The Physical Educator quietly says to a student: "Are you treating others with respect? I can see that you are excited about learning and moving in Physical Education today, and I'm glad you're excited, but remember that you promised to give your best effort to be respectful?"</li><li>• Physical Educator avoids power struggles with students by offering them an opportunity to take a short cooling off period before reengaging in activity, as opposed to attempting to force a change in behavior. The Physical Educator calmly says, "I can see that you are getting upset and frustrated with your group. Please take a minute to cool down by getting a drink. Please join back in when you feel ready."</li><li>• Physical Educator uses a respectful yet effective tone of voice when addressing misbehavior.</li></ul>

# Domain 3: Instruction

## Examples of Physical Educator Classroom Practice

Component and Elements	Examples of Practice
<p><b>3a: Communicating with Students</b></p> <ul style="list-style-type: none"> <li>Standards-Based Learning Objectives</li> <li>Directions for Activities</li> <li>Content Delivery and Clarity</li> <li>Use of Oral and Written Language</li> </ul>	<ul style="list-style-type: none"> <li>Physical Educator communicates the purpose of the lesson clearly – why the learning of the skill or concept is important – and also links the lesson to previous and/or future learning when appropriate, such as when teaching how weight transfer in tennis helps increase the power of your motion and is “just like we did when learning to throw a football.”</li> <li>The Physical Educator explains that the purpose or objective of the day’s task is to give students ample practice opportunities to achieve mastery is performing the overhand throw. The Physical Educator also explains how students could use the skill in their everyday lives.</li> <li>As the Physical Educator explains a task, the demonstration includes all necessary skills associated with the task. The explanation/demonstration is clear, because students are able to execute the instructions given by the Physical Educator.</li> </ul>
<p><b>3b: Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>Low- and High-Level Questioning</li> <li>Discussion Techniques and Explanation of Thinking</li> <li>Student Participation</li> </ul>	<ul style="list-style-type: none"> <li>Physical Educator uses a variety of techniques to ask quality questions, gives adequate wait time for students to respond, and pauses before giving own response or calling on another student. For example, when teaching the concept of intensity (how much effort a student is expending), the Physical Educator may ask the students to perform three different tasks and check their pulse after one minute of each task. The Physical Educator may then ask, “Which task did you find to be more intense? How do you know?”</li> <li>During 3-on-3 games, the Physical Educator tells students to take a time-out to discuss their strategy for the last quarter of the game.</li> <li>When discussing finding a pulse and heart rate, a Physical Educator starts with low level questioning (“Can you find your pulse?” “What does your heart pump?” “How many beats did you count?”). The questions then advance to higher level questioning (“Why did your heart rate increase more in this activity?” “Why is it important that our hearts beat faster when we are playing more intense activities? Think for one minute, and then turn and talk with a shoulder partner.”).</li> <li>Physical Educator aims for questioning and discussion among students by regularly inviting students to respond to other students’ comments or to ask questions of other students. For example: “Talk to your partner about ways you can practice this skill at home.”</li> <li>During a lesson on teamwork in PE, the Physical Educator poses an open-ended question to the class to promote discussion: “What techniques do we need to use to improve teamwork in the activity?” Each team then huddles together to discuss and responds to each other: “I think we need to talk more because then we can make sure we have people on offense and defense.” “I agree with him, if we talk and communicate more than we can make sure everyone is playing their position.”</li> <li>Physical Educator keeps questions focused and on topic, monitoring the quality and quantity of student contributions. Physical Educator encourages participation using a variety of sensory modes (verbal, kinesthetic, and spatial).</li> <li>Physical Educator uses a method to ensure all students are contributing to the discussion (e.g. checklist on a clipboard, eliciting responses from each squad).</li> </ul>

# Domain 3: Instruction

## Examples of Physical Educator Classroom Practice

Component and Elements	Examples of Practice
<p><b>3c: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Alignment of Learning Objectives</i></li> <li>• <i>Task and Text Complexity</i></li> <li>• <i>Scaffolding and Differentiating Instruction</i></li> <li>• <i>Pacing and Sequencing</i></li> <li>• <i>Grouping</i></li> </ul>	<ul style="list-style-type: none"> <li>• After receiving instruction on proper basketball shooting form, students are given the opportunity to practice the skill in several different contexts of varying complexity including independent shooting practice (e.g. games like knockout or HORSE) and small-sided games (e.g. games of 2-on-2).</li> <li>• During an instant exercise warm up activity, the Physical Educator sets up several stations with pictorial and narrative explanations of how to perform the exercise for students to read and perform.</li> <li>• During tournament play format, when students finish their game early, they engage in an extension activity until all groups are finished.</li> <li>• Students are engaged in a dance lesson. The Physical Educator divides students into small groups based on their preference/interest. Physical Educator and students work together to develop knowledge of common animals that appear on totem poles, and discuss what each animal represents. Students work in small groups to creatively develop movements for each animal and produce a dance.</li> </ul>
<p><b>3d: Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• <i>Monitoring of Student Learning with Checks for Understanding</i></li> <li>• <i>Assessment Performance Levels</i></li> <li>• <i>Student Self-Assessment</i></li> <li>• <i>Feedback to Students</i></li> </ul>	<ul style="list-style-type: none"> <li>• The Physical Educator uses rubrics for skills being taught and shares the rubric with students so that they are aware of the performance expectations. Grades are based on meeting instructional objectives and not assigned purely on dress, participation, effort, and attitude.</li> <li>• The Physical Educator checks for understanding in a variety of ways including using observational tools. For example, the Physical Educator uses a checklist to note which students have mastered the skill and which students need additional instruction or practice time.</li> <li>• Skill rubrics are posted around the gymnasium, so students can assess their level of performance. Rubrics may include a short description and/or pictures.</li> <li>• Students complete nutrition/activity journals where students are expected to record the food they eat as well as any physical activity they participate in. The Physical Educator reviews each journal on a regular basis, using a rubric, and takes time to write specific feedback to students in their journals.</li> <li>• Students use heart rate monitors to gauge their levels of physical exertion during the warm-up routine.</li> <li>• All students are given a soccer ball and asked to perform passes against the wall. Some students are having difficulty controlling soccer ball when passing. The Physical Educator calls attention to students who are performing the skill successfully and asks those students model the soccer pass for the class. The Physical Educator then breaks students into small groups where they are directed to observe each other performing the soccer pass while they give corrective feedback to their peers and assist each other. During the activity, the Physical Educator is circulating giving feedback on student interactions as well as skill performance.</li> <li>• While working in a station or center format, a student struggles with how to pass a soccer ball with correct form using the side of his foot. The student asks a fellow group member to help with the skill. The group member provides feedback to the struggling student, which leads to improvement.</li> </ul>

## Domain 3: Instruction

### Examples of Physical Educator Classroom Practice

Component and Elements	Examples of Practice
<p><b>3e: Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• <i>Response to Student Needs</i></li> <li>• <i>Teacher's Persistence</i></li> <li>• <i>Lesson Adjustment</i></li> </ul>	<ul style="list-style-type: none"> <li>• When necessary, the Physical Educator makes adjustments to the lesson to enhance understanding. For example, when students are unable to dribble a soccer ball, the Physical Educator regroups students by ability so that he can re-teach the skill to the group that is struggling.</li> <li>• The Physical Educator modifies tasks for students who experience difficulty or find a task too simple. For example, a student might be encouraged to stand closer to the net in order to get a serve over the net successfully. Alternatively, a student who has already mastered the skill would be encouraged to attempt a more difficult serve (i.e. overhand or jump serve).</li> <li>• The Physical Educator explains that the day's task will be a game of Frisbee golf. During play, he notices that most students are not able to throw a Frisbee with proper form, which causes poor accuracy. The Physical Educator stops the lesson to give instruction on how to throw a Frisbee properly and sends students back to the task with a much higher success rate.</li> <li>• The Physical Educator is prepared to continue a lesson on health-related components when one student asks about nutrition. The Physical Educator accommodates the question by providing information about nutrition and how it relates to health-related fitness to segue back to the original discussion.</li> <li>• All students are given a soccer ball and asked to perform passes against the wall. Some students are having difficulty controlling soccer ball when passing. The Physical Educator calls attention to students who are performing the skill successfully and asks those students model the soccer pass for the class. The Physical Educator then breaks students into small groups where they are directed to observe each other performing the soccer pass while they give corrective feedback to their peers and assist each other. (This is also an example for Component 3d: Using Assessment in Instruction.)</li> </ul>





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