

**BERNARDS TOWNSHIP PUBLIC SCHOOLS
BASKING RIDGE, NEW JERSEY**

**PROGRAM EVALUATION
PHYSICAL EDUCATION**

(Grades 6 - 8)

REVISION:
July 2005

Supervisor:
Richard Shello

Revision Committee:
Melanie Dorr

**Bernards Township Public Schools
Basking Ridge, New Jersey**

Board of Education

Louis Carlucci, President
Ann Marie Woolford, Vice President
Michael J. Byrne
William Koch
Susan McGowan
Patty Seitz
Janet Smith
Leslie Stevens
Lisa Winter

Administration

Valerie A. Goger
Superintendent of Schools

Regina Rudolph
Assistant Superintendent

Cheryl Dyer
Director of Curriculum and Instruction

Affirmative Action Officer

Regina Rudolph, Assistant Superintendent

504 Coordinator

Gregory Youngman, Director of Pupil Personnel Services

*This document has been aligned with the
New Jersey Core Curriculum Content Standards*

*It is the policy of the Bernards Township Board of Education to provide equal
education opportunities regardless of color, creed, religion, gender or handicap.*

TABLE OF CONTENTS

Overview of Program	4
Philosophy	5
List Of Standards	6
Goals for Physical Education	7
Review Of Current Program	9
Overview: Strengths And Weaknesses	11
Recommendations and Plan For Implementation	13
Data Collection	14
Appendixes	15

Overview of the Program

The mission in Physical Education is to provide information and experiences that will steer students toward a lifetime of activity and fitness. This is achieved by having students attain healthful levels of physical fitness, understand mechanical principles related to skill performance and apply strategies in sport and game. Students are also expected to demonstrate positive social interactions with peers and cooperate with others to accomplish tasks.

Time Allocations for Physical Education:

All grade levels receive more than the state mandated 150 minutes of Physical Education per week. Students meet in their Physical Education classes every day (5 days per week) for 40 minutes.

Students at the middle school level are widely diverse in size, growth and maturation patterns that there is a need to provide a program that is personalized, action oriented and flexible. Activities will be based on the needs and interests of the students. Units are short (eight to twelve days) but varied. Whenever possible, the lessons include a warm-up/stretching period, aerobic activity, skill instruction, practice time (drills, lead-up games and/or sport) and a cool down/stretch period. Activities at the middle school level will include some team sport activities, individual physical activity and an introduction to some lifetime activities.

The program is progressive from the sixth grade to the eighth grade so that each grade level will not experience the same lessons each day although the units throughout the year will be very similar.

Fitness is incorporated into every lesson during the warm-up period as well as the fitness benefits derived from the specific activities selected for the practice part of the lesson. In addition, students twice annually participate in a Personal Best Fitness Test. In the fall and the spring, students are tested on components of fitness such as cardiovascular endurance (1 mile walk/jog), flexibility, speed and agility, upper body strength and

abdominal strength. Results are recorded for each student throughout their middle school career, allowing them to assess their fitness level. Tests and fitness levels can be measured to norms set forth by the Presidential Fitness Test.

The program is structured so that students can meet the outcomes set forth in the curriculum. However, the approximate percentage of time spent in each of the four major goal areas is:

Goal I	Fitness	30%
Goal II	Psycho-Motor Skills	40%
Goal III	Knowledge & Understanding	15%
Goal IV	Attitudes & Behaviors	15%

Philosophy

The Physical Education philosophy is an outgrowth of the overall philosophy of the Bernards Township School system. Based on the educational principle that the mind and body are one, and we are responsible for educating the whole child, the Bernards Township Physical Education program supports the following beliefs:

- Physical education is unique in that it educates through the physical in order to reach its objectives
- Physical education should help students develop physical fitness, neuromuscular skills, a body of knowledge relative to physical activity and positive attitudes and behaviors
- The body grows and functions best when proper exercise is a part of the daily routine
- Although physical education, intramurals and interscholastic athletics often include the same or similar activities, their program objectives are quite different. None of these programs should be substituted for the other.
- Physical education is not just a collection of activities but is a well organized, sequenced program, which is designed to meet specific objectives.
- The ultimate test of the success of the physical education program lies in the life-style of our graduates. Graduates of a successful program maintain a desirable level of physical fitness, understand the effects of exercise on the human body, are aware of the benefits of a physically active lifestyle, and exhibit positive behaviors and attitudes both as a spectator and a participant.
- Physical education should foster the enjoyment of play and activity, which will ultimately result in students continuing activity throughout their life.
- Physical education should, whenever possible, be coordinated with other curricular areas (i.e.; health, social studies science music, etc.).
- Physical education should focus on problem solving and guided discovery in order to develop lifelong thinkers and enhance lifetime social skills.

**COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION
LIST OF STANDARDS**

- 2.1 All students will learn health promotion and disease prevention concepts and health-enhancing behaviors.
- 2.2 All students will learn health-enhancing personal, interpersonal, and life skills.
- 2.3 All students will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs.
- 2.4 All students will learn the biological, social, cultural, and psychological aspects of human sexuality and family life.
- 2.5 All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.
- 2.6 All students will learn and apply health-related fitness concepts.

GOALS FOR BERNARDS TWP. MIDDLE SCHOOL PHYSICAL EDUCATION PROGRAM

- I. To develop and maintain a healthy level of physical fitness. (Standard 2.5, 2.6)
 1. To develop cardiovascular strength and endurance – the ability of the heart to deliver adequate amounts of blood during either short or long periods of exercise.
 2. To develop muscular strength and endurance – the ability of muscles to do heavy work and also to work for long periods of time without exercise fatigue
 3. To develop agility – the ability to execute and control body movements efficiently in a variety of activities.
 4. To develop flexibility – the ability to execute and control body movements efficiently in a variety of activities.
 5. To develop an awareness of acceptable ranges of healthy weight and body compositions.

- II. To develop a variety of Neuro-Muscular Skills (Standards 2.1, 2.5, 2.6)
 1. To develop gross motor skills – the ability to perform activities involving balance, agility, and laterality, using large muscle groups.
 2. To develop fine motor skills – the ability to perform movements such as ball handling, which involve small muscle groups.
 3. To teach appropriate developmental motor patterns – the ability to perform combinations of movements, such as walking, running and skipping which are learned sequentially and progressively as children grow.
 4. To teach the sports skills of our culture and others – the ability to execute the component movements in such activities as football, basketball, baseball, track and field, and the traditional games of other countries.
 5. To teach sports and other traditional games of other countries.
 6. To teach sports and other activities for lifetime use – such sports as golf, tennis and archery.

- III. To develop a functional knowledge and understanding of physical education. (Standards 2.1, 2.5, 2.6)
 1. To teach the basic principles of physiology of exercise – knowledge of the effects of exercise on the human body, including overload, acceptable training heart rates, and exercise intensity, frequency and duration.
 2. To teach the application of scientific principles to one’s own movement.
 3. To teach the understanding and application of the health-related components of physical education – such as the importance of nutrition, rest and body weight to a healthful life-style.

4. To teach the cognitive components of sports, games and dance – such as history, rules, strategies safety measures, and equipment selection and care so each student became at eh very least a more intelligent spectator.

IV. To develop positive attitudes and behaviors. (Standards 2.1, 2.5, 2.6)

1. To teach good sportsmanship – the ability of both girls and boys to accept victory and defeat with graciousness and to play according to the rules and spirit of a game.
2. To teach cooperation and teamwork – the ability to participate and interact with teammates to achieve common goals.
3. To teach appreciation for regular physical activity – recognition of the importance of frequent exercise for both enjoyment and physical fitness.
4. To teach emotional control – the ability to demonstrate acceptable emotional behavior in both stressful and non-stressful situations.
5. To teach leadership and team member skills – the ability to both give and carry out instructions and suggestions to achieve a common goal.
6. To teach the recognition and acceptance of one's own strengths and limitations as well as those of others – the ability to cope with the fact that there are limits to everyone's abilities.
7. To develop a positive self-concept – a confident, self-assured feeling about one's abilities and worth.
8. To teach the correlation between physical education activities and other life events.
9. To develop a joy in participation in activities throughout life.

REVIEW OF CURRENT PROGRAM

Program being evaluated: Middle School Physical Education Grades 6 –8

Minutes of instruction:

All students receive approximately 200 minutes per week in instruction.

Remediation, Enrichment and Acceleration:

Physical Education offers the opportunity for both individual and small group activities for all students to demonstrate their physical skills or leadership qualities. Students who perform exceptionally well are encouraged to offer advice and to get involved by peer teaching in order to help others.

One Adapted Physical Education (APE) class is scheduled every day, one period per day, for those students with special needs.

Assessment:

Grading as a method of communicating performance skills to parents is the same as that for all classes, in that a letter grade is issued. Unlike standard letter grades (i.e.; A or B) Physical Education classes in the Middle School are graded using Outstanding (O), Satisfactory (S) or Unsatisfactory (U). Teachers assess students on a daily basis based on preparation, ability to follow directions, participation, sportsmanship, and skills/fitness.

Interdisciplinary and culturally diverse opportunities:

Physical Education is interdisciplinary and multi-cultural, because it reflects everyday life, from wherever and whenever it was produced. New games and ideas are introduced in a context that describes the culture (including historically influential social factors), styles, genres and technology (pedometers) of the time. Students are expected to understand the role that physical activity should play in their everyday lives and the lives of all human beings. Physical education provides information and experiences that steer students towards a lifetime of activity and fitness. Students are also expected to demonstrate positive social interactions with peers and cooperate with others to accomplish tasks. PE also incorporates district wide goals such as character education, which is an integral component.

Facilities/Equipment/Supplies:

The gymnasiums at the middle school are excellent facilities. There are two gyms that connect through a common door for easy flow of traffic. There are separate locker rooms for each gender, which were recently renovated for more locker space to accommodate the growing population. Although the gyms are in good physical condition, they do not provide enough space for the large number of students they must accommodate at any one time. Each teacher is assigned 28-35 students per class, and there are four to five classes scheduled during one period, for nine periods of the day.

There is plenty of equipment for almost all students to have their own; the only reason this is not done on a daily basis is due to class size and safety concerns. Teachers are

encouraged to order new and innovative equipment, although PE equipment for such large classes does become costly.

Technology:

Both PE offices, which are located in the gender specific locker rooms, are equipped with computers that provide Internet access. Printers are not available directly, but the computers are connected to print in other classrooms.

There is a sound system in the main gymnasium that allows the teachers to play music or use a microphone in order to teach classes. A cordless microphone would be better in order for the teacher to be able to circulate throughout the gym while conducting class. The new gymnasium, however, does not have a sound system, but does have a CD player on a protected cart.

The purchase of pedometers would greatly benefit the program, but this would be a costly venture.

Scheduling:

As previously mentioned, each student receives approximately 200 minutes of Physical Education/Health instruction per week. This is only affected by a pull out which may be used once a week only for the purpose of instrumental lessons or speech. This still allows our program to comply with the state mandate of 150 minutes per week of instruction.

APE classes are scheduled one period a day, everyday for the purpose of serving those students with special needs. This class is scheduled at the same time as an overly full eighth grade class, and the APE teacher is expected to teach in the cafeteria with folded tables. There are many safety concerns with this.

Staff:

Currently, there are eight middle school PE teachers who are all also certified in health. An additional APE teacher comes in one period a day, everyday. This seems to meet all of our current needs as a department right now, but with the projected growth of the district, we may need to take into consideration additional staff members.

OVERVIEW: STRENGTHS AND WEAKNESSES

Staffing and Scheduling

Strengths

The PE/Health staff is encouraged to participate in continuing education and professional development activities. There are funds available for staff members to attend workshops in their field and learn from other professionals. Bernards Township also encourages all employees to obtain their Masters Degree from an accredited college or university and funds are also made available to all staff members who wish to meet this goal.

All PE teachers are certified teachers of Physical Education and Health. They are provided with at least 50 minutes of prep time everyday, excluding lunch and travel time from building to building.

PE classes meet everyday of the week for one full period. This complies with the state mandate of 150 minutes per week of instruction. All PE teachers are current members of AAHPERD, NJEA and the BTEA.

Weaknesses

Emphasis in the Bernards Township schools is placed on the excellence of academics. This becomes evident in the Middle School because credit for PE is not recognized the same as academic courses. The grading policy is not a standard letter grade like academic courses so it is not perceived to be important by students or parents.

Although the staff does receive adequate prep time during the course of the day, there is no common planning time for a large department of eight individuals who must team teach on a regular basis due to lack of teaching stations. This does not allow the staff sufficient time to plan, set up equipment on a daily basis or meet with academic teachers in order to plan cooperatively.

There also is a problem with the number of times throughout the course of the year when students are pulled from their physical education classes in order to attend assemblies or participate in large school functions, such as picture day. This does happen quite frequently throughout the school year and students are also expected to attend music or chorus programs that week. This disrupts the routine of the department and students do not receive the recommended time of instruction for that week. It also speaks loudly to the students that Physical Education is not important to the school as a whole.

Facilities/Equipment/Supplies

Strengths

The gymnasias are in good condition, are of adequate size and are kept clean. Bleachers in the large gymnasium are in adequate working condition for classes to use. Each teacher at the middle school is provided with a desk and storage space for reference materials. Each student is provided with a PE locker in which to store his/her PE attire and own lock to prevent theft. Each locker room has two bathroom stalls and a water fountain.

Sound systems are adequate in both gymnasias, with plans to expand the sound system in the newer gymnasium. The purchase of equipment allows for the advancement of activities for the students. There is adequate equipment for large groups of students to each “have their own.”

Weaknesses

Although each PE teacher is provided with a desk, there is very limited space to place this desk. There are four male and four female teachers in the department and each gender must share an office space in the locker rooms with very poor ventilation. The offices are small and overcrowded.

The outdoor facilities are in good use only if the weather conditions are good for an extended period of time. There is frequent flooding on the fields due to rain and the drainage is less than desirable so that classes cannot get outside the next day or even two days later due to standing water. As stated above, there is great demand within the community for field space, so middle school fields are always provided. This does not pose a problem, except for the fact that overuse of the fields causes the grass to die and these teams do not clean up after themselves so the issue of garbage on the fields is also a problem.

**FIVE – YEAR EVALUATION
RECOMMENDATIONS AND PLAN FOR IMPLEMENTATION**

Recommendations	Action Required	Timeline
Class sizes be reduced to 25-30 students to ensure safe and effective instruction	Need to speak with administration on scheduling and the addition of physical education staff member. Implement plans to accommodate growth	PENDING BUDGET APPROVALS
Indoor and outdoor facilities safe and adequate	Aramark needs to regrade fields so that ruts and holes are eliminated and fields drain properly	TBA
Physical education teachers seek feedback for improvement from students, peers, and parents as a means for program evaluation and improvement	A formal method of communication should be developed between the community and the Physical Education staff.	2006-2007
Provide an adequate teaching station for APE classes	Work with administration on scheduling	2007-2008
Grading policies should be changed in order to reflect continuity and affectability in the program and school	Work with supervisor and administration to change grading system	2006-2007
Purchase pedometers to accommodate class sizes	Involve PTO to help donate equipment and install	2007-2008
Fewer interruptions in the program due to assemblies or school functions	Express concerns to administration and find solution	2006-2007
Improve the heating and ventilation systems	Work with Aramark and business administrator to make appropriate repairs	Ongoing project
Install sound system into new gymnasium	Work with PTO, administration and business administrator to find solution	PENDING BUDGET APPROVAL
Create harmonious plan for recreation and PE to share space	Work with head of recreation department and administration to create action plan	2006-2007
Accommodate common planning time for PE teachers	Work with administration on scheduling of duties or releasing of duties	2007-2008

DATA COLLECTION

The following resources were chosen as a means to evaluate the Bernards Township Physical Education program as it currently stands.

New Jersey Core Curriculum Content Standards: These standards were adopted by the State and are used as a guideline to dictate a student's basic level of education by graduation, to be assessed by the local districts.

NASPE: An association of the American Alliance for Health, Physical Education, Recreation and Dance, this is a national association supporting K-12 physical education programs and physical educators. NASPE develops and supports physical activity, physical education and sport programs that promote healthy behaviors and enhance individual well-being.

AAHPERD – American Alliance for Health, Physical Education, Recreation and Dance

New Jersey Department of Education

Star Students

District Climate Survey

A formal survey of eighth grade students was issued for the purpose of program evaluation. (See Appendix.)

**BERNARDS TOWNSHIP SCHOOL DISTRICT
HEALTH AND PHYSICAL EDUCATION SURVEY
2004-2005**

The following survey is being done to assess the program of curriculum and instruction in Health and Physical Education at William Annin Middle School. Recommendations and curriculum revisions will be made based on the information obtained from the survey.

Please select the best answer to each question using the following scale.

- 1 Strongly Agree
- 2 Agree
- 3 Neutral
- 4 Disagree
- 5 Strongly Disagree

Health Education

1. The curriculum provides me with the information needed to make healthy decisions regarding my choice of lifestyle.
2. The teachers use a wide variety of teaching tools and strategies to encourage student learning.
3. The curriculum is developmentally appropriate for each specific grade level.
4. The curriculum provides sufficient time to cover such topics as obesity, nutrition, wellness, drug abuse, and family living.
5. The health curriculum is current, relevant, and accurate.
6. The teachers use a wide variety of appropriate assessment methods when evaluating student achievement.
7. The curriculum meets the needs of the students and the community in which they live.
8. The curriculum promotes social skills to help address a variety of issues and problems.
9. The class schedule and class sizes promote a smooth delivery of instruction to the students.
10. The health curriculum serves as the student's primary source of accurate information on a wide variety of current topics.

Physical Education

11. The physical education program addresses the importance of teamwork and sportsmanship as a valued part of sport.
12. The physical education curriculum promotes the importance of maintaining lifetime physical fitness and a healthy lifestyle.
13. The physical education program promotes a variety of activities that can be used as lifetime activities.
14. The physical education program allows students to participate in a variety of team sport, individual sport, and fitness activities.
15. Through team sport activities, students learn fundamental skills, tactical strategy, and an appreciation
16. In physical education, students learn cooperative and problem solving skills through adventure based education (Project Adventure).
17. In physical education, students learn and refine mechanically correct form when applying and combining movement skills in a sport or fitness activity.
18. Class size is optimal to promote student achievement and participation in physical education classes.
19. The program of physical education provides equal opportunities for males and females.
20. The delivery of instruction provides adequate time for explanation, practice, and reinforcement.
21. The physical education program emphasizes participation and enjoyment of and through activity.

Survey Analysis

Two hundred sixty (260) eighth grade students at William Annin Middle School completed a survey to assess the program of curriculum and instruction in Physical Education in the middle school of Bernards Township. The survey results are listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The Physical Education program addresses the importance of teamwork and sportsmanship as a valued part of sport	22%	28%	31%	15%	6%
2. The Physical Education curriculum promotes the importance of maintaining lifetime physical fitness and a healthy lifestyle	17%	32%	30%	15%	7%
3. The Physical Education program promotes a variety of activities that can be used as lifetime activities	21%	31%	27%	14%	6%
4. The Physical Education program allows students to participate in a variety of team sport, individual sport and fitness activities	24%	35%	26%	10%	5%
5. Through team sport activities, students learn fundamental skills, tactical strategy and an appreciation	10%	28%	44%	16%	1%
6. In Physical Education, students learn cooperative and problem solving skills through adventure based education (Project Adventure)	11%	27%	33%	18%	11%
7. In Physical Education, students learn and refine mechanically correct form when applying and combining movement skills in a sport or fitness activity	16%	36%	33%	9%	6%
8. Class size is optimal to promote student achievement and participation in physical education classes	15%	35%	30%	12%	8%
9. The program of Physical Education provides equal opportunities for males and females	20%	25%	32%	14%	10%
10. The delivery of instruction provides adequate time for explanation, practice and reinforcement	19%	33%	31%	14%	4%
11. The Physical Education program emphasizes participation and enjoyment of and through activity	17%	30%	33%	13%	7%