

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

**PHYSICAL EDUCATION
PROGRAM EVALUATION**

(Grades 9-12)

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*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.*

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Review of Previous 5- year Evaluation (Middle States)

Recommendation One

A different method of scheduling is used to eliminate the practice of taking students from physical education for the science labs and to avoid mixing grade levels in the same sections.

- There have been no attempts made to eliminate labs from physical education.
- To the contrary, double labs have been added which requires students to be pulled from their primary physical education class period and then make up one of those missed days during another period with the possibility of not having the same teacher.
- Currently there has been no attempt made to separate grade levels in physical education. Due to the physical education schedule revolving around science labs the gymnasium is overcrowded preventing separation of grade levels.

Recommendation Two

The exemption of students from physical education is reviewed to see if there are educational benefits gained for the students and any real savings for the district.

- The educational benefits have not been studied but the removal of the student from physical education class has narrowed the student's exposure to a variety of lifetime individual, dual and team sports other than the sport the student participated in during exemption.
- By removing the students from physical education you are requiring faculty coverage for study halls.

Recommendation Three

- Consideration is given to special needs students through the Adapted Physical Education course.
- Done: There is currently a district wide Adapted Physical Education Program.

Review of Current Program

The physical education program is broken down into 3-5 week units dictated by class size, facility availability and lab days. The units 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. Units at the high school level include team, individual and dual sports as well as lifetime activities.

Currently the physical education program includes an exemption offering where students involved in a sport can elect to take a study hall during one marking period in their season (provided no additional 4-5 day study hall exists).

Students at the freshmen level are required to take Project Adventure to encourage teamwork, problem solving, cooperative learning and an appreciation of diversity.

Physical Education- Course Units

Unit (3-5 wk program)	Grade Level	Time Allotment/Days
Flag Football	<u>All</u>	42 minutes/ 4-5 days a week
Soccer	<u>All</u>	42 minutes/ 4- 5 days a week
Wiffle Ball	<u>All</u>	42 minutes/ 4- 5 days a week
Tennis	<u>All</u>	42 minutes/ 4-5 days a week
Fitness	<u>All</u>	42 minutes/ 4- 5 days a week
Project Adventure I & II	<u>All - Required for grade 9</u>	42 minutes/ 4-5 days a week
Basketball	<u>All</u>	42 minutes/ 4-5 days a week
Volleyball	<u>All</u>	42 minutes/ 4-5 days a week
Pickleball	<u>All</u>	42 minutes/ 4-5 days a week
Badminton	<u>All</u>	42 minutes/ 4-5 days a week
Wrestling	<u>All</u>	42 minutes/ 4-5 days a week
Fencing	<u>All</u>	42 minutes/ 4-5 days a week
Yoga	<u>All</u>	42 minutes/ 4-5 days a week
Dance	<u>All</u>	42 minutes/ 4-5 days a week
Games	<u>All</u>	42 minutes/ 4-5 days a week
Softball	<u>All</u>	42 minutes/ 4-5 days a week
Ultimate Frisbee	<u>All</u>	42 minutes/ 4-5 days a week
Golf	<u>All</u>	42 minutes/ 4-5 days a week
Track & Field	<u>All</u>	42 minutes/ 4-5 days a week
Walking	<u>All</u>	42 minutes/ 4-5 days a week
Orienteering	<u>All</u>	42 minutes/ 4-5 days a week
Table Tennis	<u>All</u>	42 minutes/ 4-5 days a week
Lacrosse	<u>All</u>	42 minutes/ 4-5 days a week
Frisbee Golf	<u>All</u>	42 minutes/ 4-5 days a week
Archery	<u>All</u>	42 minutes/ 4-5 days a week
Floor Hockey	<u>All</u>	42 minutes/ 4-5 days a week

Instructional Strategies

The physical education staff has explored several instructional strategies through department meetings, in service and staff development. The strategies currently in place include:

- Team Teaching
- Peer Leadership
- Sport Education
- Cooperative Learning

Interdisciplinary Provisions

Physical Education uses an interdisciplinary approach through journal writing (language arts), pulley systems (science), team logos (art), yoga & dance (cultural), sport history (history), and music appreciation.

Remediation, Enrichment, and Acceleration Provisions

The physical education department has added an Adapted Physical Education program to meet the needs of those students who may require a modified physical education program. The department has also added a Peer Leadership program through the Project Adventure Course currently offered. In classes of appropriate size, teacher or peer remediation is possible during an activity. Remediation and enrichment become difficult in larger classes.

Curricular and Co-curricular Offerings

The physical education program has added such offerings as fencing, swimming, yoga, dance, project adventure I & II, recreation activities, and lifetime fitness activities.

Co-curricular opportunities exist within the following programs:

- Intramurals
- Intramural Fitness Program
- Project Adventure leadership
- Outdoor Club
- Athletic Programs (29 sports offered)
- Powder Puff Game
- Ski Club
- Volleyball Tournaments

Facilities, Equipment, and Resources

Strengths

- The high school has a main gym with dividing doors, an auxiliary gym, indoor climbing walls, a wrestling gym and a fitness center/weight room. The outside area includes use of 3 township fields, a softball/field hockey field, a practice field, high and low ropes courses, a climbing wall, 4 tennis courts, walking trail, a turf field with a track.
- The outdoor facilities are adequate and most fields are easily accessible from the gymnasium. The addition of the synthetic turf field has added an excellent opportunity for classes to be held outdoors even after inclement weather.
- There is a sound system in the main gym and fitness center/weight room that is adequate, although the controls in the main gym are not easily accessible.
- The addition of two new locker rooms over the past 5 years has been adequate for the increased population.
- Each physical education office is equipped with a computer, phone, desk and storage areas for files.

Weaknesses

- The equipment and storage are not sufficient. The closet space is limited and because of the large equipment (volleyball standards, ping pong tables etc) it becomes a safety issue when trying to get equipment in and out of the closets. Some of the larger equipment is older and unsafe and needs to be replaced.
- There is a sound system in the main gym but the other gym areas require a portable sound system.
- Lighting in all 3 gyms is sufficient as long as the bulbs are consistently maintained.
- There is one TV/VCR that is used for both health and physical education, which does not accommodate the number of classes each period.
- The gym is used for outside activities, which causes a concern for equipment security. The gym is also used for school pictures, art show and challenge day, which takes away the use of our facilities for physical education classes.
- The indoor facilities do not accommodate the large class sizes especially during inclement weather when some of the classes must stay inside. The overcrowding factor forces the classes to change activities at times and limits the variety of offerings to the students.
- There is only one bathroom in each new locker room, which does not accommodate the number of students changing in those locker rooms. However, as the population is projected to increase these facilities will soon be overcrowded.
- The older locker rooms do not have functioning showers and the ventilation in those locker rooms is poor. The lockers in those locker rooms also need to be replaced since many of the lockers are broken, thereby limiting locker availability and forcing some students to have to share the small lockers. This becomes a security issue.

Interdisciplinary and Culturally Diverse Opportunities

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 expected to demonstrate positive social interactions with peers and cooperate with others to accomplish tasks. Students learn to appreciate how the diverse talents of a group can strengthen its cooperative effort. Physical Education also incorporates district wide goals, such as character education, which is an integral component.

Staff

Strengths

- The physical education staff consists of 5 male and 5 female teachers in addition to one Adapted physical education teacher.
- Seven of the ten faculty members have a graduate degree and eight have dual certification in health education.
- Four of the members are certified in First Aid/CPR.

Weaknesses

- The department lacks a common planning time, which is necessary due to the amount of team teaching. Communication is needed for the large class sizes and arising problems.
- The teacher to student ratio should be 1:30 according to NASPE standards; this is not true of the high school program due to unbalanced class sizes.
- The department has one supervisor who is in charge of the physical education/health program k-12 as well as serving as the Athletic Director.

Staff Development

Strengths

The physical education 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. The staff currently attends out of district conferences that are offered by professional organizations such as AAHPERD, NJAHPERD, Project USE, as well as sport-specific conferences.

The staff also attends in-district staff development courses, such as Essential Elements of Instruction, Cooperative Learning, Learning Styles and Teaching Styles, Classroom Management and computer courses. Staff College hours can also be earned through Action Research or Independent Study.

Weaknesses

The staff college curriculum does not offer courses specific to physical education. Independent Studies have given the staff the opportunity to learn such activities as fencing and yoga, but these are done at the staff member's own expense.

Student Assessment

Students are assessed based on a 25-point scale including assessment in participation (10pts), skill (5pts), knowledge (written test 5pts), and preparation (5pts). Physical Education is not included in the student's grade point average. (See phone survey.)

Technology

Technological resources are available for use through the media center or departmental resources including computers, monitors, overhead projectors, TV/VCR units, CD players, and LCD projectors. The media center as well as the department house a variety of instructional resources including videos, overhead transparencies and audio collections.

Grouping Strategies

The grouping of students in physical education is based primarily on dovetailing with science labs. Grade levels have to be grouped together to provide scheduling for Health classes. At times, the grouping for Health classes is educationally unsound; a class may have three or four different lab days and there may only be one day per week that the entire class is scheduled to be present. Class sizes can vary from seven to forty. In the case of a health class of seven this becomes a physical education class with seven freshmen to do a project adventure activity and a blending in with upperclassmen other marking periods.

Data Collection

The following resources were chosen as a means to evaluate the Bernards Township physical education program:

- New Jersey Core Curriculum Content Standards
- Middle States Evaluation
- The First Report of Progress from Middle States
- American Alliance of Health, Physical Education, Recreation and Dance
- National Association for Sport and Physical Education
- Stars Program
- Ridge High School current curriculum
- Student Survey
- Phone Survey of Similar High Schools

Analysis of Student Survey Results

Curriculum Evaluation

Strengths

- Teachers use a wide variety of teaching tools and strategies to encourage student learning.
- Curriculum provides information to help make healthy decisions regarding choice of lifestyle.
- Like the opportunity to have a physical education exemption or off site physical education to meet state mandates, pursue an area of interest and obtain necessary study time.
- Students learned and refined mechanically correct form when applying and combining movement skills in a sport or fitness activity.

Recommendations

- Due to class size and facility limitations, students are not always offered a variety of team/individual sport and fitness activities.
- Increase lifetime fitness activity opportunities and promotion of healthy lifestyles.

Analysis of Similar High Schools' Phone Survey

Recommendations

It is recommended that Physical Education be included in student's GPA. This will keep Ridge H.S. on a level with similar high schools while maintaining our commitment to rigor and relevance in all areas of the curriculum.

Physical Education Survey

Response Choices are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)

Statement	SA	A	N	D	SD
The physical education program addresses the importance of teamwork and sportsmanship as a valued part of the sport	19	34	32	15	0
The physical education curriculum promotes the importance of maintaining lifetime physical fitness and a healthy lifestyle	16	33	33	18	0
The physical education program promotes a variety of activities that can be used as lifetime activities.	19	30	35	13	3
The physical education program allows students to participate in a variety of team sport, individual sport, and fitness activities.	18	37	30	25	0
Through team sport activities, students learn fundamental skills, tactical strategies, and an appreciation of the sport	17	31	39	11	2
In physical education, students learn cooperative and problem solving skills through adventure based education (Project Adventure)	20	33	36	10	1
In physical education, students learn and refine mechanically correct form when applying and combining movement skills in a sport or fitness activity.	20	39	33	8	0
Class size is optimal to promote student achievement and participation in physical education classes.	18	40	30	12	0
The program of alternate physical education effectively allows students to meet mandates in physical education and obtain necessary study time	24	40	27	9	0
The program of off-site physical education allows students to meet state mandates in physical education and at the same time pursues excellence in an area of interest. It also allows the student to obtain necessary study time.	21	42	28	9	0
The curriculum provides equal opportunity and sufficient activities that are appealing to both males and females.	22	33	33	12	0
The instruction provides adequate time for explanation, student practice and mastery skills.	19	38	36	7	0
The curriculum promotes participation and enjoyment of and through activity	20	39	30	10	1

High School Phone Survey Results Survey of Similar Districts

Ridge High School was compared to school districts with similar socioeconomic status and demographics. The two points of comparison were the inclusion of Physical Education in the Grade Point Average and Physical Education Exemptions.

Schools	Inclusion in the GPA	Exemption based on school athletics
Bridgewater-Raritan	Yes	No exemption
Chatham	Yes	If sport requires 150 hours exemption allowed
Hillsborough	Yes	No exemption
Milburn		
Montgomery		
Summit	Yes	
Watchung		
Westfield		

(To be updated)

Philosophy, Goals and Objectives

The goals and objectives for the Bernards Township Physical Education Program are aligned with the New Jersey Core Curriculum Content standards.

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.

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, as well as intellectual, emotional and social in order to reach its objective.

Physical education should help students develop physical fitness, neuromuscular skills, and a body of knowledge relative to physical activity and positive attitude and behaviors.

When proper exercise is a part of the daily routine, the student:

- Works more effectively
- Misses fewer days due to illness and injury
- Reduces physical and mental stress
- Enhances his/her self concept

Although physical education, intramural 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 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 lifestyle of our graduates. Graduates of a successful program produce citizens who take responsibility for their own lives by establishing positive health practices that will support and enhance lifelong wellness. Physical education should foster the enjoyment of play and activity, which will ultimately result in students continuing to exhibit positive behaviors, both as a spectator and participant, throughout their life.

Program Evaluation Recommendations

Recommendation	Implementation	Timeline	Constraints
Eliminate physical education exemptions	Work with the Administration and Board of Education in providing information on the importance of the physical education program for all students.	2006-2007	
Provide additional storage space for physical education equipment	Work with administration to implement district plans to accommodate growth.	2007-2008	Budget
Replace broken lockers in locker room	Order lockers and work with Aramark for installation.	2006-2007	Budget
Balance class sizes to accommodate physical education unit offerings and teacher/student ratios	Work with administration to find alternate scheduling methods.	2006-2007	
Eliminate students being pulled from physical education/health classes for science labs.	Work with administration to find an alternative to removing students from physical education/health classes.	2006-2007	
Replace broken showers in locker rooms	Work with Aramark to identify cause and resolution.	2006-2007	Budget
Increase ventilation and temperature control in locker rooms	Work with Aramark to identify cause and resolution.	2005-2006	
Include physical education in student's GPA	Work with Administration to reinstate Physical Education in the GPA	2006-2007	
Increase physical education offerings in Staff College	Encourage the Physical Education Specific Staff College training	2006-2007	