DEPARTMENT OF EDUCATION

Physical Education Distance Learning General Guidance

March 19, 2020

The Minnesota Department of Education defines distance learning as "students have access to appropriate educational materials and receive daily interactions with their licensed teachers." Supporting physical education learning in the period where students are working from home provides some challenges and opportunities. MDE has provided a document to help districts set up distance learning. This document builds on those delivery systems and applies them to distance learning in the physical education.

Transitioning to Distance Learning in Physical Education

Physical Education teachers should consider what materials are needed for students to continue their learning. Each school would determine the most appropriate way to communicate and provide instruction for each student which could include some/all of the following:

- Paper packets or worksheets, which could be distributed daily by bus route or collected several times a week at a central location
- Textbooks
- Telephone instruction
- Online resources (take into account availability of broadband)
- Instruction via the school's learning management system (LMS)

Preparing for Distance Learning

These guidelines divide distance learning in physical education into two categories that include virtual (online learning) and analog (when internet is not available).

Virtual Learning Preparation

[Tips for Online Physical Education Teaching and Learning](#); Brian Devore, Online Physical Education Network ([OPEN](#)) trainer.

Key considerations include:

1. What platform do you need to use? Find out what learning management system (LMS), your school or district utilizes. Popular ones are Google Classroom, Schoology, Canvas, and Brightspace. Learn how to house content and assignments on that LMS since your students and parents will be most familiar with that platform.

2. What if you don't have an LMS? Create your own website. First, consult your school or district to determine if they have a preferred platform. If not, there are many free website creation platforms, such as Weebly, that don't require knowing HTML or high-level technology skills. Your own website will enable you to post content, assignments, documents, and assessments.
3. How will I collect data and assignments? If you have an LMS, there should be an easy way to collect assignments and grade them within the system. If not, you will have to create some method to receive assignments from students during virtual classes.
4. Consider the technology your learners have. There's not always equity of access for students to technology in these situations. Reflect on what you know about your student population before creating assignments. You will be able to ask much more of students who have been issued their own devices from school rather than a setting where most students don't have a personal device.
5. What are you going to assess and how? This is difficult because we don't know how long the situations across the country will exist. However, you should try to assess based on the standards and learning outcomes as much as possible, rather than just physical activity. For example, I can upload a video of me throwing a ball. The assignment may be for the student to analyze the throw based on four learning cues that I use to teach throwing. This could be written or submitted via video or audio recording.
6. What equipment do students have at home? When creating assignments, consider types of equipment students may have at home. Be flexible with what they use to complete activities just like you will need to be with their technology access.
7. Vet your resources carefully. There's a lot of information flying around online right now. Evaluate each piece of content to make sure it is standards-based, utilizes research-based teaching practices, and is appropriate for your grade level. Just because it is on Facebook, Twitter, or Instagram doesn't mean it uses sound teaching practices.
8. Communicate daily. Your students need to see that you are *active* in their learning now more than ever! Pick your platform (blog, website, LMS, social media, etc.) that students need to visit each day to received announcements, assignments, and information.
9. Hold dedicated "office" hours. These probably won't be in a "real" office, but your students will need to know when they can reach you immediately for assistance. They may have questions about an assignment, technical difficulties, or content explained further. Pick some time in the morning, afternoon, and evening and a platform, such as email or Remind, so students know they can get help quickly.

Analog Learning Preparation

Key Questions include:

1. How can you transform your current curriculum and learning goals for distance learning? Distance learning should provide equitable learning experiences for all students.
2. What hard copy resources (textbooks, articles, activity guides, and other printed or hands-on materials) are you going to use? Consider which could be distributed and collected by bus route or at a central location. Consider if materials and instructions need to be translated into various languages for parents to help guide their children
3. What assessments can you utilize for your daily learning targets that are equitable for all students? Assessment can be administered in a variety of modes during distance learning (phone, online, paper/pencil, photograph, video, audio).
4. What equipment do students have at home? When creating assignments, consider types of equipment students may have at home.

5. Are there television shows, radio, films, nature-based activities available that relate to the learning goals? Contemplate the feasibility of utilizing these based upon your community environment. Consider collaboration with local radio and community access television
6. Are you able to utilize cell phones for text or email messaging? Think about how you can utilize them to provide daily communications with your students.
7. Does your school have access to a homework help hotline? Consider setting office hours so your students know when they can reach you, or when you will return phone calls.
8. Can you schedule phone or other means of communication check-ins, this may include non-traditional hours? Daily check-ins with students provide valuable insight to student progress towards learning goals.
9. Does your school use an automated telephone system announcements to alert families to instructional events that you can access for physical education messaging? Consider tapping into this existing resource for pertinent physical education messaging.

Guidelines for Distance Learning for Physical Education

1. Ensure your curriculum addresses the [2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks](#).
2. When possible, allow for student choice so students can choose where, when and how to be physically active.
3. Get parents involved with their child's learning.
4. Provide opportunities for students to design, monitor and evaluate their own physical activity including reflecting on their successes and setbacks.
5. Include activities and assignments away from the computer, tablet or mobile device, such as evaluating local play spaces and being physically active outside.
6. Provide equipment when needed to meet an assignment.
7. Use heart rate monitors, pedometers, and other activity trackers, including GPS features on smartphones.
8. Assess all state physical education standards including both formative and summative assessments

Physical Education Standards-based Instruction, Curriculum and Assessment in Distance Learning

In the document "Appropriate Instructional Practices Guidelines, K-12: A Side-By-Side Comparison", SHAPE America identifies appropriate and inappropriate practices in elementary, middle, and high school physical education. The following chart identifies some of the appropriate practices identified in the document that can be utilized in distance learning specific to curriculum, instruction, and assessment, at the three levels.

Appropriate Practice	Elementary School	Middle School	High School
Instructional Strategies: Expectations for student learning	Clear goals and objectives for student learning and performance are communicated to students, parents or guardians and administrators.	Clear goals and objectives for student learning and performance are communicated to students, parents or guardians and administrators. Students are held accountable for those expectations through various strategies (for example: goal-setting, teacher monitoring, assessment and evaluation).	Clear goals and objectives for student learning and performance are communicated to students, parents or guardians and administrators. Students are held accountable for those expectations through various strategies (for example: goal-setting, teacher monitoring, assessment and evaluation).
Instructional Strategies: Class design	Physical education classes begin with an instant activity, anticipatory set and physical warm-up; proceed to the instructional focus and fitness activities; and close with a physiological cool-down and a review of instructional objectives.	Physical education classes begin with an instant activity, anticipatory set and physical warm-up; proceed to the instructional focus and fitness activities; and close with a physiological cool-down and a review of instructional objectives.	Physical education classes begin with an anticipatory set and physical warm-up; proceed to the instructional focus and fitness activities; and close with a physiological cool-down and a review of instructional objectives.
Instructional Strategies: Class design	Stretching, if included in the lesson, occurs only after an appropriate general warm- up activity and is appropriate and beneficial for maintaining and improving flexibility.	Stretching, if included in the lesson, occurs only after an appropriate general warm- up activity and is appropriate and beneficial for maintaining and improving flexibility.	Stretching, if included in the lesson, occurs only after an appropriate general warm- up activity and is appropriate and beneficial for maintaining and improving flexibility.

Appropriate Practice	Elementary School	Middle School	High School
Instructional Strategies: Learning time	The teacher plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis.	The teacher plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis.	The teacher plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis.
Instructional Strategies: Learning time	Lessons are planned to revisit skills and concepts throughout the year and from year to year, to allow for student growth and readiness.	The physical educator offers a variety of units of sufficient length appropriate for middle school-age students (e.g., lessons are planned to revisit skills and concepts from year to year).	The physical educator plans lessons that revisit skills and concepts learned previously.
Instructional Strategies: Teaching and learning styles	The teacher uses a variety of direct and indirect teaching styles to provide for children's success, depending on lesson objectives and content and students' varied learning styles.	The teacher uses a variety of direct and indirect teaching styles to provide for children's success, depending on lesson objectives and content and students' varied learning styles.	The teacher uses a variety of direct and indirect teaching styles to provide for children's success, depending on lesson objectives and content and students' varied learning styles.
Instructional Strategies: Teaching and learning styles	The teacher emphasizes critical-thinking and problem-solving tactics and strategies by using higher-order questions (for example, those that deal with similarities, differences, efficiency and effective- ness).	The physical educator emphasizes critical-thinking and problem-solving tactics and strategies by using higher-order questions.	The physical educator emphasizes critical-thinking and problem-solving tactics and strategies by using higher-order questions.

Appropriate Practice	Elementary School	Middle School	High School
Instructional Strategies: Teacher enthusiasm	The teacher shows enthusiasm for an active, healthy lifestyle.	The teacher shows enthusiasm for an active, healthy lifestyle.	The teacher shows enthusiasm for an active, healthy lifestyle.
Instructional Strategies: Success rate	Students practice skills at high rates of success adjusted for individual skill levels within a "Try again; mistakes are okay" learning environment.	Students practice skills at high rates of success adjusted for individual skill levels within a "Try again; mistakes are okay" learning environment.	Students practice skills at high rates of success adjusted for individual skill levels within a "Try again; mistakes are okay" learning environment.
Instructional Strategies: Teacher feedback	The teacher pro- vides specific feedback (for example: "Remember to step forward on your opposite foot when you're throwing") on a consistent basis.	The teacher pro- vides specific feedback (for example: "Remember to step forward on your opposite foot when you're throwing") on a consistent basis.	The physical educator provides specific feedback on a consistent basis (for example: "Be sure that you follow through in the direction of the basket").
Instructional Strategies: Technology	When feasible, the teacher includes technology to increase the lesson's effectiveness (for example: quantifying activity with pedometers).	When feasible, the teacher includes technology to increase the lesson's effectiveness (for example: quantifying activity with pedometers).	When feasible, the physical educator includes technology to enhance the les- son's effectiveness (for example: quantifying activity with pedometers).
Curriculum: Productive motor skill learning experiences	The physical education curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all children and that are derived from state standards.	The physical education curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all children and that are derived from state standards.	The physical education curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all children and that are derived from state standards.

Appropriate Practice	Elementary School	Middle School	High School
Curriculum: Productive motor skill learning experiences	The teacher focuses on developing students' fundamental motor skills and applying them to a variety of settings.	Activities are developmentally appropriate for early adolescent students and are aimed at promoting success for all students (e.g., heart rate monitors allow students to exercise in their own individual target heart zones and at different intensity levels).	The physical educator includes motor skill development, physiological and biomechanical concepts, health-enhancing physical activities that lead to a physically active lifestyle, and opportunities ties to develop appropriate social behaviors.
Curriculum: Productive motor skill learning experiences	Each lesson is designed to meet pro- gram goals as stated in a published scope and sequence.	Each lesson is designed to meet pro- gram goals as stated in a published scope and sequence.	Instruction follows a scope and sequence that is designed to scaffold prior learning and develop mature forms of skills and strategies.
Curriculum: Productive motor skill learning experiences	Teachers adapt their lessons for different classes within and between grade levels.	Teachers design progressions that allow students to build on previously learned content and skills by focusing on lifetime activities.	Teachers design progressions that allow students to build on previously learned content and skills, by focusing on lifetime activities.
Curriculum: Concept knowledge	Strategies, tactics, exercise science, biomechanical analysis and fitness concepts are included throughout the curriculum.	Strategies, tactics, exercise science, biomechanical analysis and fitness concepts are included throughout the curriculum.	Strategies, tactics, exercise science, biomechanical analysis and fitness concepts are included throughout the curriculum.

Appropriate Practice	Elementary School	Middle School	High School
Curriculum: Concept knowledge	Students are educated to become wise consumers of the fitness, wellness and nutrition industries.	Students are educated to become wise consumers of the fitness, wellness and nutrition industries.	Students are educated to become wise consumers of the fitness, wellness and nutrition industries.
Curriculum: Regular participation	The teacher extends experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle.	The teacher extends experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle	The teacher extends experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle
Curriculum: Developing health-related fitness	The health-related components of fitness are the focus of fitness activities. Skill-related components of fitness are emphasized in their relation to skill development.	The health-related components of fitness are the focus of fitness activities. Skill-related components of fitness are emphasized in their relation to skill development (e.g., muscle strength and flexibility are taught using exercise balls).	The health-related components of fitness provide the focus for fitness activities. Skill-related components of fitness are emphasized in their relation to skill development.
Curriculum: Developing health-related fitness	The teacher helps students interpret and use assessment data to set goals and develop a lifelong fitness plan.	The teacher helps students interpret and use assessment data to set goals and develop a lifelong fitness plan.	The teacher helps students interpret and use assessment data to set goals and develop a lifelong fitness plan.

Appropriate Practice	Elementary School	Middle School	High School
Curriculum: Self-responsibility and social skills	Teachers intentionally design activities that allow children opportunities to work together, for the purpose of developing social skills (cooperative, competitive and sportsmanship) and learning responsible behavior. Situations are designed purposefully for teaching these skills; they aren't left for "teachable moments" only.	Physical educators design activities throughout the program that provide students with opportunities to work together, for the purpose of developing social skills (cooperative and competitive) and learning responsible behavior (for example, "good sport" skills are encouraged instead of trash talking). Situations are designed purposefully for teaching these skills; they're not left for "teachable moments" only.	Teachers intentionally design activities that allow students to work together in developing social skills (cooperative and competitive) and learning responsible behavior. Situations are designed purposefully for teaching these skills; they're not left for "teachable moments" only.
Curriculum: valuing physical activity	Teachers encourage all children to experience the satisfaction and joy that can result from learning about and participating regularly in physical activity.	The physical educator helps all students experience the satisfaction and joy of learning about and participating regularly in physical activity.	The physical educator helps all students experience the satisfaction and joy of learning about and participating regularly in physical activity.
Curriculum: valuing physical activity	Teachers help students understand that physical activity is an important part of everyday living (for example: climbing stairs instead of using an elevator; riding a bike or walking).	The physical educator helps students understand that physical activity is an important part of everyday living (for example: climbing stairs instead of using an elevator; riding a bike or walking).	The physical educator helps students understand that physical activity is an important part of everyday living (for example: climbing stairs instead of using an elevator; riding a bike or walking).

Appropriate Practice	Elementary School	Middle School	High School
Curriculum: interdisciplinary instruction	Teachers frequently link physical education experiences with concepts being taught in mathematics, reading, science, social studies, art and music.	Physical education is part of a multi- disciplinary curriculum, but integration doesn't compromise teaching the concepts important to developing a physically educated individual.	Physical education is part of a multi- disciplinary curriculum, but integration doesn't compromise teaching the concepts important to developing a physically educated individual.
Assessment: assessment use	Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with disabilities.	Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with disabilities.	Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with disabilities.
Assessment: variety of assessments	Teachers systematically teach and assess all domains (cognitive, affective and physical), using a variety of assessment techniques.	The physical educator systematically teach and assess all domains (cognitive, affective and physical), using a variety of assessment techniques.	The physical educator systematically teach and assess all domains (cognitive, affective and physical), using a variety of assessment techniques.
Assessment: variety of assessments	Assessments include clearly defined criteria that are articulated to students as part of instruction before the assessment (for example: a rubric is provided and explained during instruction).	Assessments include clearly defined criteria that are articulated to students as part of instruction before the assessment (for example: a rubric is provided and explained during instruction).	Assessments include clearly defined criteria that are articulated to students as part of instruction before the assessment (for example: a rubric is provided and explained during instruction).

Appropriate Practice	Elementary School	Middle School	High School
Assessment: Fitness testing	Teachers use fitness assessment as part of the ongoing process of helping students understand, enjoy, improve and/or maintain their physical fitness and well-being (for example: students set goals for improvement that are revisited during the school year).	The physical educator uses fitness assessment as part of the ongoing process of helping students understand, enjoy, improve and/or maintain their physical fitness and well-being (for example: students set goals for improvement that are revisited during the school year).	The physical educator uses fitness assessment as part of the ongoing process of helping students understand, enjoy, improve and/or maintain their physical fitness and well-being (e for example: students set goals for improvement that are revisited during the school year).
Assessment: Fitness testing	As part of an ongoing program of physical education, students are physically prepared in each fitness component so that they can complete the assessments safely.	As part of an ongoing program of physical education, students are physically prepared in each fitness component so that they can complete the assessments safely.	As part of an ongoing program of physical education, students are physically prepared in each fitness component so that they can complete the assessments safely.
Assessment: Testing procedures	Teachers make every effort to create testing situations that are private, nonthreatening, educational and encouraging (for example: they explain what the test is designed to measure).	The physical educator makes every effort to create testing situations that are private, nonthreatening, educational and encouraging (for example: they explain what the test is designed to measure).	The physical educator makes every effort to create testing situations that are private, nonthreatening, educational and encouraging (for example: they explain what the test is designed to measure).

Appropriate Practice	Elementary School	Middle School	High School
Assessment: Testing procedures	Teachers encourage children to avoid comparisons with others and, instead, use the results as a catalyst for personal improvement.	Teachers encourage children to avoid comparisons with others and, instead, use the results as a catalyst for personal improvement.	Teachers encourage children to avoid comparisons with others and, instead, use the results as a catalyst for personal improvement.
Assessment: Reporting student progress	Test results are shared privately with children and their parents or guardians as a tool for developing personal goals and strategies for maintaining and increasing the respective fitness parameters.	Test results are shared privately with children and their parents or guardians as a tool for developing personal goals and strategies for maintaining and increasing the respective fitness parameters.	Test results are shared privately with students and their parents or guardians as a tool for developing personal goals and strategies.
Assessment: Reporting student progress	The teacher provides regular reports of student progress to students and parents/ guardians using a variety of continuous formative evaluations and assessments (for example: heart rate monitor printouts, pedometer step sheets).	The teacher provides regular reports of student progress to students and parents/ guardians using a variety of continuous formative evaluations and assessments (for example: heart rate monitor printouts, pedometer step sheets).	Teachers provide regular reports of student progress to students and parents/guardians, using a variety of continuous, formative evaluations and assessments (for example: heart rate monitor printouts, pedometer step sheets, skill rubrics).
Assessment: Grading	Grades are based on thoughtfully identified components that are aligned with goals and state standards.	Grades are based on thoughtfully identified components that are aligned with goals and state standards.	Grades are based on thoughtfully identified components that are aligned with goals and state standards.

Appropriate Practice	Elementary School	Middle School	High School
Assessment: Grading	Students know the components of and criteria included in their grade, and the rationale for each.	Students know the components of and criteria included in their grade, and the rationale for each.	Students know the components of and criteria included in their grade, and the rationale for each.
Assessment: Reporting student progress	The teacher provides regular reports of student progress to students and parents/ guardians using a variety of continuous formative evaluations and assessments (for example: heart rate monitor printouts, pedometer step sheets).	The teacher provides regular reports of student progress to students and parents/ guardians using a variety of continuous formative evaluations and assessments (for example: heart rate monitor printouts, pedometer step sheets).	Teachers provide regular reports of student progress to students and parents/guardians, using a variety of continuous, formative evaluations and assessments (for example: heart rate monitor printouts, pedometer step sheets, skill rubrics).

See the complete SHAPE America – Society of Health and Physical Educators. (2009). *Appropriate Instructional Practices Guidelines, K-12: A Side-By-Side Comparison*. Reston, VA: Author

Minnesota Sample Assessments in Physical Education

There are many tools available for gathering data on student knowledge and performance. Selecting the appropriate tool depends on the tool's ability to provide evidence specific to the benchmark and performance criteria.

Minnesota Statutes, Section 120B.021 directed the Minnesota Department of Education to make available sample assessments, which schools may use as an alternative to local assessments, to assess students' mastery of the 2018 Minnesota K-12 Academic Standards in Physical Education and Grade-Level Benchmarks. Three documents were created: Elementary School (grades K-5) Physical Education Sample Assessments, Middle School (grades 6-8) Physical Education Sample Assessments, and High School (grades 9-12) Physical Education Sample Assessments.

The sample assessments allow teachers to measure performance and knowledge across all five state physical education standards. Teachers can use samples as they are, modify them to fit a curriculum, or use them to create an original assessment that is more appropriate for the school's teaching environment and needs in distance learning.

When viewing the sample assessments, teachers should remember the context of their teaching environment (e.g., space and equipment required). Select, modify or create assessments that fit the program and provide the most robust information on what students know and are able to do.

For questions, contact mde.academic-standards@state.mn.us

Resources

1. SHAPE America – Society of Health and Physical Educators. (2009). *Appropriate Instructional Practices Guidelines, K-12: A Side-By-Side Comparison*. Reston, VA: Author
2. SHAPE America – Society of Health and Physical Educators. (2020). *Guidelines for K-12 Online Physical Education. [Guidance document].* Reston, VA: Author.
3. Tips for Online Physical Education Teaching and Learning; Brian Devore, Online Physical Education Network (OPEN) trainer.