



Turnkey Guidance for Let Me Introduce Myself: The New York State Physical Education Learning Standards (2020) Introduction

Goal: To provide educators with essential questions and discussion points to guide upcoming work with regards to supporting all student populations while transitioning to the NYS Physical Education Learning Standards.

Materials Needed:

[NYS Physical Education Learning Standards \(2020\)](#)

Instructions:

Prior to the presentation, send attendees copies of the [NYS Physical Education Learning Standards \(2020\)](#) and the grade level standards you will be using.

- Have everyone read the materials and bring copies (or a digital version) to the presentation.
- Included below are notes for each of the stops along the way, as well as links to resources that delve further into each topic.

STOP 1: INTRODUCTION TO THE STANDARDS

The introduction to the standards is essential to the contextualization and understanding of the standards, how they are organized, and how they are to be applied at each grade level. This stop is intended to introduce participants to the introductions while questioning the role and purpose of standards.

Have educators open the introduction section of the standards and read through to answer the following questions:

1. How are the standards defined in the introduction?
2. To whom do the standards apply?
3. Why were the standards revised?
4. What was a critical consideration in this project?



STOP 2: STRUCTURE

After reading through the introductions, answer these questions about major topics and structures in the standards:

1. What changes are described in the introduction?
 - Physical Education Lifelong Practices
 - Building character traits such as perseverance
 - Healthy decision-making, and self-expression as demonstrated through goal setting
 - Broadening the understanding of community/occupational resources, through using various mediums (technologies), a reimagined vision
 - Promote lifelong habits of physical activity

*Refer to the [NYS Physical Education Learning Standards \(2020\)](#).

STOP 3: CHOOSING APPROPRIATE ACTIVITIES

Have participants choose a grade level from the standards.

Utilize the information from the Introduction (page 1 of the [NYS Physical Education Learning Standards \(2020\)](#)): and the Grade Level Introduction (i.e., pages 24-26 of the [NYS Physical Education Learning Standards \(2020\)](#)) and consider the following questions:

1. What processes would you use to determine that grade level activity is appropriate to your grade?
2. What grade level specific strategies could you use in the physical education classroom to be consistent with expectations?
3. What instructional practices could you use to guide students with different needs in the same physical education classroom?

STOP 4: PHYSICAL EDUCATION LIFELONG PRACTICES

Read the Physical Education Lifelong Practices (found on page 12) of the [NYS Physical Education Learning Standards \(2020\)](#) .



Partner up with someone, or work in a small group, and discuss:

1. What did you observe about the practices?
2. Which practices do you regularly see at school? Which are new?

Select one practice and share with your partner or small group:

3. What might this practice look like in the physical education classroom? What evidence can you look for to see that this practice is happening?

STOP 5: SUPPORTING ALL STUDENTS

Choose and read a grade level introduction and answer the following questions:

1. How can you best support the needs of ELL/MLL learners in your classroom?
2. How can you best support the needs of students with disabilities in your classroom?
3. Identify a new or revised standard that would call for an instructional change in your classroom instruction and explain how you would modify your instruction. If necessary, use the to support this process.

*Reference the [Blueprint for Improve Results for Students with Disabilities](#) and the [Blueprint for English Language Learner Success](#) for additional support for students with disabilities and multilingual students.