# Taskforce members

<table>
<thead>
<tr>
<th>Name</th>
<th>School/Position</th>
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<tbody>
<tr>
<td>Kathy Tronvig</td>
<td>Roosevelt Elementary School</td>
</tr>
<tr>
<td>Lynnette Watkins</td>
<td>Monroe Elementary School</td>
</tr>
<tr>
<td>Myles Farrell</td>
<td>Muir Middle School</td>
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<tr>
<td>Jim Sorensen</td>
<td>Bancroft Middle School</td>
</tr>
<tr>
<td>Isabelle Wettergren</td>
<td>San Leandro High School</td>
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<tr>
<td>Mitch Miloslavich</td>
<td>San Leandro High School</td>
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<tr>
<td>Kristin Porter</td>
<td>Parent, Roosevelt Elementary School</td>
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<tr>
<td>Craig McKinley</td>
<td>Physical Education Coordinator, Alameda County Office of Education</td>
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<tr>
<td>Julianna Sikes</td>
<td>Curriculum Specialist for Visual and Performing Arts, Physical Education, and New Teacher Support</td>
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Review Team

Wendy Jones
- Project Co-Director of Bay Area Physical Education-Health Project (Bay PE-HP), Physical Education Specialist at Marsh Elementary, Antioch Unified, Co-author of California Physical Education Content Standards

Holly Guntermann
- Idyllwild Elementary School Physical Education Specialist, K-8

Deborah Craig
- Project Co-Director of Bay Area Physical Education-Health Project (Bay PE-HP), Physical Education Specialist at West Hillsborough Elementary, Hillsborough City School District, Lecturer at San Jose State University in Teacher Preparation
Background

- Physical Education Model Content Standards for California Public Schools
- Obesity Trends Report
- Advocacy for Physical Education
Physical Education Content Standards

- Guide the development of consistent, high-quality physical education instructional programs
- Provide a comprehensive view of what students should know and be able to do in Physical Education.
- 5 overarching Standards for grades K-8
- 3 overarching Standards for grades 9-12
Obesity Trends* Among U.S. Adults
BRFSS, 1990, 1995, 2005
(*BMI ≥30, or about 30 lbs overweight for 5’4” person)
Physical Education Matters

High levels of obesity and diabetes and low fitness levels in California children, particularly in Latino, African American and Native American youth, indicate the need for our schools to make Physical Education a priority.

Quality Physical Education meets state standards and ensures adequate physical activity.
Rationale

- The Physical Education Strategic Taskforce was formed in the spring of 2007 to develop a five year strategic plan in order to provide all students with a comprehensive, high-quality K-12 physical education experience.

- It is the intent of the Taskforce to provide the San Leandro Unified School District with a district-wide, comprehensive plan which will direct and guide the future of physical education for all students.
Goal

To create and implement a high-quality, standards-based K-12 physical education program, taught by highly-qualified teachers which is aimed at increasing student learning and achievement by promoting lifelong engagement in, and an understanding of healthy lifestyles and physical activity.
Sections of Plan

- Rationale
- Definition of High-Quality Physical Education
- Goal
- Taskforce Members
- Timeline of Process
- Resources
- Curriculum
- Professional Development
- Advocacy
- Implementation Steps
- Assessment
Curriculum

- Is based on the Content Standards
- Integrates all 5 overarching standards at the Elementary and Middle School levels
- Integrates all 3 overarching standards at the High School level.
- Identifies Professional Development to further develop curriculum

[Standards Mapping worksheet April Middle school.doc]
Timeline

Year 1 (2008-2009)

- Content standards as identified in Strategic Plan are taught
- Level 1a and 1b of Content Standards Training
- Professional development by Bay PE-HP on standards-based lesson design, assessment, and curriculum development
- Department meetings (by site and district-wide)
Timeline Year 2 (2009-2010)

- Level 2 of Content Standards Training
- Continue to identify specific standards
- Continue to develop lessons
- Develop common assessments
- Professional development on standards-based lesson design and curriculum
Timeline Year 3 (2010-2011)

- Level 3 of Content Standards Training
- Continue to identify specific standards
- Continue to develop lessons, rubrics, and common assessments.
- Professional development on standards-based lesson design and curriculum
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Year 4 (2011-2012)</th>
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<tbody>
<tr>
<td>Level 4 of Content Standards Training</td>
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<tr>
<td>Grade-level outcome brochures</td>
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<td>Professional development on standards-based lesson design and curriculum</td>
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Level 5 of Content Standards Training
Design standards-based report cards.
Professional development on standards-based lesson design and curriculum
Assessment

Develop PE Strategic Plan

Make revisions to Strategic plan and implement revisions

Implement Plan

Assess effectiveness of K-12 Physical Education program