



Menu of Evidence-Based Practices: Diverse, Equitable, and Inclusive Opportunities for Physical Activity

Cultural Responsiveness:

- Ensure physical education teachers and physical activity facilitators take deliberate steps to get to know students and form relationships
- Give students a voice by conducting surveys and giving opportunities for feedback and discussion
- Present images and multimedia with diverse role models so students can see representations of themselves in imagery
- Present information to students and families in native languages

Inclusive:

- When information is presented to students, ensure it is presented in multiple ways (e.g., verbally, through images, videos, demonstrations)
- Offer a variety of equipment students can choose from when performing tasks, skills, and playing games
- Allow students to choose the level of challenge they wish to experience (e.g., distance, height, speed, level of competition) within activities. Keep the focus on individualized goals and achieving one's personal best
- Enlist the support of trained paraprofessionals to assist students with disabilities in physical activity settings
- Use peer tutoring to teach skills and develop positive relationships among students

Equitable:

- Ensure equal opportunity for physical activity regardless of age, gender, ethnicity, ability, socioeconomic status, religion, sexual orientation, or any other personal characteristic

Menu of Evidence-Based Practices: Physical Education

Appropriate Instruction:

- Use deliberate-practice tasks that support the goals and objectives defined in the school's physical education curriculum
- Teach to the psychomotor, cognitive, and affective domains of learning
- Differentiate instruction and modify tasks to meet the individual needs of students
- Maximize the number of practice opportunities for motor skill development
- Ensure at least 50% of physical education class time is spent in moderate to vigorous physical activity

- Offer physical education with adequate equipment and space
- Provide meaningful and constructive feedback to students

Student Assessment:

- Ensure assessments are aligned with national or state standards
- Conduct student assessment that measures student progress in the psychomotor, cognitive, and affective domains
- Conduct formative assessments that monitor student learning and inform instruction
- Conduct summative assessment to evaluate student learning at the end of instructional units
- Grade students on the achievement of standards
- Regularly report assessment results to students and parents/guardians

Menu of Evidence-Based Practices: Professional Development and Training

Quality Professional Development:

- Use strategies such as interactive learning and authentic inquiry to promote active engagement during professional development sessions
- Survey teachers and school staff to determine their needs and interests around promoting an active school culture
- Offer ongoing professional development, technical assistance, and networking opportunities to facilitate communities of continued learning
- Focus professional development on student outcomes by addressing content, pedagogy, and assessment

Training and Skills:

- Identify an active school champion with physical activity-specific expertise
- Ensure the designated active school champion has the knowledge and skills to advocate for physical education and physical activity, train other school staff, and coordinate schoolwide physical activity programs
- Hire teachers of all subjects who have graduated from teacher preparation programs that provide robust curriculum and instruction connected to school-based physical activity promotion
- Encourage in-service teachers to pursue ongoing professional development via workshops, online trainings, and graduate education Include questions about physical activity expertise in job interviews