Physical Education

Proposal for additional FTE

"Learning is not the product of teaching. Learning is the product of the activity of learners."

John Holt

PE - Current vs. Proposed

Current

- 2 class periods per day
- 6 sections of PE, 4 sections of Health
- 25:1 students to teacher
- 3 PE teachers per period
- 2 Health teachers per period
- Health taught separately
 - Students have 3 qtrs of PE, 1 qtr of Health

Proposed

- 6 class periods per day
- 10 sections of PE
- 25:1 students to teacher
- ♦ 1-2 PE teachers per period
- Health taught within PE curriculum
- Students have 4 qtrs of PE

- ★ Increases flexibility in scheduling
 - Special Education students into General Education Settings
 - More heterogeneous class rosters
 - Enables separation of students
 - Conflicts
 - Catalysts

- ★ Disciplinary impacts
 - Decreases number of students in locker room (from approx. 38 students to 25)
 - Improved communication and follow through by PE Staff
 - More options to separate difficult students

- Social Emotional Learning
 - Increased opportunities throughout the day to meet with students
 - Less time away from Core Academics

- ★ Instructional Delivery
 - Less time lost no longer have to use UE gym or cafeteria
 - Improved instruction and student engagement - Fewer students in gym allows for skills teaching, practice, and assessment
 - Health curriculum woven into planning

- ★ Teaching Staff
 - Opportunities to mentor and observe each other
 - Subbing within when subs do not fill
 - Flexibility in scheduling 504s and IEPs
 - Common planning time
 - PE staff available during Team time
 - Decrease number of shared staff
 - PE teachers in building all day

PE and Coaching Considerations

- ★ PE teachers visible throughout the day.
- ★ Fostering of positive relationships fewer students at one time = greater opportunity
- Multiple settings classroom, lunchroom, athletic competitions
- ★ Position lends itself to athletic coaching and recruiting of players

