The CTAHPERD Executive Council under the leadership of President Lisa Galske, identified several areas of our Strategic Plan to focus on this year.

Communication Initiatives:
- Update website
- Add more resources to members only section of website
- Swap Ideas Day – using Twitter, members are encouraged to contribute their ideas, tips, lessons
- Establish an Electronic issue of The Bulletin to increase member participation in sharing ideas while not adding to the budget
- Increase the number of followers and likes on the CTAHPERD Facebook Page and Pinterest Boards

Advocacy:
- Participate in the March 1-2 Speak Out Day sponsored by SHAPE America
- As a state affiliate of SHAPE America, support the 50 Million Strong Initiative, updated teaching standards for health and physical education and opportunities for professional growth and development

Enjoy this inaugural electronic issue of The Bulletin focusing on teaching standards. Thank you for the behind the scenes work by Jan Bishop and David Harackiewicz and volunteer contributors: Amanda Amtmanis, Ann Marie Colebrook, Lisa Galske and Mike Ginicola, and our Student Representatives who polled future professionals after the Annual Fall Conference.

Standards Based SLO’s
Amanda Amtmanis, Middletown Public Schools, explains how teachers developed cognitively based SLO’s measuring Health-Related fitness knowledge. Page 6

Teaching to the Standards
Ann Marie Colebrook, Glastonbury Public Schools, shares the standards addressed and measured in a first grade Fitness and Health Concepts unit. Page 5
Using Technology to Teach Dance
by Michael Ginicola

I was approached by my supervisor 5 years ago with a request to somehow get involved with our annual winter holiday music concert. After some serious thought as to how I could possibly incorporate Physical Education into such an event, I came up with the idea of using dances (rhythms unit) to be performed for parents in between the grade level songs. Parents used to have to wait for a grade level to leave the stage, with the next taking time to get in place and settled. Now we fill that void by having the previous singing group leave the stage to come down to the gym floor to dance while the next group gets ready.

My inspiration for the dances came from a popular 300 million view YouTube video called ‘The Evolution of Dance’ from comedian Judson Laiply. He performs about 25 famous dances from the last 50 years in about 8 minutes. I decided to give each class their own song from a certain era (1950-present). The idea was to celebrate New Year’s by revisiting previous years of famous pop-culture dances.

So many parents showed up that some were down the main hallways and even stuck outside. We got around 700 parents for a 450 student school...during the school day! The next year we had to move to 2 performances, one in the morning and one in the afternoon. We still go beyond gym capacity for each show.

I decided to start using YouTube to host my choreography because students would practice the moves incorrectly at home (after learning them correctly from me) and come back to class with amazing dance moves, just not the correct ones! Now I research new songs each year, come up with choreography for them (often borrowing from already famous moves or Zumba classes on YouTube), and practice until I’m ready to record myself for our dance channel. I even wear props for each dance (parents love that!), like a white glove for Michael Jackson, a construction helmet for YMCA, or Hammer pants for MC Hammer.

Growing the Program
The students get to practice at home or on a mobile device, which has greatly improved their readiness during P.E. class. I then have them audition during class for front, middle and back row dance positions, and when we’re done, I take a photo of each class in their positions using an iPad so that I have a reference of where they go for the next class/audition period. If I end up moving dancers around (as often happens when certain ones practice their hearts out at home!), I retake a new photo. If a student doesn’t have access to the internet, I ask if they can go over a friend’s house. If not, then they need to practice the traditional way, from memory (though I find other kind students will often help them during recess if needed).

During classes, I show students our YouTube channel and the dance I recorded for them using a digital projector and laptop (WiFi access helps save on data use) projected onto a portable movie screen I got for free from Craigslist (a light colored wall also works). If you don’t have a laptop available, you can even use a special adaptor to hook up a smartphone or tablet to a projector. I often use an HDMI cable with an iPhone adapter to project apps like Tabata Pro (interval training for station work) and Plickers (assessment) during class.

The channel has now grown to become a dance and family fitness channel since so many parents and family members have been dancing along with me at home (embarrassing for sure!). I use playlists so that students can find their grade level to practice with easily. I even have a separate playlist for family fitness videos that I link (like Pop See Koo, Star Wars yoga, kids Zumba, etc.) and even reviews of nutritious foods and drinks for parents. I’ve gotten the entire family off their feet at home! Even our school staff uses the channel either for activity bursts on their smart boards or at home with their own children.

I added a flip-classroom challenge this year to the show. I added a special challenge for our best dancers to practice to a dance video I chose. (This year it was Will I Am and Justin Bieber’s That Power dance choreo from Just Dance on the Wii.) Students came in during 3 days of my preps to audition for 30 spots on our dance ‘dream team.’ I had about 70 try out! That blew me away. This was an extra song above and beyond their class-based one. And they did it on their own at home without me teaching it to them!

If you’d like, please check out my YouTube channel and consider something similar for your school. You don’t have to necessarily do a school performance, but even a place for families to visit for some exercise really helps! A YouTube search for ‘Nichols Winterfest and Family Fitness’ will bring up my channel, or you can copy/paste:

https://www.youtube.com/channel/UCmjwWTwqcERizKd2JLZ-qww

Feel free to email me with any questions:
ginicola@stratfordk12.org

Hope this in some way helped or inspired someone on the fence to take the plunge and start using more technology in their classes!

Application of National Physical Education Standards

Standard 1 The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Examples of Grade Level Outcomes Addressed in the project

Kindergarten - Performs locomotor skills in response to teacher-led creative dance. (S1.E5.K)

Grade 1 - Combines locomotor and non-locomotor skills in a teacher-designed dance. (S1.E5.1)

Grade 2 - Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)

Grade 3 - Performs teacher selected and developmentally appropriate dance steps and movement patterns. (S1.E5.3)

Grade 4 - Combines locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4)

Grade 5 - Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)

Grade 6 - Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)
2015 CTAHPERD Fall Conference
Student Experiences

“I really loved everyone’s enthusiasm at the CTAHPERD conference. I enjoyed learning about the Health and Physical Education aspects they had to offer. The conference helped motivate me to want to become the best Physical Education Teacher that I can be.” -Mark Chmielewski, ECSU Sophomore, KPE/SLM Club Treasurer

“CTAHPERD positively impacted my knowledge as a future physical and health educator by giving me new resources, ideas, and teaching techniques to utilize when teaching my future students. Not only did the CTAHPERD conference provide excellent content for my subject area, but also reminded me that a good teacher is empathetic, well rounded, and enthusiastic. Going to the CTAHPERD conference is something all future and current HPE teachers should do to gather different insights on delivering new ways to challenge, teach, and connect with their students to teach them how to be physically active inside and outside the gymnasm. I cannot wait until the next conference, and hope to bring more of my colleagues with me to future CTAHPERD events!” -Ali Faccini, ECSU Senior, KPE/SLM Club Secretary

“The keynote speaker, Deborah Tackman gave a moving speech and is an inspiration to all of those who aspire to be successful physical educators who wish to make a difference in young students lives” -Elijah Fortin, SCSU Senior

“I really enjoyed the variety of presentations offered at the conference. There were so many different topics offered and I benefited from each session I attended. I learned so many effective teaching strategies and tips on how to differentiate instruction for all unique students. I also really enjoyed all of the vendors!” -Travis Buzzo, CCSU, PE Club Treasurer

“Going to CTAHPERD was such an awesome experience to see all of the people who were as passionate about the discipline as I am and to see other people wanting to further educate themselves about the field.” -Summer Caprini, ECSU Junior

“I had an amazing time at the conference! This year was so motivating and it inspired me to be the best I can be. The keynote speakers were absolutely amazing and it was truly moving to be in the same room with so many passionate, like-minded professionals. What I enjoyed most was getting to mock interview with Judy LaBianco. What an amazing opportunity! I learned so much in that session that will help me with my interviewing skills. I am so grateful for this experience and cannot wait until next year!” -Aubri Crummett, CCSU, PE Club President, CTAHPERD Student Rep

College Bowl CCSU 3 Peats

Scholarship Recipients

Outstanding Future Professionals

Visitors from China

Volunteers
Teaching to the Standards in Health and Physical Education
by Ann Marie Colebrook

Last spring and summer, the elementary teachers in Glastonbury collaboratively revised the Health and Physical Education curriculum, instruction and assessments, grades K-5 to include and address SHAPE America’s Standards & Grade Level Outcomes for K-12 Physical Education. This year, they are piloting many new assessments that measure what students should be able to know and do by the end of each grade level. Expectations are clearly identified by the standards, essential questions and enduring understandings. This spring and fall we will be reviewing results of the assessments. Information gathered will be used to make decisions about the next steps with regards to curriculum development.

At the elementary level, four units of study have been developed that address and measure the SHAPE America’s Standards & Grade Level Outcomes for K-12 Physical Education. At each elementary school throughout the district, teachers develop individual lessons that align with the curriculum unit’s essential questions, enduring understandings and standards which help students learn and understand the expected outcomes. The standards based outcomes and assessments are measured and reported to parents on the district progress report.

Units of study for grades K-5 include Motor Skills, Personal Responsibility, Fitness and Health Concepts, and Movement Exploration. In the first grade Fitness and Health Concepts curriculum unit, students are introduced to physical activities, fitness skills and concepts that will be expanded upon in grades three, four and five. Students will begin to practice different types of movements that are fundamental in the process of becoming physically fit and be able to recognize that there are many ways in which they can practice movement skills through a variety of activities. In the first grade Fitness and Health Concepts unit, the standards addressed and measured are:

1. Identifies the heart as a muscle that grows stronger with exercise/play and physical activity. (S3.E3.1)
2. Actively engages in physical education class. (S3.E2.1)
3. Identifies physical activity as a component of good health. (S5.E1.1)

Below is a sample of one of the first grade standards based assessments:

Strong Hearts

Circle the activities that make your heart muscle grow stronger

1/3- Beginning  2/3-Approaching  3/3-Meeting
Standards Based SLO’s
by Amanda Amtmanis

We have been working hard this year in Middletown to create meaningful, effective and standards based SLOs at the elementary level. For the past few years (since the inception of the new teacher evaluation system), we were using fitness testing to create our SLOs. Since this is not an appropriate practice, and because it really impacts a lot of what we teach throughout the year, we worked hard to create the case for and then, when we were allowed to proceed, design instruction to get students to show growth in the area of fitness knowledge.

RESOURCES

We present a link to the PowerPoint presentation that Middletown teachers used to argue for cognitively based SLOs rather than fitness performance based SLOs. It is titled: Creating Cognitively Based SLO’s – Measuring Health-Related Fitness Knowledge.

The next resource is the first unit that we are using to help the students develop fitness knowledge. Due to the fact that we only see most of students once per week, we cannot cover concepts to the level of depth that we would like. We are covering this content in the context of applying these fitness concepts to invasion games.

There are additional documents that we are pleased to share including the fitness knowledge assessments that we developed for each grade level and materials that we created to use in the unit. This includes: objectives to post for students; station signs with directions; alternate assignments for students with medical excuses; fitness knowledge cards and sorting charts.

For additional documents please contact Amanda Amtmanis at: amtmanisa@mpsct.org

PowerPoint Slide Topics

(17 slides)
How this differs from a skill/performance based SLO
Why a cognitive measure rather than a performance measure?
What does this SLO look like?
SLO: Student Learning Objective
Target population
Baseline data
Standards connected to learning content
Specific grade level outcomes
Creating an assessment to measure student understanding
Plickers
You may also like....
And while we are on the subject of apps, others that may be helpful
Back to business of SLOs
Instructional strategies/supports
Measuring student growth
In summary, these are the steps

Wellness Lesson Plans

Invasion Games and Fitness Knowledge Unit – Grade 3
Invasion Games and Fitness Knowledge Unit – Grade 4
Invasion Games and Fitness Knowledge Unit – Grade 5
Whether you are a new professional or a veteran teacher, creating lesson plans to support national physical education standards can be overwhelming. Making sure you include objectives, instant activities, essential questions, resources, assessments and cite specific standard benchmarks in a single lesson plan document can be a daunting task. Over the years I have spent countless hours creating lessons that align with the national P.E standards. Recently, through social media, twitter, I have discovered a free online lesson planner (www.nlpc.us) to incorporate all lesson essentials when developing a lesson to support the national standards.

Physical Educator, Justin Schleider who I follow on twitter along with his colleagues, implemented a new 21st century lesson planning tool. I found it to be user friendly for any physical educator, new or veteran to utilize when creating a lesson. There is a YouTube video with step by step instructions to get you started:

https://www.youtube.com/watch?v=68LRX63es2A

My excitement is... that after your lesson plan is created it is uploaded onto a shared google drive which contains numerous lessons along with a variety of resources readily available to you.

https://drive.google.com/folderview?id=0BzTFleoMvB0sQTl2NC1idHFMX0U&usp=drive_web

As CTAHPERD President, utilizing social media as a professional development platform has already proven to be very beneficial for my growth and development as a physical educator. I hope this resource will enhance your lesson planning and teaching practices as well. I also urge you join 21st century learners by using social media to enhance your professional development and collaboration opportunities. Start by following CTAHPERD on twitter! The learning possibilities are endless!

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**2016 CTAHPERD Fall Conference**

November 17 & 18, 2016

Radisson Hotel

100 Berlin Road

Cromwell, CT 06416

We are planning the 2016 CTAHPERD Fall Conference!

- Share your ideas for topics with President Lisa Galske at galske@ctahperd.org
- Submit your proposal for a session starting March 1
- Recommend a speaker
- Volunteer to be a presider for a session
- Nominate a colleague for recognition at our Awards Banquet
It Takes **Heart** to be a **Hero**

**HEART HERO**

**Jhett, age 7**

“At 10 months old, I received a heart transplant. In 2012 I was diagnosed with transplant coronary artery disease and have been waiting for my second heart transplant. I am taking seven medicines, eating healthier and staying as active as my doctors will allow. I wish for a cure and more awareness.”

Jump Rope For Heart and Hoops For Heart are national education and fundraising events created by the American Heart Association and SHAPE America-Society of Health and Physical Educators. Students in these programs have fun jumping rope and playing basketball — while becoming empowered to improve their health and raise funds for research and programs to fight heart disease and stroke.

Funds raised through Jump Rope For Heart and Hoops For Heart give back to children, communities and schools through the American Heart Association’s work:

- **Ongoing discovery of new treatments through research**
- **Advocating at federal and state levels for physical education and nutrition wellness in schools**
- **CPR training courses for middle and high school students**

Millions of students have joined us in being physically active and in fighting heart disease and stroke by funding research and educational programs. Be a part of these great events and your school will earn gift certificates for FREE P.E. equipment from U.S. Games.

Call 1-800-AHA-USA1 or visit heart.org/jump or heart.org/hoops to get your school involved.