

EVERYONE CAN!

Skill Development and Assessment in Elementary Physical Education



Includes Web
resources with over
2,000 pages of
instructional activities,
70 assessment items,
and 313 games.

Luke E. Kelly • Janet A. Wessel
Gail M. Dummer • Thomas Sampson

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in Elementary Physical Education

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Human Kinetics

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How to access the supplemental online resource

We are pleased to provide access to an online resource that supplements *Everyone Can!: Skill Development and Assessment in Elementary Physical Education*. This resource offers over 2,000 pages of teaching materials to design, implement, and evaluate a physical education program. It includes assessment-based instructional activities, games, station cards, posters, score sheets, and accommodations for individuals with disabilities, all designed to ensure both teacher and student success. We are certain you will enjoy this comprehensive set of teaching materials.

Accessing the online resource is easy! Follow these steps if you purchased a new book:

1. Using your web browser, go to **www.HumanKinetics.com/EveryoneCan**.
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5. Once you are registered, enter the key code exactly as it is printed at the right, including all hyphens. Click **Submit**
6. Once the key code has been submitted, you will see a welcome screen. Click the **Continue** button to open your online resource.
7. After you enter the key code the first time, you will not need to use it again to access the online resource. In the future, simply log in using your e-mail and the password you created.

How to access the online resource if you purchased a used book:

You may purchase access to the online resource by visiting **www.HumanKinetics.com/EveryoneCan** or by calling 1-800-747-4457 in the U.S.; 1-800-465-7301 in Canada; +44 (0) 113 255 5665 in Europe; 08 8372 0999 in Australia; or 0800 222 062 in New Zealand.

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Preface

Over the past 30 years our nation's education system has been responding to unprecedented demands to reach higher rates of achievement for all students and to serve an increasingly diverse student body. To address these issues, a number of educational reforms have been initiated to make our education system more standards-based and accountable. These recent reforms were initiated by the 1983 report by the National Commission on Excellence in Education, *A Nation at Risk*, and are currently reflected in the passage and implementation of the No Child Left Behind (NCLB) Act of 2002. Two major implications of this act have been the establishment of state performance standards for student achievement required for schools' accreditation and mandatory assessment plans to evaluate the achievement of these standards. While physical education was not directly addressed in NCLB, the implications are clear. As time and resources allow, states and schools will need to implement assessment programs to evaluate the degree to which students are achieving established standards in all content areas, including physical education.

With regard to the changing diversity of the student population, two significant changes have developed with implications for physical education. First, the passage of Public Law 94-142, the Education of All Handicapped Children Act (EHA) in 1975 guaranteed all school-aged children, regardless of disability, the right to a free and appropriate public education. This law, now known as IDEA (Individuals with Disabilities Education Act), has led to the inclusion of the majority of students with disabilities into the general education curriculum, including physical education. To illustrate the impact of this legislation, it is estimated that there are approximately 6 million school-aged children in the United States. This translates to 3 or 4 students with disabilities being included in an average physical education class of 30 students. The impact of inclusion of students with disabilities is that we need to prepare teachers with the skills to address

a wider range of abilities in their classes as well as to accommodate a greater variety of learning styles. The second change influencing physical education is the change in physical activity levels and the increased levels of obesity and related health risks (e.g., hypertension, high cholesterol, Type 2 diabetes, coronary heart disease, stroke, gallbladder disease, osteoarthritis, respiratory problems, and cancer) occurring in school-aged students. For example, the latest CDC information (CDC, 2007) on obesity shows that the prevalence of overweight children has increased from 1980 to 2004 from 5.0 to 13.9 percent for students aged 6 through 11 years old and from 6.5 to 18.8 percent for students aged 12 through 19 years old. In addition, CDC data (CDC, 2003) shows that "61.5% of children aged 9 through 13 years do not participate in any organized physical activity during their non-school hours and that 22.6% do not engage in any free-time physical activity." These data suggest that in an average elementary class of 30 students, approximately 6 students are overweight and 18 are not participating in any organized or free time physical activity outside of school.

So what is the connection between *Everyone Can* and these trends? *Everyone Can* is the integration of the Achievement-Based Curriculum (ABC) model (Kelly and Melograno, 2004) and over 40 years of research and development in creating physical education resource materials designed to help teachers address the physical and motor needs of their students. *Everyone Can's* roots are from the I CAN project directed by Janet Wessel and the staff of the Field Service Unit at Michigan State University. I CAN was initially designed to assist teachers at state residential institutions and special schools that address the physical education needs of their students with mental retardation. The development and field testing of I CAN was supported by several grants funded by the U.S. Department of Education—Special Education and Rehabilitative Service, formally called the Department of Health, Education, and Welfare—Bureau of Education for the Handicapped. With

the passage of PL 94-142, I CAN was adapted and modified to address the physical education needs of students with disabilities in the least restrictive environment in public schools. Over the years, the I CAN materials have been adapted and modified and used as the foundation for many school physical education programs, state physical education standards (e.g., Michigan's Education and Assessment Program for Physical Education), and for standardized assessment instruments (e.g., Test of Gross Motor Development, Ulrich, 2000). The ABC model evolved out of I CAN's project work with schools through a series of grants funded by the U.S. Department of Education–National Diffusion Network. The ABC model is a decision-making process designed to systematically guide teachers through curriculum planning, student assessment, implement planning, teaching, and evaluation of their students and physical education instructional programs based on local, state, and national standards.

Everyone Can is the application of the ABC model to address the demand for accountable standards-based physical education programs and to provide assessment-based instructional resource materials to address the needs of today's inclusive elementary physical education classes. *Everyone Can* provides step-by-step procedures to guide schools and teachers through the processes of designing their curriculum, assessing, implementation planning, teaching, and

evaluation. In addition, *Everyone Can* provides extensive field-tested instruction materials to assist teachers in addressing the unique needs of the full range of students in their classes. The strength of *Everyone Can* is that it provides concrete examples to illustrate each of the steps in the ABC model, but it does not dictate what content should be taught or how it should be taught. Instead, the program guides teachers through a series of decisions that allows them to decide what content to include in their program and how to teach it. *Everyone Can* then provides a wealth of resources to assist them in implementing what they have designed.

Given the rising health risks associated with obesity in children and the growing need for all children to be more physically active, the need for high-quality physical education programs that can document that they are effective and achieving their stated goals has never been greater. *Everyone Can* has been designed to assist you and your fellow teachers in addressing these needs in your school district. We encourage you to take the first step and review the ABC process and the *Everyone Can* resources. Share and discuss these materials with your colleagues and then work collaboratively to develop an action plan to address your school district's physical education needs so that all students leave the program demonstrating mastery of the established local, state, and national standards.

Acknowledgments

The *Everyone Can* book and online resource is the culmination of several years of work and the imagination, support, and assistance of many individuals. This has been an exciting adventure and learning experience for all who have been involved. To everyone who contributed, we wish to express our admiration for your dedicated work as educators for helping to make this project a reality for all the children in physical education programs in our schools. We take this opportunity to acknowledge the generous contributions of our colleagues, committed elementary physical educators, graduate students, and our many friends who worked closely with us in creating the *Everyone Can* online instructional resources:

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How to Use This Book and Online Resource

What you have in your hands is the most comprehensive and extensive set of elementary physical education teaching materials currently available in a single resource. Although primarily designed to be used as a preservice textbook in physical education teacher preparation programs, this book was also written with the needs of in-service teachers in mind. The uniqueness of this book is that it provides you with both the What and the How for teaching elementary physical education. The What is addressed by the Achievement-Based Curriculum (ABC) process in part I, and the How is addressed by the *Everyone Can* resource materials in part II. The ABC process is labeled the ABC success cycle in figure I.1 because it defines what decisions teachers

must make to design, implement, and evaluate a physical education program that ensures both teacher and student success—effective instruction that results in *all* students mastering the content in the curriculum.

The ABC success cycle is made up of five components. Although shown as discrete components in the illustration it is important to understand that they are interdependent and thus must all be addressed to have a successful physical education program. Program planning is the first component and involves creating a functional physical education curriculum that clearly communicates the program content, when it is taught, and when it is expected to be achieved by the students. The second component is assessment, which guides

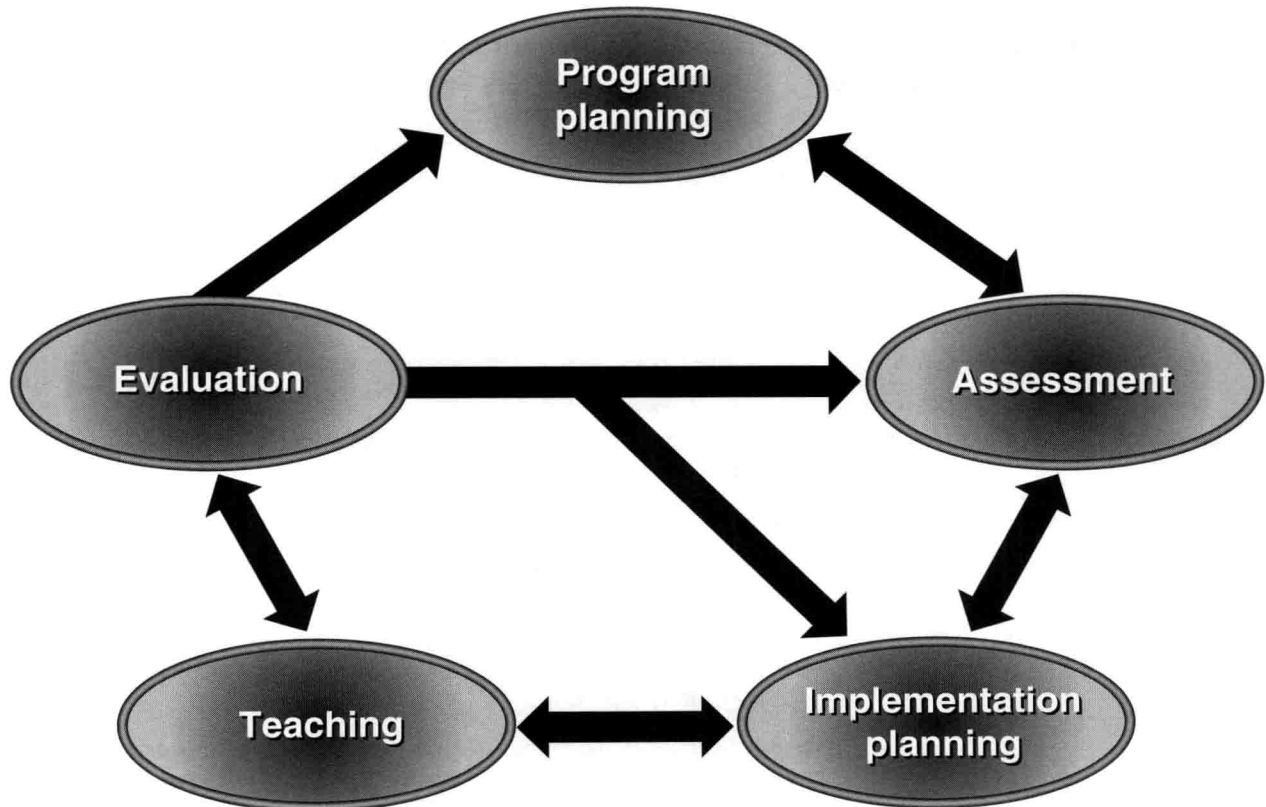


Figure I.1 ABC success cycle graphic.

teachers through the process of observing student performance on the content identified for instruction and identifying their current level of performance. With student assessment data in hand, teachers use this information to plan their instruction, which is called implementation planning, the third component. The fourth component is teaching, which involves managing the learning environment and implementing instruction so that students learn the content targeted for instruction. Finally, the last component is evaluation, which involves analyzing student reassessment data to maximize student achievement and program effectiveness.

Two of the more time challenging tasks involved in using the ABC model are developing a program plan and then defining the objectives (i.e., the content to be taught) as criterion-referenced assessment items that can be used to evaluate student performance and guide the planning of instruction. To facilitate the use of the ABC process and the *Everyone Can* resources, these two elements have been provided in the form of a model K-5 elementary physical educa-

tion curriculum (chapter 6). These two elements in turn are the keys to using the *Everyone Can* resources, which are described in detail in chapter 7. The mouse icon that can be found in the margin denotes an online resource. The program plan indicates what content should be taught and mastered at each grade level. The criterion-referenced assessment items break each objective down into small components, called focal points, which allow you to determine what each student needs to learn next on each objective. Once you know what objective and focal points your students need to work on, you are ready to tap into the *Everyone Can* online resources outlined in table I.1.

A quick review of table I.1 reveals that the online resource materials, located at www.HumanKinetics.com/EveryoneCan, are organized on two levels. The assessments, assessing activities, accommodations for individuals with disabilities, scoresheets, and posters are designed around the objectives with one of each of these resources provided for each of the 70 objectives in the model K-5 program—for a total of 350



Table I.1 Overview of the *Everyone Can* Online Resource Materials

<i>Everyone Can</i> resource materials:	#	Resource description
Objective assessment items	70	Task analysis of objectives into skill levels and focal points to form criterion-referenced assessment items for the 70 most commonly taught objectives in K-5 physical education.
Assessing activities	70	Suggested games and activities that a class of students can be engaged in so the teacher can observe and assess their students on each objective.
Accommodations	70	Guidelines on how teachers can modify each performance objective and instruction to address the unique needs of students with disabilities.
Scoresheets	140	Forms that allow teachers to record students' performances of skill levels and focal points of each objective.
Posters	70	Pictures of the key focal points of each objective.
Teaching instructional activities	1,026	Detailed instruction recommendations on how to teach each skill level and focal point of each objective.
Station task cards	1,026	These cards are instructional aids to be used by teachers to define instruction stations in their classes designed to focus on focal points of each performance objective.
Games	313	Large- and small-group games are provided for each performance objective and keyed to each focal point of each performance objective.

resources at the objective level. The remaining instructional resources are organized around the focal points and skill levels within each objective. These include instruction activities for the teacher, station cards, and games—in all, there are more than 2,000 instructional resources at the focal point and skill levels.

Now that you know the depth and breadth of the online resource materials provided with this book, you might be tempted to skip the reading and jump right onto the Internet. Although it is true that all resources can be used independently, the power of this package is that all materials are designed around the ABC process. To maximize your ability to meet your students' needs, we highly recommend that you read the first part of the book. The five chapters on the ABC process are presented in a condensed, easy-to-read, step-by-step process. Practical activities are provided at the end of each of these chapters to assist you in translating the concepts into practice. In addition, chapters 3 and 7 specifically address how to use the instruction materials in the online resource. Figure I.2 illustrates the relations among the chapters in the book and the *Everyone Can* resources. Content presented in the book chapters is denoted by clear rectangles, whereas the resources on the Web site are indicated by shaded rectangles with rounded corners.

Finally, chapter 8 addresses how to modify the model program plan and the instructional resources to meet your school's unique needs. It is important to understand that the ABC success cycle guides teachers through a decision-making

process in which they decide what content should be in their program, when it should be taught and mastered, and how it should best be taught. Guidelines are also provided to assist teachers in using the ABC process to develop IEPs for their students with disabilities and for assisting parents who are homeschooling their children. The model program plan presented in chapter 6 and the *Everyone Can* teaching resources are provided as examples to help teachers get started using the ABC process. We understand that each teaching situation is unique and that many teachers face significant challenges, such as large class sizes, inadequate facilities and equipment, and limited amounts of instruction time. We strongly encourage teachers to experiment with the ABC process and the *Everyone Can* teaching materials, adapt them to their needs, and make them their own. Recommendations are provided in chapter 8 on how the ABC model and *Everyone Can* online resources can also be used to design a comprehensive physical education in-service program. Our goal is not to try and make everyone teach the same content or the same way but to assist teachers in providing the best physical education program they can.

Let the adventure begin. Nothing is more exciting than giving students new abilities, particularly for skills they have tried to learn and have been unsuccessful in mastering. With the ABC success cycle and the *Everyone Can* online teaching resources, you now have the knowledge and tools to teach your students all the physical and motor skills they need to live active and healthy lives.



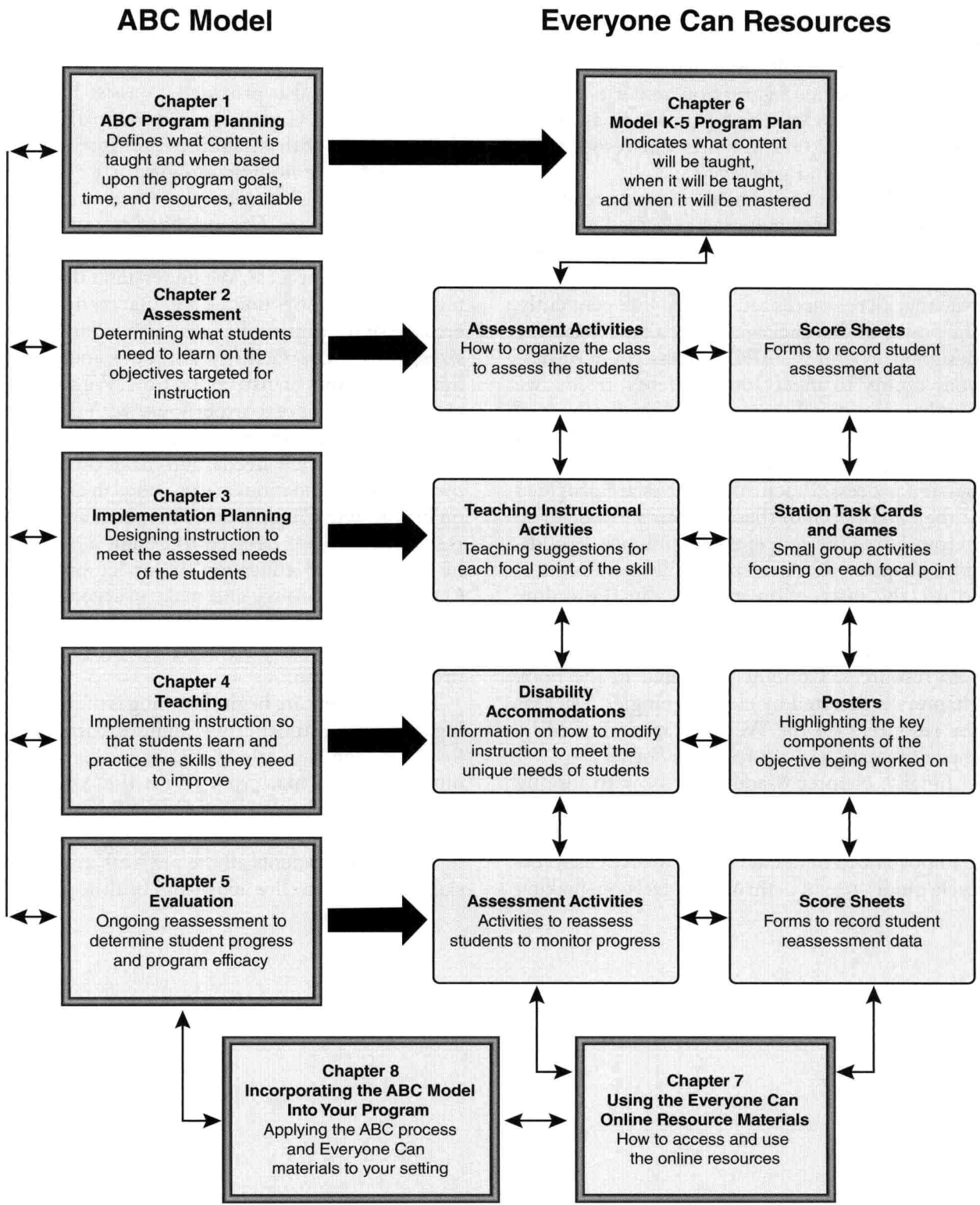


Figure I.2 Chapter by resource graphic.

Contents

Preface vi

Acknowledgments viii

How to Use This Book and Online Resource ix

PART I

EVERYONE CAN!

ACHIEVEMENT-BASED CURRICULUM (ABC)

Chapter 1 ABC PROGRAM PLANNING 3

- STEP ❶ Establish a Program Philosophy, Goals, and Objectives 5
- STEP ❷ Assign Program Goal Emphasis 11
- STEP ❸ Determine Instructional Time and Average Objective Mastery Time 12
- STEP ❹ Calculate the Total Number of Objectives Per Goal 14
- STEP ❺ Finalize Program Scope and Sequence 15
- STEP ❻ Create Yearly Teaching Learning Maps 18
- STEP ❼ Identify Objective Assessment Items and Create Scoresheets 22
- Summary 23

Chapter 2 ASSESSMENT 27

- STEP ❶ Determine What Objectives Should be Assessed 28
- STEP ❷ Select an Appropriate Assessment Instrument 28
- STEP ❸ Score and Record Performance 31
- STEP ❹ Select an Assessment Activity 33
- STEP ❺ Conduct an Assessment Activity 35
- STEP ❻ Conduct Other Forms of Assessment 36
- Summary 36

Chapter 3 IMPLEMENTATION PLANNING 41

- STEP ❶ Set Student Initial and Target Learning Expectations 43
- STEP ❷ Identify Student Learning Needs 45
- STEP ❸ Create Instructional Groupings Based on Focal Points 47
- STEP ❹ Select Learning Activities 48
- STEP ❺ Design Teaching Templates and Student Learning Formats 52
- Summary 61

Chapter 4 TEACHING 65

- STEP ❶ Get Ready 66
- STEP ❷ Maximize On-Task Time 69
- STEP ❸ Apply Essential Teaching Elements 71
- STEP ❹ Put It All Together 74
- Summary 77

Chapter 5 EVALUATION 81

- STEP ❶ Collect Reassessment Data 83
- STEP ❷ Calculate, Interpret, and Report Student Performance 84
- STEP ❸ Evaluate and Grade Students' Progress 92
- STEP ❹ Evaluate Your Program 94
- STEP ❺ Use Technology to Aid in Evaluation 96
- STEP ❻ Establish Program Accountability and Justification 97
- Summary 98

PART II***EVERYONE CAN!***
ONLINE RESOURCES**Chapter 6 MODEL K-5 PHYSICAL EDUCATION PROGRAM PLAN 105**

- STEP ❶ Develop Program Philosophy, Goals, and Objectives 106
- STEP ❷ Establish Program Goal Emphasis 111
- STEP ❸ Calculate Instruction Time and Average Mastery Time 112
- STEP ❹ Calculate Amount of Content to Include in the Curriculum 115
- STEP ❺ Sequence Content Across the Curriculum 115
- STEP ❻ Create Yearly and Block Teaching and Learning Maps 119
- Summary 122

Chapter 7 USING THE *EVERYONE CAN!* ONLINE RESOURCE MATERIALS 123

- How to Access the *Everyone Can* Online Resource 123
- Exploring the Instruction Materials 124
- Using the Online Resources 129
- Methods for Printing Posters 131
- Other Uses for the *Everyone Can* Resources 131
- Using *Everyone Can* for Individualized Education Programs 132
- Summary 133

Chapter 8 INCORPORATING THE ABC MODEL INTO YOUR PROGRAM 135

- Designing an In-Service Program 135
- Managing Change 142
- Summary 143

References and Resources 145

About the Authors 147

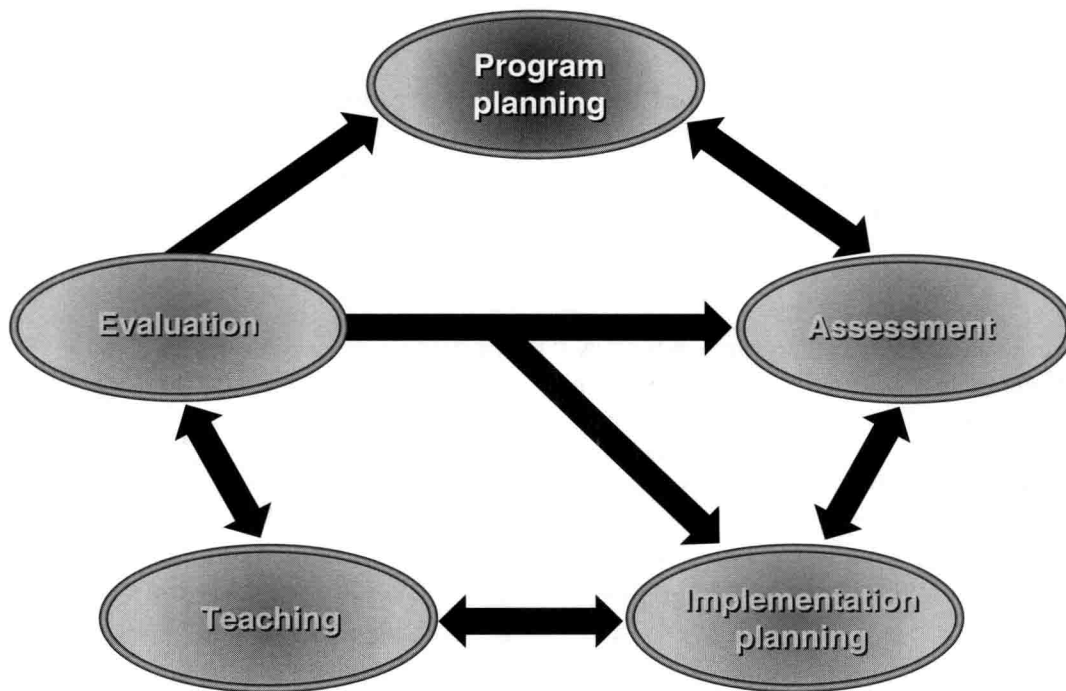
PART I

**EVERYONE
CAN!**

**ACHIEVEMENT-BASED
CURRICULUM (ABC)**

CHAPTER 1

ABC PROGRAM PLANNING



The *Everyone Can* instructional materials presented in this book and the accompanying online resource represent the most comprehensive and extensive elementary physical education materials available in a single resource. To optimally use these materials to maximize student achievement in physical education and teacher effectiveness you must first understand the underlying organizational structure. For the *Everyone Can* materials

this structure is the Achievement-Based Curriculum (ABC) model (Kelly & Melograno, 2004). The ABC model is composed of five integrated components: Program planning, Assessment, Implementation planning, Teaching, and Evaluation. Each of these components is introduced in this text in a separate chapter to provide teachers with a basic foundation for effectively using the *Everyone Can* materials.