

## EXECUTIVE SUMMARY

# WASHINGTON STATE'S 2016 HEALTH AND PHYSICAL EDUCATION K-12 LEARNING STANDARDS

## BACKGROUND

In September 2014, a workgroup of 13 teacher leaders involved in statewide health and physical education efforts gathered to consider the need for revising the Washington State Health and Fitness K-12 Learning Standards (2008). In order to accurately reflect related state laws, align with new national standards, and account for emerging research and vocabulary in the field, the workgroup commenced the revision process. Their 17 month effort is reflected in the drafts of the **2016 Washington State Health Education K–12 Learning Standards** and **Physical Education K–12 Learning Standards**. This document is representative of OSPI's continuous commitment to supporting rigorous, inclusive, age-appropriate, and medically accurate instruction to ensure that students are prepared to live healthy, productive, and successful lives in a global society.

The **Washington state learning standards** are the required elements of instruction and are worded broadly enough to allow for local decision-making. **Outcomes** provide the specificity to support school districts in meeting each standard in each grade level. Depending on school resources and community norms, instructional activities may vary.

## STANDARDS

Health Education	Physical Education
<p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p><b>Standard 1:</b> Students will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p><b>Standard 3:</b> Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> Students will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>

## TIMELINE

Anticipated Timeline	Phase	Revision Activities
September-December 2014	1 – Scope of Revision / Secure Approval to Revise	<ul style="list-style-type: none"> <li>Investigation and justification for revision</li> <li>Revision recommendations proposed</li> <li>Share progress with Curriculum Advisory Review Committee (CARC)</li> <li>Approval from Superintendent Dorn to proceed with the revision process (Dec. 2014)</li> </ul>
October 2014-July 2015	2 – Draft Standards	<ul style="list-style-type: none"> <li>Workgroup proceeds with drafting standards</li> <li>Internal review of draft documents</li> <li>Provide updates to CARC</li> <li>Bias and Sensitivity Process for PE and Health Standards</li> </ul>
July – Dec. 2015		<ul style="list-style-type: none"> <li>Finalize Front Matter and other document components</li> <li>Brief Supt. Dorn on input and adjustments from Bias and Sensitivity</li> </ul>
Jan. 2016	3 – Public Review / Input	<ul style="list-style-type: none"> <li>Public draft review and input</li> <li>Compile results and adjust draft if necessary</li> </ul>
Feb - March 2016	4 – Final Adoption	<ul style="list-style-type: none"> <li>Final document to OSPI Curriculum Advisory and Review Committee (CARC) for adoption recommendation to Supt. Dorn</li> <li>Solicit support for adoption from CARC</li> <li>Supt Dorn formal adoption – March 2016</li> </ul>

## GOALS AND TALKING POINTS

The Washington State K–12 Learning Standards provide the foundation for curriculum development. The Health Education and Physical Education K–12 Learning Standards support instruction in these two specific subject areas and provide the following benefits:

### Benefits to teachers:

- Provide a guide for what should be taught at each grade level.
- Support development of student assessments.
- Promote consistent instruction throughout the state of Washington.
- Inform administrators on best practices.
- Enhance the teaching profession through statewide professional development and professional learning.

### Benefits to students:

- Prepare students for a lifetime of physical activity and health.
- Ensure equity and access to health information through consistent instruction across the state.
- Empower students to become healthy and literate 21st century learners.
- Provide quality instruction for each student with relevant progression of learning.
- Speak to the diversity of cultures and experiences represented in the student population across the state.

## PUBLIC COMMENT OUTREACH

- Internal OSPI Review
- Bias & Sensitivity Review
- Public Comment
  - Health and Physical Education Newsletter (2,413 members)
  - OSPI Memorandum – February 11, 2016
  - Counselors Newsletter (3,400 members)
  - Career and Technical Assistance Newsletter (585 members)
  - Washington State PTA
  - TEACH Newsletter/ESD Report
  - Department of Health
  - Health and Physical Education Cadre
  - Statewide Associations and Organizations

## SUPPORT FOR ADOPTION

*"I LOVE that the standards have been streamlined with national standards for both health and PE...thank you!!"*

*"These standards are much better than what was in place before."*

*"This document is structured really well. It's very clear."*

*"I like the 'outcome' piece. This will give me a snapshot of the ultimate goal for the standard."*

## CONSIDERATIONS FOR ADOPTION

Of the 1,100 public comment respondents, less than 2% expressed concern with adoption of the national standards or of any particular subject area. The categories where concern was expressed most:

Class time restraints	Age-appropriateness	Addition of specific topics	Removal of topics due to moral or religious beliefs	Implications to Health Education
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We have responded to all of the public comment by category and in a comprehensive document to be posted on the OSPI website. To address any concerns, we responded in one or more of the following ways:

1. Reminded districts that teaching specific subjects is a matter of local control (with the exception of HIV prevention, use of an AED, and instructions for administering CPR).
2. Revised or added outcome language with support from HPE writing team.
3. Provided a definition in the glossary.
4. Added information to FAQ document on website.
5. Provided information about legislative requirements related to some content (e.g. Healthy Youth Act).
6. Clarified information in front matter or introductions.
7. Addressed in future professional development opportunities.
8. Created guidance documents to better inform implementation.

## REASON TO ADOPT

The Teaching and Learning Division supports the adoption of the 2016 Health and Physical Education K-12 Learning Standards. We believe the standards and outcomes are ready for adoption because:

1. Diversity of perspectives in writing team
2. Considerations for Depth of Knowledge and Blooms Taxonomy (scaffolded learning)
3. Support from state law, CDC, national experts, and research
4. Early adoption of National Standard sets by school districts
5. Comparison to other state learning standards
6. Due diligence in vetting with stakeholders and public
7. Opposition reflects less than 2% (add the number, e.g., 22 of 1,100) of total potential responses in any area
8. Significant majority support from stakeholders and public comment
9. Unanimous support to adopt the standards was provided by the Curriculum Advisory Review Committee (CARC)

## OSPI CONTACT

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