

Testimony

Support

LD1932 - Resolve, Regarding Legislative Review of Portions of Chapter 132: Learning Results: Parameters for Essential Instruction, a Major Substantive Rule of the Department of Education

Senator Rafferty, Representative Brennan and esteemed members of the Committee on Education and Cultural Affairs:

My name is Rose Marie Angell. I have a Ph.D. in teaching and administration of physical education from Springfield College and completed my undergraduate and Master's degree at UMaine. I was faculty in the PETE program at a Maine College and an adjunct teacher for graduate and undergraduate courses in physical education content.

I am here to testify in **support** of LD1932 Resolve, Regarding Legislative Review of Portions of Chapter 132: Learning Results: Parameters for Essential Instruction, a Major Substantive Rule of the Department of Education.

The Maine Learning Results: Parameters for Essential Instruction provides a critical guide for physical education teachers education faculty when preparing pre-service teachers in physical education content and for professional physical educators who are charged with developing curriculum and identifying critical content to be taught during physical education programs in Maine schools.

This version of the Physical Education Standards in the Maine Learning Results:

- Is aligned with the National Physical Education Standards and in a format that many states use
 - 5 standards rather than 3 standards
- Is clearer and uses terminology that physical educators understand
- Identifies the critical skills and knowledge that all Maine students can achieve
- Is aligned with Maine's guiding principles
- Will make it easier for physical education teachers to use formative and summative assessments to evaluate student skills
- Allows for a wide variety of content offerings, such as
 - Standard 1: Motor skills and Movement standards

- Encourages physical education teachers to explore and provide movement and rhythms experiences for their students and motor and movement skills such as in Tai Chi, Marshall Arts, Yoga
- Encourages teachers to teach offense and defense skills such as closing space and opening space
- Encourages teachers to consider lifelong engagement in sport if a student chooses by exploring coaching and officiating knowledge and skills.
- Concepts and strategies:
 - Encourages teachers to think broadly about strategies and tactics and consider approaches to thinking and problem solving to help students become better performers in all activities
- Fitness education:
 - Encourages teachers to focus on helping students improve one's personal fitness by identifying each student's current levels of fitness and with guidance gain a better understanding of fitness and ways to improve and maintain health-related fitness levels. Teachers may use whatever assessment tool that fits their program and the needs of their students rather than focusing on one tool.
 - More emphasis on helping students learn about many different kinds of exercise and/or activities that help improve or sustain health-related fitness levels and overall personal health. Focus is transferring knowledge about exercise and activities at school to exercise that can be successfully performed at home or in the community.
- Recognition of the value of physical activity:
 - More emphasis on the value of physical activity - any physical activity that contributes to one's overall health

As an adapted physical education teacher, I teach students who are in a variety of education settings. The proposed changes to the physical education standards help my administrators understand the critical content students with disabilities need to know in order to be engaged in physical education as they progress through school. My students, despite their different abilities, can achieve many of the skills listed under each physical education standard.

For all of these reasons and more, I support LD 1932 and thank you for your time.

Rose Marie R. Angell

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