

2023 Instructional Material Summer Review Institute

Review Team Appraisal of Title
Grades K-12 Physical Education (PE)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

[NMPED Adoption Information](#)

Text Title	SPARK K-2 PE	Publisher	Gopher Sport
SE ISBN		TE ISBN	000000021697
SW ISBN		Grade Level/Content	K-2 Physical Education

Core Instructional Material Designation (Core instructional material (CIM) is the comprehensive print and/or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended
(90% and above)

**Recommended with
Reservations** (80-89%)

**Not Recommended and
Not Adopted**
(below 80%)

Total Score - The final score for the materials is averaged between the team of reviewers.

Average Score

83%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 85% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized

Average Score

57%

FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS:

Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.

Statements of appraisal and supporting evidence:

Materials present students with many opportunities to engage in the activities inclusively with different partners and in small and large groups. Materials lack cultural and linguistic perspectives throughout the lessons. While specific cultures are referenced in certain lessons (Irish dancing, South American Dancing), students are not invited to integrate their own cultures and backgrounds into the lessons. The tools and resources that are provided in the lessons do not have a cultural connection to demonstrate multiple perspectives. Lessons do not include differentiation or scaffolds for English Learners, special needs students, or advanced students.

PE Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

86%

OVERALL ALIGNMENT

Materials align with the PE standards overall.

Statements of appraisal and supporting evidence:

Materials align with student demonstration of movement activities and principles to the learning and development of motor skills. Materials offer opportunities for student reflection within each lesson; however, specific corrective feedback examples are not provided. Student participation is encouraged in the activities, but individual variations and differentiation strategies are not provided in depth.

CONTENT STANDARD 1

Materials align with student demonstration of competency in many movement forms and proficiency in a few movement forms.

Statements of appraisal and supporting evidence:

Materials provide tools and resources for student demonstration of competency. Students are exposed to many different forms of movement skills that are broken down into individual skills. There are assessments within each skill level to evaluate student proficiency and results are recorded on performance rubrics. Materials provide a variety of formats: small groups, working with a partner, and whole group interactions. Opportunities are provided to practice skills in more than one sport.

CONTENT STANDARD 2

Materials align with student application of movement concepts and principles to the learning and development of motor skills.

Statements of appraisal and supporting evidence:

Instructional materials include students practicing locomotor skills in different directions and have multiple opportunities to travel in a variety of locomotor patterns and pathways. Levels of complexity progress as the lesson develops. Materials address concepts of spatial awareness and relationships to others.

CONTENT STANDARD 3

Materials align with student exhibition of the knowledge and ability to participate in a physically active lifestyle.

Statements of appraisal and supporting evidence:

Students participate in a variety of physical activities and understand the connection to being active and improving the various components of health-related fitness. Students are also encouraged to participate in physical activity at home or in their community and are given tools such as skill cards and checklists to complete outside of school. Students also set a yearly goal in a student portfolio early in the school year and periodically update it to monitor progress toward that goal.

CONTENT STANDARD 4

Materials align with student achievement and maintenance of a health-enhancing level of physical fitness.

Statements of appraisal and supporting evidence:

Materials include a wide range of physical activities to enhance the health of participating students. Students are exposed to activities that integrate cardio, strength training, endurance, and other aspects of physical fitness. Students reflect upon various aspects of health, as covered in the lessons, in order to deepen their understanding of fitness and the importance of it. Materials include activities to connect fitness concepts out of the classroom at home and during unstructured times like recess. Materials integrate resources like pedometers to increase engagement with lessons.

CONTENT STANDARD 5

Materials align with student demonstration of responsible personal and social behavior in physical activity settings.

Statements of appraisal and supporting evidence:

Materials provide physical education activities and cooperative learning opportunities through the form of games. Activities encourage interpersonal communication between students and peers. Students are encouraged to give positive, corrective feedback to their partner during and after an activity; however, students are not given explicit directions or tools to do so. Lessons include social emotional learning connections and encourage taking turns and encouraging one another through the activities.

CONTENT STANDARD 6

Materials align with student demonstration of understanding and respect for differences among people in physical activity settings.

Statements of appraisal and supporting evidence:

Students recognize talents that others can bring to group activities and work together with partners or in small groups to successfully perform the target skill. The instructional materials provide teaching strategies that include ample opportunities to practice so all students have an equal opportunity. The "Spark it Up" section in each lesson provides general suggestions for those who need challenges and/or inclusive strategies, but it does not offer specific activities or modifications for students with different ability levels.

CONTENT STANDARD 7

Materials align with student understanding that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

Statements of appraisal and supporting evidence:

Materials provide opportunities for self expression through activities in which students create their own routines to demonstrate dance, balance, gymnastics, and other skills. Reflection questions throughout the materials have students reflect upon their own enjoyment and how they can improve personal skills in specific fitness areas. Social/emotional lessons are included in the materials to provide students with opportunities to improve the positive aspects of their social interactions.

All Content Review - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, pacing, assessment, individual learners, and cultural and linguistic relevance and responsiveness.

CLR Recognition Average Score	Average Score
57%	72%

FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS

Instructional materials provide teacher resources to support planning and supports for all students.

Statements of appraisal and supporting evidence:

Instructional materials include a Scope and Sequence with suggestions for timing to facilitate instructor pacing. Materials also provide tools such as skill cards and a student portfolio, which engage students in goal setting and progress monitoring through the school year. The tools and resources also provide ideas for encouraging physical activity outside of the classroom. The table of contents lists all materials needed for the unit so instructors have ample time to prepare their lessons. Materials offer supporting resources in the form of stories and music that help support the objectives of a lesson. Skill cards can be accessed in Spanish; however, resources are missing to support English learners, and resources for physically, mentally, or emotionally challenged students are not evident.

FOCUS AREA 2 ASSESSMENT

Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.

Statements of appraisal and supporting evidence:

Materials offer assessment resources and tools including performance rubrics and self check assessments for students to show their level of understanding and ability in a skill. Formal assessments are provided, which can be used to assess students' understanding of a unit, and opportunities are provided for students to provide corrective feedback to their peers. Many of the assessment opportunities are embedded in the lesson and students are encouraged to practice the skill in order to make corrections in the movement and improve their overall physical skill. Materials offer assessment resources, but assessment alternatives are missing for English Learners, special needs students, and advanced students.

FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS

Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.

Statements of appraisal and supporting evidence:

Materials present students with many opportunities to engage in the activities inclusively with different partners and in small and large groups. Materials lack cultural and linguistic perspectives throughout the lessons. While specific cultures are referenced in certain lessons (Irish dancing, South American Dancing), students are not invited to integrate their own cultures and backgrounds into the lessons. The tools and resources that are provided in the lessons do not have a cultural connection to demonstrate multiple perspectives. Lessons do not include differentiation or scaffolds for English Learners, special needs students, or advanced students.

Reviewers' Professional Summary - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 85

Background and experience:

I am a Level III certified Elementary teacher with a TESOL endorsement. I have a Bachelor's Degree in Communication Studies and a Master's Degree in Education. I have been teaching 3rd grade for 8 years and work primarily with Culturally and Linguistically Diverse students. I tutor students and am the instructor of a personal fitness class offered with the after school program. This is my third year working with the NM Instructional Material Bureau.

Professional summary of material:

This K-2 Physical Education curriculum is an acceptable curriculum with some gaps. The organization of the lessons is in a digital format and includes links to lessons and resources for the teacher to follow and utilize in the instruction. Materials include many games and activities for students to learn movement activities and to promote a physically active lifestyle. Although the materials offer tools and resources to enhance the instruction, there are not many differentiation strategies or considerations for Culturally and Linguistically diverse students. The instructional materials contain many activities, strategies, and resources that would be appropriate for a K-2 physical education class.

Reviewer #: 86

Background and experience:

I am a Level III National Board Certified Teacher with a certification in Elementary Education. I have been teaching for the past 16 years, from pre-Kindergarten through 2nd grade. I am currently working as Literacy Interventionist and Literacy Coach working with students and teachers from K-3. I have three years' experience with the NM Instructional Material Bureau (IMB). I taught physical education to preschool students and ran an after school activity club as well as taught physical education classes to kindergarten. I instructed students in nutrition in science class as a classroom teacher, and organized and oversee a running club in my school for grades K-8.

Professional summary of material:

Overall, the instructional materials provide a good foundation for teaching and learning the physical education standards. The instructional materials provide teachers with a Yearly Plan that is further broken down into 36 weeks and daily lessons, so that teachers can adjust the curriculum to fit into their schedule. The Scope and Sequence provides a pacing guide and all lessons are aligned to the Physical Education standards. Each unit provides safety and teaching tips and presents a series of activities in sequences from easiest to most difficult. Visual aids such as skill cards are helpful for non-readers as well as English Learners. The materials do not, however, provide options for assessments for diverse and English Learners nor do they provide specific modifications for students with physical challenges. In addition, while some cultural differences are addressed through dance, the instructional materials do not address multiple perspectives of the same concept.

Reviewer #: 87

Background and experience:

I am a Level II certified teacher. I have my degree in Elementary Education with endorsements in English Language Arts, Teaching English as a Second Language, and Physical Education. I taught 3rd grade for 7 years, second grade for one year and spent last year coaching PE. This is my second year with the NM Instructional Material Bureau. I have run many physical fitness and health-related clubs including running club, jump rope club, and archery club. I have facilitated the Kids Cook program where we integrate nutrition and healthy habits into cooking lessons for kids.

Professional summary of material:

The materials have many lessons that engage students in a variety of different physical skills and activities that facilitate whole group, small group, partner, and individual skills and learning. Materials provide educators with year-long plans that are modified if classes are seen once or twice a week. Social/emotional lessons are integrated into the curriculum as well as tie-ins to academic skills. Materials lack differentiation for students with different ability levels, language learners, and culturally diverse backgrounds. Materials provide assessments in the form of skill rubrics and checklists but lack modifications for ability types. Home/school connections are provided within the curriculum to connect what students do at school with continued practice outside of the classroom.