

## **A State Model for Competency-Based Learning and Assessment in Physical Education**

Steven C. Wright

Kinesiology Department, University of New Hampshire  
Steven.wright@unh.edu

Education in the U.S. is driven mainly at the state, rather than the national level. This allows for different states to determine best practices for their students, schools and teachers. The Department of Education (DOE) in the state of New Hampshire is currently leading the charge to “be the first state in the country to deliberately scale our work toward a fully integrated, competency-based PreK-20 system that works for students, families and educators” (NH Vision 2.0, 2015, p. 2). While this is the vision at the state level, the NH DOE is asking each school district to implement their own competency-based learning and assessment system. Physical education teachers are being told that they need to come up with standards and competencies for each activity/sport/game in their curriculum and for each grade level that they teach. As the coordinator of a Physical Education Teacher Education (PETE) program in NH, I am out in schools regularly observing PETE students in early field experiences, as well as student teaching. I therefore interact with many cooperating PE teachers and often over the past few years they have expressed concern about having to implement a competency-based program. This presentation will focus on the process PE teachers have gone through to implement this state mandated change. Discussions will also focus on resources that PE teachers have had available to them as they progressed with this task of identifying standards and competencies for learning and assessment in their programs.