

The *Why* and *What* of the OPEN CCC Movement

There are approximately **200,000 physical educators** in the United States.

25% are aware of, have access to, and **may be implementing outcomes-based programs**.

150,000 remaining **teachers (75%) deserve** accurate information and **quality resources**.

The vast majority of **physical educators** in the United States believe they **are marginalized**.

Physical Educators must seize the opportunity to take control of what (and how) we teach our students.

OPENPhysEd.org removes barriers to accessing outcomes-based curriculum resources.

- ✓ It's based on current educational research.
- ✓ It's aligned to requirements of the academic rigor movement.
- ✓ It's created and maintained by physical educators.
- ✓ It's open-source (customizable and free).

To reach the 75%, we would have to deliver 3,000 trainings.

That's 1 training per week for 57 years.

We don't have that much time! We need to help children and teachers now!

We need YOU!

The fear of conventional curriculum designers is that if novice, non-affiliated trainers try to provide professional development, they might alter training materials and deliver a "lethal mutation" of the original content, thus rendering the professional development experience useless.

However, research suggests that the act of revising curricular content engages teachers on a higher level, helping participants better understand the principles of effective curriculum implementation (Penuel et al, 2007). **WE need YOU!**

Collective participation increases system-wide trust in available curriculum resources.

- **It grants authority** to the efforts embraced by peers.
- **It builds trusting relationships** within school buildings and academic departments.
- **It provides support** from colleagues (peer coaches), which extends the benefits of new information learned from formal professional development experiences.

Professional development is more strongly anchored when there is a **good "fit" between the content and local context** (e.g., local demands on teachers, alignment to personal goals, alignment to goals for student learning) (Penuel et al, 2007). **WE need YOU!**

Funding is a barrier to providing high-quality professional development focused on active learning and collective participation. Sustained professional development is most effective when linked to teacher experience, reform efforts, and communication with peers (Garet et al, 2012). **WE need YOU!**