
APPENDICES

**CONCURRENT RESOLUTION
OF THE U. S. HOUSE OF REPRESENTATIVES AND SENATE**

To encourage state and local governments and local educational agencies to provide high-quality daily physical education programs for all children in kindergarten through Grade 12.

Whereas physical education is essential to the development of growing children;

Whereas physical education helps improve the overall health of children by improving their cardiovascular endurance; muscular strength, power and flexibility; and by enhancing weight regulation, bone development, posture, skillful moving, active lifestyle habits and constructive use of leisure time;

Whereas physical education increases children's mental alertness, academic performance, readiness to learn and enthusiasm for learning;

Whereas physical education helps improve the self-esteem, interpersonal relationships, responsible behavior and independence of children;

Whereas children who participate in high-quality daily physical education programs tend to be more healthy and physically fit;

Whereas physically fit adults have significantly reduced risk factors for heart attacks and strokes;

Whereas the Surgeon General, in *Objectives for the Nation*, recommends increasing the number of school-mandated physical education programs that focus on health-related physical fitness;

Whereas the Secretary of Education, in *First Lessons – A Report on Elementary Education in America*, recognized that elementary schools have a special mandate to provide elementary school children with the knowledge, habits and attitudes that will equip the children for a fit and healthy life; and

Whereas a high-quality daily physical education program for all children in kindergarten through Grade 12 is an essential part of a comprehensive education:

Now, therefore, be it Resolved by the House of Representatives and Senate (concurring) That the Congress encourages state and local governments and local educational agencies to provide high-quality physical education programs for all children in kindergarten through Grade 12.

NATIONAL CONTENT STANDARDS IN PHYSICAL EDUCATION

A physically educated person:

1. demonstrates competency in many movement forms and proficiency in a few movement forms;
2. applies movement concepts and principles to the learning and development of motor skills;
3. exhibits a physically active lifestyle;
4. achieves and maintains a health-enhancing level of physical fitness;
5. demonstrates responsible personal and social behavior in physical activity settings;
6. demonstrates an understanding and respect for differences among people in physical activity settings; and
7. understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

From the National Association for Sport and Physical Education (NASPE),
Moving Into The Future: National Standards for Physical Education.
Reston, VA: 1995. Used with permission.

GLOSSARY

aerobic – a classification of exercise or activity performed at a pace and intensity which allows the heart to supply oxygen constantly to the working muscles

affective – traits, learnings and feelings associated with social, personal and emotional development

basic (fundamental) skills – common motor activities with specific patterns; general skills that form the basis or foundation for more advanced or more specific motor skills, as they may be required to be used in games, dance, gymnastics or aquatics; examples include running, throwing, catching and twisting (Barrett, 1984)

cardiorespiratory endurance – the ability of the body organs (particularly the heart and lungs) and related systems to maintain efficient functioning during and after exercise

cognitive – skills and understandings associated with one's intellectual development

competency – Movement competency is characterized by increasingly automatic movement and the ability to utilize basic game strategies in modified game situations. At this level the student will begin to be able to repeat movements exactly and with ever-increasing levels of quality.

critical elements – features or components of a movement and environment that are important to performance, so that when modified or changed they affect the outcome of the movement (Logsdon et. al., 1984)

efficient movement/movers – the skillful performance of tasks which permits desired results to be obtained with the least strain and a minimal expenditure of energy

fitness – the degree to which the total organism is able to meet the physical, intellectual and emotional demands for everyday living, as well as cope with emergencies

flexibility – the ability to move joints in the body through their full range of motion

locomotor movements – moving the total body to get from one place to another using a walk, run, hop, jump, leap, skip, gallop, slide or some combination of these

mature form – the integration of all movement components into a well-coordinated, purposeful act; it is the developmentally advanced forms of basic (fundamental) or specialized movement skills; movement resembles the motor pattern of a skilled individual in terms of control and quality, but it is lacking in terms of movement performance as measured quantitatively

manipulative skill – a movement done to or with objects, such as throwing a bean bag, striking a soccer ball or catching a Frisbee

motor skills – a broad category representing movement patterns which have been learned; the general skills, e.g., running, throwing, striking, twisting, that form the basis or foundation for more advanced or more specific motor skills, as they may be required to be used in games, dance, gymnastics, aquatics and fitness.

movement concepts – body, space, effort and relationships; the four aspects of movement that, along with the dimensions of each aspect, make up the content of physical education and that provide a means to analyze movement (see Appendix D)

movement forms – forms of movement that are the educational concern of physical education; games, dance, gymnastics, aquatics and fitness

muscular endurance – the ability of a muscle to repeat numerous times without undue fatigue; an action which requires a level of strength

movement sequence – a combination or pattern of movement, as in dance or gymnastics

non-locomotor movement – moving the body or its parts without traveling as a unit through space

proficiency – Proficient movement is characterized by somewhat automatic movements that begin to seem effortless and the utilization of increasingly complex game strategies applied to advanced game forms.

psychomotor – a harmonious integration of the nervous and muscular systems to produce desired movements

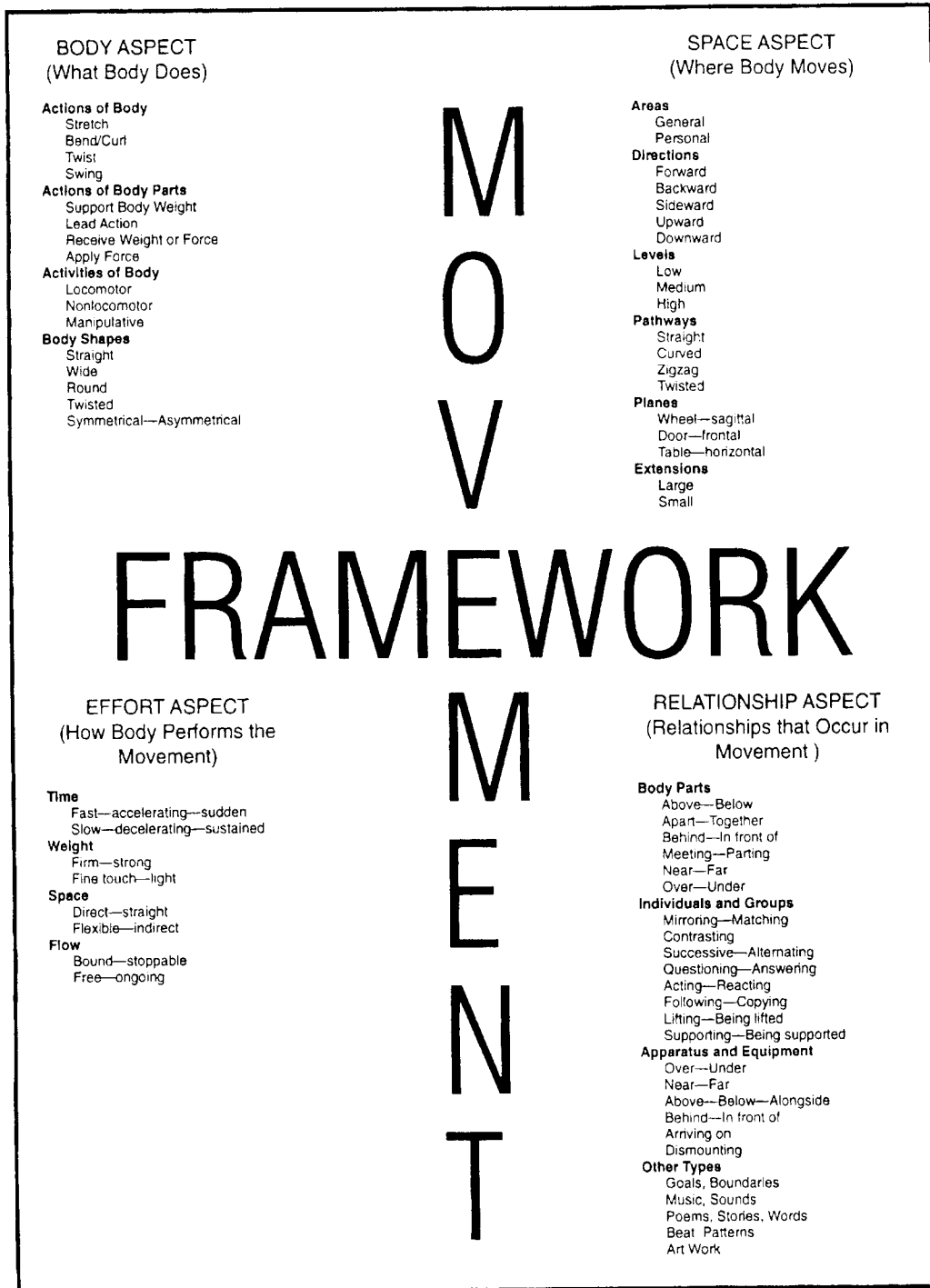
specialized skills – advanced and refined fundamental motor skills that are used in a particular way in a particular situation in either games, dance, gymnastics or aquatics (Wickstrom, 1977,1983), i.e., pitching in softball, a volleyball serve, the schottische step in a dance

References

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Graham, G.; Holt/Hale, S. A.; and Parker, M. *Children Moving, 2nd Edition*, Palo Alto, CA: Mayfield, 1987.



Laban's movement framework as adapted for movement education curriculum. From *Physical Education for Children*, by B. Logsdon, et al., 1984, Philadelphia, PA: Lea and Febiger. Used with permission of Williams and Wilkins, Baltimore, MD.

CONNECTICUT EDUCATION LAWS

The following Connecticut General Statutes serve as references to issues in physical education.

Section 10-16b. Prescribed courses of study. (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety...; mathematics; physical education....

(c) ...such local or regional board of education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planned, ongoing and systematic.

(d) The State Board of Education shall make available curriculum materials and such other materials as may assist local and regional boards of education in developing instructional programs pursuant to this section.

Section 10-221(b) Boards of education to prescribe rules, policies and procedures. ...each local and regional board of education shall develop, adopt and implement written policies concerning homework, attendance, promotion and retention.

Section 10-221a. High school graduation requirements. Commencing with classes graduating in 1988, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, ...not fewer than one in physical education. Any student who presents a certificate from a physician stating that, in the opinion of the physician, participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, provided the credit for physical education may be fulfilled by an elective. Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements.

Section 10-235. Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation. ...shall protect and save harmless any member of such board or any teacher or other employee thereof or any member of its supervisory or administrative staff employed by it, from financial loss and expense, including legal fees and costs, if any, arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to or death of any person, or in accidental damage to or destruction of property, within or with-

out the school building, or any other acts, including but not limited to infringement of any person's civil rights, resulting in any injury, which acts are not wanton, reckless or malicious, provided such teacher, member or employee, at the time of the acts resulting in such injury, damage or destruction, was acting in the discharge of his or her duties or within the scope of employment or under the direction of such board of education... provided that the provisions of this section shall not limit or otherwise affect application of section 4-165 concerning immunity from personal liability.

Section 10-145d-400a of the *Regulations of Connecticut State Agencies*. Code of Professional Responsibility for Teachers

PREAMBLE

The Code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include commitment to the students, the teaching profession, and the community.

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purpose of this code of professional responsibility, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the State Board of Education.

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Connecticut Code of Professional Responsibility for Teachers

Responsibility to the Student:

- (1) The professional teacher, in full recognition of his or her obligation to the student, shall:
 - (a) Recognize, respect and uphold the dignity and worth of students as individual human beings, and therefore deal justly and considerately with students;
 - (b) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
 - (c) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
 - (d) Foster in students the full understanding, application and preservation of democratic principles and processes;
 - (e) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
 - (f) Assist students in the formulation of value systems and worthy, positive goals;
 - (g) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
 - (h) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
 - (i) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
 - (j) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only

when prescribed or directed by federal or state law or professional practice.

- (2) The professional teacher, in full recognition of his or her obligation to the student, shall not:

- (a) Abuse his or her position as a professional with students for private advantage;
- (b) Sexually or physically harass or abuse students;
- (c) Emotionally abuse students; or
- (d) Engage in any misconduct which would put students at risk.

Responsibility to the Profession:

- (1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:
 - (a) Conduct himself or herself as a professional, realizing that his or her action reflects directly upon the status and substance of the profession;
 - (b) Uphold the professional teacher's right to teach effectively;
 - (c) Uphold the principle of academic freedom;
 - (d) Strive to exercise the highest level of professional judgment;
 - (e) Assume responsibility for his or her professional development;
 - (f) Encourage the participation of teachers in the process of educational decision-making;
 - (g) Promote the employment of only qualified and fully licensed teachers;
 - (h) Encourage promising, qualified and competent individuals to enter the profession;
 - (i) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
 - (j) Maintain the confidentiality of all infor-

mation concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:

- (a) Obtain licensure or employment by misrepresentation or fraud;
- (b) Misrepresent his, her or another's professional qualifications or competencies; or
- (c) Engage in any misconduct which would impair his or her ability to teach.

Responsibility to the Community:

- (1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:
 - (a) Be cognizant of the influence of teachers upon the community-at-large, and therefore shall not knowingly misrepresent facts or make false statements;
 - (b) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
 - (c) Promote the principles and ideals of democratic citizenship; and
 - (d) Endeavor to secure equal educational opportunities for all children.
- (2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:
 - (a) Exploit the educational institution for personal gain; or
 - (b) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.

CERTIFICATES, PERMITS AND AUTHORIZATIONS

The following Connecticut General Statutes deal with teacher certification issues:

- Sec. 10-145. Certificate necessary to employment
- Sec. 10-145a. Certificates of qualification; specific components of teacher preparation programs
- Sec. 10-145b. Teaching certificates
- Sec. 10-145d. State board regulations for teacher certificates

Sec. 10-145d covers all regulations concerning certification, including physical education as a special subject, field or instructional area; cross endorsements; and the authorization of early childhood and elementary-grade certificates to include the teaching of physical education, but not as the sole provider. This section also includes regulations concerning coaching permits.

It is important to note other considerations around training and certification.

Aquatics Instruction. The responsibility for teaching swimming should be delegated to a person who is qualified and holds a valid Connecticut teaching certificate. This person should have appropriate certification from the American Red Cross, YMCA or any other recognized certificate which indicates mastery of water-safety skills and knowledge of suitable teaching methods. It is the recommendation of the American Red Cross that at least one certified lifeguard be present during swim instruction. The lifeguard's only duty should be to lifeguard, not to do swim instruction.

Adapted Physical Education. At present, there is no specific state certification, nor a degree program at any of the teacher preparation universities in Connecticut, for adapted physical education. There are courses offered in both adapted physical education and special education. There is a national certification examination for adapted physical education developed by the National Consortium for Physical Education and Recreation for Individuals with Disabilities.