

Appropriate Instructional Practice Guidelines for High School Physical Education



A Position Statement from the
National Association for Sport and Physical Education
(3rd Edition)



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Sport and Physical Education (NASPE)
*an association of the American Alliance for Health,
Physical Education, Recreation and Dance (AAHPERD)*

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Preface

The National Association for Sport and Physical Education (NASPE) has provided leadership to the field of physical education for more than 100 years. A central aspect of this leadership is the development of standards and guidelines for high-quality physical education programs. This document, *Appropriate Instructional Practice Guidelines for High School Physical Education*, is in its third edition. Since the first edition was published in 1998, this document has been reviewed by hundreds of physical educators. Thousands of additional physical education teachers have used the document to ensure that they're implementing programs that are both developmentally and instructionally appropriate for students.

This document represents expert consensus about appropriate and inappropriate practices observed frequently in high school physical education. It is beyond its scope, however, to describe all of the appropriate and exemplary practices that might occur in a high-quality program of high school physical education.

Related documents that NASPE has published include *Opportunity to Learn Standards for High School Physical Education* and *What Constitutes a Highly Qualified Physical Education Teacher*. The *NASPE Stars Program*, designed to identify and recognize excellence in K-12 physical education, also identifies and describes many of the practices and characteristics of quality high school physical education programs.



The Goal Is Quality Physical Education Programs

The outcome of a developmentally and instructionally appropriate program of physical education is an individual who has the knowledge, skills and confidence to become and remain physically active for a lifetime. NASPE, along with leading medical and child-development specialists, recommends a minimum of 60 minutes per day of high-quality physical education for all students.

High-quality physical education is both developmentally and instructionally relevant for all students, not only highly skilled or physically fit students. Appropriate instructional practices in physical education are those that recognize students' development and changing movement abilities, as well as their individual differences. Students' past motor skill, sport, cognitive and social experiences also are considered in lesson and program design and delivery. Individual characteristics such as physical maturation and fitness, skill levels and age are reflected in designing lessons and selecting instructional strategies.

Appropriate instruction in physical education incorporates the best-known practices, derived from both research and teaching experiences, into a pattern of instruction that maximizes opportunities for learning and success for all students. High-quality lessons and programs are designed to reflect the goals of national, state and/or local standards for physical education. Physical educators assess student progress regularly and adjust lessons and progressions accordingly.

NASPE defines a physically educated person as someone who:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

(National Association for Sport and Physical Education. *Moving into the future: National standards for physical education*, 2nd edition. (2004). Reston, Va.: NASPE.)

For our students to achieve in each of those areas, the general public, parents/guardians, teachers, administrators and legislators must understand and support these important standards. Providing students with an “opportunity to learn” and having qualified teachers implement appropriate instructional practices can lead to a positive education experience, as well as ensuring that the standards are met. The ultimate goal is for all students to live a healthy, physically active lifestyle.

Premises of High School Physical Education Programs

Five major premises guide one’s thinking about, planning for and evaluating physical education programs.

1. The ultimate purpose of any physical education program is to help all students gain the skills and knowledge to be physically active for a lifetime.

Physical education is a component of the curriculum that is designed to educate all students, from the physically and/or mentally gifted to the physically and/or mentally challenged. A developmentally and instructionally appropriate physical education program promotes a physically active lifestyle. It accommodates a variety of individual differences, including cultural identity; previous movement experiences; fitness and skill levels; and intellectual, physical and social/emotional maturity.

Appropriate instruction in physical education incorporates best practices derived from both research and experience for teaching in ways that facilitate success for all students. Providing a safe and inclusive learning environment allows all students to experience positive, challenging and enjoyable physical activities while learning skills and developing an understanding of the benefits and importance of physical activity. In conjunction with these activity experiences, students develop a positive self-image and social skills that will provide personal competence in work and leisure situations.

2. Physical educators design physical activity experiences that are appropriate for students’ developmental levels.

Physical educators plan content that will allow students to experience progressive levels of achievement toward standards. Not only will students achieve competence in a variety of movement activities, but

they also will understand the conceptual basis and principles that contribute to effective movement and fitness.

By the end of the required curriculum, students should fully recognize and understand the significance of physical activity to maintaining a healthy lifestyle. They also should have developed the skills, knowledge, interest and desire to maintain meaningful activity for a lifetime.

Physical educators will design activity experiences that develop personal and social behaviors consistent with responsible behavior in sport and in society. That includes an understanding of conflict resolution, the importance of rules and ethical behavior, and the positive social interaction required in physical activity settings.

3. Physical education is a unique and important component of the total school program.

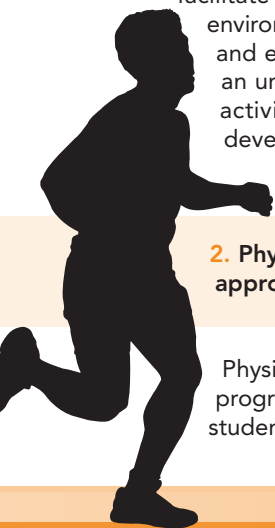
Physical education focuses on physical development, while also integrating the emotional, social and intellectual components that develop the whole student. The program prepares students to meet the physical demands of daily life safely, to use activity for health benefits for a lifetime and to enjoy physical activity during leisure time.

As an integral part of the total school, physical education provides a necessary venue for movement during the school day. Movement facilitates cognition and has a positive effect on the neurotransmitters that affect mood. This combined effect on memory and mood supports learning in all areas.

Physical educators also will make cross-curricular connections between games, sports and dance with science, math, history and culture to expand student understanding and appreciation of the universality of physical education.

4. Physical activity and physical education are not the same.

Physical education is one of the curricular components within the school that focuses on students’ learning about physical activity and gaining motor skills, conceptual knowledge of the science that supports those skills, skill-related fitness and health-related fitness. Physical education focuses on the whole student, including cognitive and affective, as well as psychomotor aspects. Physical educators know and teach toward achieving national, state and local standards in physical education.



The instructional program helps to develop the fundamental skills students need to be physically active. Physical activity is the content and product of the physical education program; it supports many important related content areas. The goal for the high school physical education program is students' lifetime participation in health-enhancing physical activity.

Physical education programs should provide a significant amount of time for all students to participate actively. Physical education promotes physical activity outside the class setting as an extension of the curricular program and as an indicator of a healthy, satisfying lifestyle.

5. The program goals for athletic, intramural and club programs are different from those of physical education programs.

The skills and knowledge gained in an effective physical education program prepare the student to participate in a variety of extracurricular activities, including athletic, intramural and club programs. High school athletics provide an outlet focused on serving more highly skilled and motivated students on a selective basis. Because of their emphasis on competition, performance is the primary goal. Athletics is an important part of all high schools, but athletes should not be excused from taking part in physical education classes.

An intramural program provides an opportunity for students to be physically active and apply physical education learning outside of the curricular program. Intramural programs provide opportunities for all students to implement the skills and knowledge that they acquire in physical education and to participate in a competitive situation without being subject to the selection processes.

Club activities consist of out-of-class programs that specialize in individual or team activities including swimming, ice skating, tennis, volleyball, softball and soccer. For most of those programs, the ultimate goal is to qualify for an elite competition or a college scholarship. The experiences provided in club settings are focused; many emphasize competitive performance in a very specialized activity.

High-quality physical education programs provide lifelong learning concepts and skills — including the health-related components of fitness and goal setting — that are not addressed in interscholastic competition. All of these opportunities are important and valuable in students' total education, and they should be encouraged for students seeking the physical and mental demands of higher-level competition. They should not, however, substitute for physical education.

Intended Audience and Purpose

This document is written for parents/guardians, school administrators and policymakers, as well as teachers who are responsible for students' physical education. It offers specific guidelines for recognizing and implementing developmentally appropriate physical education. It avoids jargon and uses an easy-to-follow format that briefly describes practices that are in the best interests of the high school adolescent ("Appropriate Practice"), and those that are counterproductive or even harmful ("Inappropriate Practice") for developing the high school adolescent. Teachers can use the document to check their own work. It provides parents/guardians and school administrators a guide for what should be happening in the school, and it provides policymakers with a sense of the support necessary for high-quality physical education to occur.

While the components identified in this document are not all-inclusive, they do represent important characteristics of appropriate physical education programs for students.

Introduction to the Document

The following document organizes teacher practices into five separate sections:

1. Learning Environment, which includes the following sections:

- Establishing the Learning Environment
- Exercise as Punishment
- Safety
- Diversity
- Equity
- Inclusion
- Competition and Cooperation



2. Instructional Strategies, which include:

- Expectations for Student Learning
- Class Organization
- Class Design
- Learning Time
- Maximizing Participation
- Teaching/Learning Styles
- Teacher Enthusiasm
- Success Rate
- Teacher Feedback
- Technology Use

3. Curriculum, which includes:

- Productive Motor Skill Learning Experiences
- Concept Knowledge
- Regular Participation
- Developing Health-Related Fitness
- Self-Responsibility and Social Skills
- Valuing Physical Activity
- Interdisciplinary Instruction
- Special Events

4. Assessment, which includes:

- Assessment Use
- Variety of Assessments
- Fitness Testing
- Testing Procedures
- Reporting Student Progress
- Grading
- Program Assessment

5. Professionalism, which includes:

- Professional Growth
- Professional Learning Community
- Advocacy

The practices mentioned are not meant to be an exhaustive list. These are basic instructional practices. Many additional practices that are not enumerated here could be included in an excellent program. The list does, however, include the practices that have been observed recently in gymnasiums, pools and fields across the United States.

TEACHING FOR SUCCESS IN HIGH SCHOOL PHYSICAL EDUCATION

1.0 LEARNING ENVIRONMENT

1.1 Establishing the Learning Environment

✔ Appropriate Practice

1.1.1 Teachers systematically plan for, develop and maintain a positive learning environment that allows students to feel safe (physically and emotionally), supported and unafraid to make mistakes.

1.1.2 The environment is supportive of all students and promotes the development of a positive self-concept. Students are given chances to try, to fail and to try again, free of criticism or harassment from the teacher or other students.

1.1.3 Programs are designed to guide students to take responsibility for their own behavior and learning. Emphasis is on intrinsic, rather than extrinsic, incentives.

1.1.4 Fair and consistent classroom-management practices encourage student responsibility for positive behavior. Students are included in the process of developing class rules/agreements.

1.1.5 Bullying, taunting and inappropriate student remarks and behaviors are dealt with immediately and firmly.

✘ Inappropriate Practice

1.1.1 Teachers fail to establish a positive, supportive and safe learning environment. As a result, some students feel embarrassed, humiliated and generally uncomfortable in physical education class.

1.1.2 Only highly skilled or physically fit students are viewed as successful learners. The teacher and peers overlook and/or ignore students who are not highly skilled or physically fit.

1.1.3 Students behave appropriately because they fear receiving a poor grade or other “punishment” if they don’t follow the teacher’s rules.

1.1.4 The rules are unclear and can vary from day to day.

1.1.5 Verbal or nonverbal behavior that is hurtful to other students is overlooked and/or ignored.

1.2 Exercise as Punishment

✔ Appropriate Practice

1.2.1 Teachers promote exercise for its contribution to a healthy lifestyle, encouraging students to participate in physical activity and exercise outside of the physical education setting for enjoyment, skill development and health reasons.

✘ Inappropriate Practice

1.2.1 Teachers use activities/exercises (e.g., running laps, performing pushups) to punish misbehavior.

1.3 Safety

✔ Appropriate Practice

1.3.1 Activities are selected carefully and modified to ensure a safe learning environment for students (e.g., emergency action plans are posted and practiced).

1.3.2 Activities are selected carefully to ensure that they match students' ability levels and also are safe for all students, regardless of ability level.

1.3.3 Teachers maintain up-to-date first aid, CPR and AED certifications.

1.3.4 Facilities and equipment are maintained and inspected regularly for safety hazards.

1.3.5 Teachers ensure student safety by monitoring the class closely.

1.4 Diversity

✔ Appropriate Practice

1.4.1 The physical educator creates an environment that is inclusive and supportive of all students, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. These differences are acknowledged, appreciated and respected.

1.4.2 Teachers intentionally select activities (e.g., dances and games from throughout the world) that represent a culturally diverse environment.

✘ Inappropriate Practice

1.3.1 Teachers allow or ignore unsafe practices (e.g., pushing, shoving, or tackling students in ball games) that occur in their classes. Students are permitted to ignore the safety of others in the class or use equipment unsafely (e.g., swinging bats or golf clubs in close proximity to others).

1.3.2 Human-target games (dodge ball) and/or drills that allow aggressive behaviors toward other students are permitted.

1.3.3 Teachers don't maintain up-to-date first aid, CPR and AED certifications.

1.3.4 No regular facility safety inspection occurs. Dangerous or outdated equipment is used.

1.3.5 Teachers routinely leave classes unsupervised to perform other tasks (e.g., cut grass, watch game tapes, talk on the phone).

✘ Inappropriate Practice

1.4.1 The physical education environment supports highly skilled students more fully than students with less skill development (e.g., posters on display are predominantly of male professional athletes from the "major" sports).

1.4.2 Teachers teach American team sports — football, basketball, softball, etc. — exclusively.

1.5 Equity

✔ Appropriate Practice

1.5.1 All students (boys and girls, high- and low-skilled) have equal opportunities to participate and for interacting with the teacher (e.g., leadership, playing "skilled" positions, teacher feedback). All students, regardless of developmental level and ability, are challenged at an appropriate level.

1.5.2 All students are encouraged, supported and socialized toward successful achievement in all content taught in physical education (e.g., dance is for everyone).

1.5.3 Physical educators use gender-neutral language (e.g., "students").

1.6 Inclusion

✔ Appropriate Practice

1.6.1 Physical educators implement the special education process for students with disabilities as outlined in their individualized education programs and/or the school's accommodations.

1.6.2 Lessons/activities are adapted for overweight students (e.g., distance and pace runs are made more appropriate). Students are encouraged to undertake appropriate levels of activity for their own improvement.

1.6.3 Physical educators provide appropriate experiences for students with temporary medical limitations (e.g., a student with a broken arm can ride an exercise bike).

✘ Inappropriate Practice

1.5.1 Highly skilled students are permitted to dominate activities (e.g., athletes or boys are always picked as team/squad leaders or are permitted to go first in team games or play the dominant positions).

1.5.2 Activities are identified as more appropriate for girls or boys (e.g., dance is for girls, football is for boys).

1.5.3 Teacher continually refers to all students as "you guys."

✘ Inappropriate Practice

1.6.1 Students with disabilities sit out, keep score or become spectators.

1.6.2 No adaptations are made for overweight students (e.g., they're required to run the same distance at the same pace as average-weight students; all students are required to perform identical numbers of situps and pushups) and/or they are marginalized as someone who "can't do it."

1.6.3 Students with temporary medical conditions are excluded or given an assignment that's not aligned with the lesson's education objective (e.g., busy work).

1.7 Competition and Cooperation

✔ Appropriate Practice

1.7.1 Teachers develop learning experiences that help all students understand the nature and the different kinds of competition.

1.7.2 Students are given opportunities to choose their competitive environment. Physical educators encourage positive competitive situations through personal goal setting and/or team play.

1.7.3 Students are guided to understand that some students prefer competitive situations, while others don't; and either preference is acceptable.

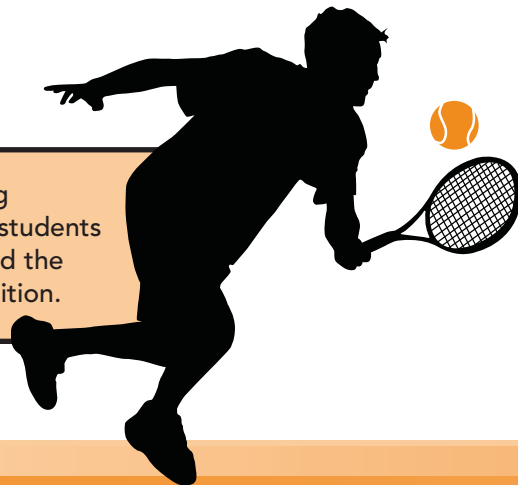
✘ Inappropriate Practice

1.7.1 Teachers allow some students — because of gender, skill level or cultural characteristics — to be excluded from or limited in access to participation and learning. Students are required to participate in activities that identify them publicly as winners or losers.

1.7.2 Teachers focus on producing full-scale competition and limit skill instruction. Traditional games and rules are used extensively (e.g., students play 11 v. 11 soccer instead of modifying the game to 4 v. 4). Highly competitive team games dominate the curriculum. Teachers focus only on activities that yield “winners” and “losers.”

1.7.3 Students are made to feel that something is wrong with them if they don't enjoy competition.

Teachers develop learning experiences that help all students understand the nature and the different kinds of competition.



2.0 INSTRUCTIONAL STRATEGIES

2.1 Expectations for Student Learning

✔ Appropriate Practice

2.1.1 Clear goals and objectives for student learning and performance are communicated to students, parents/guardians and administrators. Students are held accountable for these expectations through various strategies (e.g., goal setting, teacher monitoring, assessment and evaluation).

✘ Inappropriate Practice

2.1.1 Students are expected to be “busy, happy and good,” with no emphasis on learning and improvement. Teachers don't articulate goals and expectations clearly to students, parents/guardians and administrators.

2.2 Class Organization

✔ Appropriate Practice

2.2.1 Physical educators form pairs, groups and teams in ways (e.g., randomly, by fitness or skill level when appropriate to the lesson's goals, or by a class system such as birthdays, squads, colors or numbers) that preserve every student's dignity and self-respect.

✘ Inappropriate Practice

2.2.1 Physical educators inadvertently promote exclusion by allowing student captains to pick teams or by separating teams arbitrarily by gender (e.g., “popular” or highly skilled students are chosen first, and cliques are evident).

2.3 Class Design

✔ Appropriate Practice

2.3.1 The physical education class begins with an anticipatory set and physical warm-up, proceeds to the instructional focus and fitness activities, and closes with a physiological cool-down and a review of instructional objectives.

2.3.2 Stretching, if included in the lesson, occurs only after an appropriate general warm-up activity and is appropriate and beneficial for maintaining and improving flexibility.

✘ Inappropriate Practice

2.3.1 The class has no identifiable structure (e.g., students participate in the activity of the day with no introduction, warm-up or cool-down).

2.3.2 Stretching occurs without total body warm-up. No feedback is provided about appropriate body position in stretching.

2.4 Learning Time

✔ Appropriate Practice

2.4.1 The physical educator plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis.

2.4.2 The physical educator plans lessons that revisit skills and concepts learned previously.

✘ Inappropriate Practice

2.4.1 The physical educator doesn't use effective time-management strategies, leading to a lack of time to develop skill or offer meaningful feedback (e.g., game play begins before students have the necessary skills, strategies or tactics for competent play).

2.4.2 Students are placed directly into game situations without the necessary skills to participate enjoyably and successfully.

2.5 Maximizing Participation

✔ Appropriate Practice

2.5.1 Physical educators organize their classes to maximize opportunities for all students to learn and be physically active. Sufficient equipment is provided so that students spend virtually no time waiting for turns or standing in lines. At least 50% of class time is spent in moderate to vigorous activity.

2.5.2 Physical educators use several small-sided games (1 v.1, 2 v. 2, etc.) or mini-activities to allow students ample opportunity to participate.

✘ Inappropriate Practice

2.5.1 Lessons are organized poorly, so students spend much of the class time waiting for roll call, waiting in lines and/or waiting for equipment to be distributed. The first few minutes of the class are always spent sitting, getting organized or simply waiting for the teacher to signal that the class is about to begin.

2.5.2 Physical educators consistently use only one ball for activities (e.g., soccer, softball) and have students play large mass-activity games.

2.6 Teaching/Learning Styles

✔ Appropriate Practice

2.6.1 The teacher uses a variety of direct and indirect teaching styles to provide for student success, depending on the lesson objectives and content and students' varied learning styles.

2.6.2 The teacher allows students guided choices (e.g., completing individual task sheets or small-group instruction) in matters such as equipment, rule modification and type of skill practice.

2.6.3 The physical educator emphasizes critical-thinking and problem-solving tactics and strategies by using higher-order questions.

✘ Inappropriate Practice

2.6.1 The teacher provides "one size fits all" instruction and uses primarily a direct teaching style regardless of learning style and student response. The teacher does not consider student needs in planning instruction.

2.6.2 The teacher controls the curriculum tightly, rarely offering students input regarding rules, activities covered or equipment used for practice.

2.6.3 Activities are always taught command-style, with no attempt to stimulate analysis or evaluation.

2.7 Teacher Enthusiasm

✔ Appropriate Practice

2.7.1 The physical educator demonstrates enthusiasm for an active, healthy lifestyle.

✘ Inappropriate Practice

2.7.1 The physical educator appears not to like or enjoy physical activity (e.g., instructs regularly from a chair or the bleachers).

2.8 Success Rate

✔ Appropriate Practice

2.8.1 Students practice skills at high rates of success, adjusted for individual skill levels within a "Try again; mistakes are okay" learning environment.

✘ Inappropriate Practice

2.8.1 The teacher teaches as if all students have identical skill and physical fitness levels, using a single standard for all students that leads to frustration, boredom and/or misbehavior.

2.9 Teacher Feedback

✔ Appropriate Practice

2.9.1 The physical educator provides specific feedback on a consistent basis (e.g., “Be sure that you follow through in the direction of the basket”).

✘ Inappropriate Practice

2.9.1 Students receive either no feedback or feedback that is primarily negative or too general (e.g., “Good job,” “Way to go”). The physical educator is not engaged instructionally, and is either merely officiating or playing with the students.

2.10 Use of Technology

✔ Appropriate Practice

2.10.1 The physical educator includes technology (e.g., quantifying activity with pedometers) to enhance the lesson’s effectiveness.

✘ Inappropriate Practice

2.10.1 The physical educator uses technology rarely, if ever.



The physical educator includes technology (e.g., quantifying activity with pedometers) to enhance the lesson’s effectiveness.

3.0 CURRICULUM

3.1 Productive Motor Skill Learning Experiences

✔ Appropriate Practice

3.1.1 The physical educator follows an approved curriculum based on national and/or state standards. The physical education curriculum has an obvious scope and sequence, based on goals and objectives that are appropriate for all students and are derived from national or state standards.

3.1.2 The physical educator includes motor skill development, physiological and biomechanical concepts, health-enhancing physical activities that lead to a physically active lifestyle and opportunities to develop appropriate social behaviors.

3.1.3 Instruction follows a scope and sequence that is designed to scaffold prior learning and develop mature forms of skills and strategies.

3.1.4 The teacher designs progressions that allow students to build on previously learned content and skills, by focusing on lifetime activities.

3.1.5 Physical education classes and athletic practices are clearly distinct.

✘ Inappropriate Practice

3.1.1 Instructional units and learning experiences are based primarily on the season, facilities and teacher preferences and not on a systematic, approved curriculum. Activities are limited to a few team sports. Teachers teach what they coach or teach their favorite activities without concern for student choices, interests or abilities.

3.1.2 The physical educator teaches all students the same skills year after year, without including movement analysis, personal and social understanding, or strategies.

3.1.3 Little to no planning occurs to ensure positive, productive learning experiences.

3.1.4 The same games and activities are used for all grade levels throughout the year.

3.1.5 Physical education classes are used as practice venues for the school’s interscholastic sports teams (e.g., classes are open only to team members and are taught by their coach).

3.2 Concept Knowledge

✔ Appropriate Practice

3.2.1 Strategies, tactics, exercise science, biomechanical analysis and fitness concepts are included throughout the curriculum.

3.2.2 Students are educated to become wise consumers of the fitness, wellness and nutrition industries.

✘ Inappropriate Practice

3.2.1 The teacher doesn't help students learn the scientific bases of physical activity.

3.2.2 The teacher fails to link knowledge gained in physical education to life (e.g., students don't learn how to select a qualified personal trainer).

3.3 Regular Participation

✔ Appropriate Practice

3.3.1 The physical educator extends experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle.

✘ Inappropriate Practice

3.3.1 The physical educator expends no effort to connect physical education instruction to community offerings, recreational opportunities or family involvement.

3.4 Developing Health-Related Fitness

✔ Appropriate Practice

3.4.1 The health-related components of fitness provide the focus for fitness activities. Skill-related components of fitness are emphasized in their relation to skill development.

3.4.2 The physical educator helps students interpret and use assessment data to set goals and to develop a lifelong fitness plan.

✘ Inappropriate Practice

3.4.1 Fitness activities are random and unrelated to lifelong learning benefits. Physical fitness activity consists of mass exercises following a designated leader or standard routine.

3.4.2 The physical educator conducts the fitness assessment but never helps students use results to set goals or to design a personal fitness plan.



3.5 Self-Responsibility and Social Skills

✔ Appropriate Practice

3.5.1 Teachers intentionally design activities that allow students to work together in developing social skills (cooperative and competitive) and responsible behavior. Situations are designed for teaching these skills purposefully; they're not left for "teachable moments" only.

✘ Inappropriate Practice

3.5.1 Teachers don't use strategies such as student choice of equipment, peer teaching, group work or class involvement in establishing rules. Students of varying abilities and popularity are not assigned leadership roles in working with groups (e.g., team/squad leaders).

3.6 Valuing Physical Activity

✔ Appropriate Practice

3.6.1 The physical educator helps all students experience the satisfaction and joy that results from learning about and participating in physical activity regularly.

3.6.2 Physical educators help students to understand that physical activity is an important part of everyday living (e.g., climbing stairs instead of using an elevator; riding a bike or walking to school).

✘ Inappropriate Practice

3.6.1 Negative experiences in physical education class (e.g., running for punishment) lead students to devalue the importance and enjoyment of physical activity.

3.6.2 Physical educators make no effort to encourage activity in other aspects of students' lives.

3.7 Interdisciplinary Instruction

✔ Appropriate Practice

3.7.1 Physical education forms part of a multidisciplinary curriculum, but integration doesn't compromise teaching the concepts important to developing a physically educated individual.

✘ Inappropriate Practice

3.7.1 Physical education classes are used to teach cognitive concepts emphasizing other areas of the curriculum at the expense of teaching physical education skills and concepts.

3.8 Special Events

✔ Appropriate Practice

3.8.1 Teachers plan events (e.g., charity events, student/parent play nights) so that every student can participate fully and can derive satisfaction and joy from the event.

✘ Inappropriate Practice

3.8.1 Teachers don't implement any special events.

4.0 ASSESSMENT

4.1 Assessment Use

✔ Appropriate Practice

4.1.1 Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with disabilities.

✘ Inappropriate Practice

4.1.1 Assessment is rare and random, and occurs only within the context of grading (e.g., dress and attendance to achieve an A).

4.2 Variety of Assessments

✔ Appropriate Practice

4.2.1 Physical educators systematically teach and assess all domains (cognitive, affective and physical) using a variety of assessment techniques.

✘ Inappropriate Practice

4.2.1 Physical educators assess only one aspect of student learning or improvement, (e.g., physical fitness).

4.2.2 Assessments include clearly defined criteria that are articulated to students as part of instruction before the assessment (e.g., a rubric is provided and explained during instruction).

4.2.2 Assessments are not defined clearly and/or don't relate to program goals and objectives.

4.3 Fitness Testing

✔ Appropriate Practice

4.3.1 Teachers use fitness assessment as part of the ongoing process of helping students understand, enjoy, improve and/or maintain their physical fitness and well-being (e.g., students set goals for improvement that are revisited during the school year).

✘ Inappropriate Practice

4.3.1 Teachers use fitness test results to assign a grade.

4.3.2 As part of an ongoing physical education program, students are prepared physically in each fitness component so that they can complete the assessments safely (e.g., students train appropriately before running a mile).

4.3.2 Students are required to run a mile without appropriate conditioning or acclimatization or are expected to perform pullups with no prior conditioning or strength training.

4.4 Testing Procedures

✔ Appropriate Practice

4.4.1 Physical educators make every effort to create testing situations that are private, nonthreatening, educational and encouraging (e.g., explaining what the test is designed to measure).

✘ Inappropriate Practice

4.4.1 Testing is public; students observe others completing the test while they wait for their turn to take it.

4.4.2 Physical educators encourage students to avoid comparisons with others and use the results as a catalyst for personal improvement.

4.4.2 Results are interpreted based on comparison to norms rather than in terms of how they apply to the student's future health and well-being. Teachers allow students to compare test scores.

4.5 Reporting Student Progress

✔ Appropriate Practice

4.5.1 Test results are shared privately with students and their parents/guardians as a tool for developing personal goals and strategies.

✘ Inappropriate Practice

4.5.1 Individual scores are posted publicly, where anyone can view and compare them.

4.5.2 Teachers provide regular reports of student progress to students and parents/guardians, using a variety of continuous, formative evaluations and assessments (e.g., heart rate monitor printouts, pedometer step sheets, skill rubrics).

4.5.2 Teachers don't provide students with individual progress assessment results.

4.6 Grading

✔ Appropriate Practice

4.6.1 Grades are based on thoughtfully identified criteria that are aligned with course goals and national standards.

✘ Inappropriate Practice

4.6.1 Grades are based on athletic ability, a one-time fitness or skill test, dressing requirements and attendance, or undefined measures of effort, participation and attitude.

4.6.2 Students know the components of and criteria included in their grade, and the rationale behind each.

4.6.2 Teachers use subjective measures (e.g., effort, participation and/or attitude) to assign grades.

4.7 Program Assessment

✔ Appropriate Practice

4.7.1 Data on student achievement are used to evaluate program effectiveness on a regular basis.

✘ Inappropriate Practice

4.7.1 Program evaluation is based solely on personal impressions.

5.0 PROFESSIONALISM

5.1 Professional Growth

✔ Appropriate Practice

5.1.1 The teacher seeks new information continually (e.g., reads journals, attends conferences, in-services, etc.) to stay current.

✘ Inappropriate Practice

5.1.1 The teacher doesn't stay up to date on practices.

5.2 Professional Learning Community

✔ Appropriate Practice

5.2.1 The teacher is the physical activity expert in the school.

✘ Inappropriate Practice

5.2.1 The teacher's behavior reinforces the perception that she/he is the "gym teacher" or "coach" in the school, where all we do is "play."

5.3 Advocacy

✔ Appropriate Practice

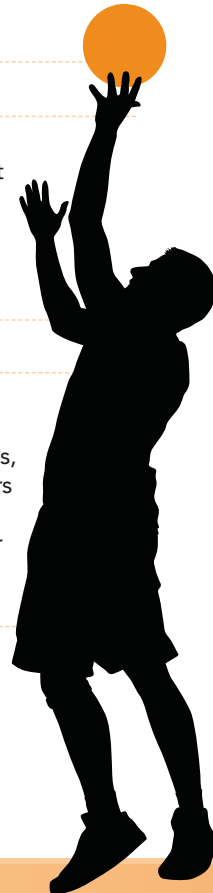
5.3.1 The physical educator informs parents and/or guardians, administrators and the public regularly about the physical education program's goals and activities.

✘ Inappropriate Practice

5.3.1 The physical educator does little to communicate with parents and/or guardians, administrators or policymakers concerning the physical education program's goals or its importance to developing the whole student.

5.3.2 The teacher helps create a school culture of physical activity.

5.3.2 The teacher doesn't promote the physical education program; therefore, it isn't a visible part of the school community.



NASPE Quality Physical Education Resources

Moving Into the Future: National Standards for Physical Education, 2nd Edition (2004).

Stock No. 304-10275.

PE Metrics: Assessing the National Standards (2008).

Stock No. 304-10458.

Concepts and Principles of Physical Education: What Every Student Needs to Know (2003).

Stock No. 304-10261.

Beyond Activities: Elementary Volume (2003).

Stock No. 304-10265.

Beyond Activities: Secondary Volume (2003).

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National Physical Education Standards in Action (2003).

Stock No. 304-10267.

Physical Activity for Children: A Statement of Guidelines (2003).

Stock No. 304-10276.

National Standards for Beginning Physical Education Teachers (2003).

Stock No. 304-10273.

Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years (2002).

Stock No. 304-10254.

Appropriate Practice Documents

Appropriate Practice in Movement Programs for Young Children (2000).

Stock No. 304-10232.

Appropriate Instructional Practice Guidelines for Elementary School Physical Education (2009). Stock No. 304-10465.

Appropriate Instructional Practice Guidelines for Middle School Physical Education (2009). Stock No. 304-10464.

Appropriate Instructional Practice Guidelines for High School Physical Education (2009). Stock No. 304-10471.

Opportunity to Learn Documents

Opportunity to Learn Standards for Elementary Physical Education (2000).

Stock No. 304-10242.

Opportunity to Learn Standards for Middle School Physical Education (2004).

Stock No. 304-10290.

Opportunity to Learn Standards for High School Physical Education (2004).

Stock No. 304-10289.

Assessment Series

Assessment in Outdoor Adventure Physical Education (2003).

Stock No. 304-10218.

Assessing Student Outcomes in Sport Education (2003).

Stock No. 304-10219.

Portfolio Assessment for K-12 Physical Education (2000).

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Elementary Heart Health: Lessons and Assessment (2001).

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**Standards-Based Assessment of Student Learning:
A Comprehensive Approach** (1999).

Stock No. 304-10206.

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Creating Rubrics for Physical Education (1999).

Stock No. 304-10209.

Assessing Student Responsibility and Teamwork (1999).

Stock No. 304-10210.

Position Statement

What Constitutes a Highly Qualified Physical Education Teacher? (2007).

<http://iweb.aahperd.org/naspe/template.cfm?template=position-papers.html>.

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