

# Appropriate Instructional Practice Guidelines for Elementary School Physical Education



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



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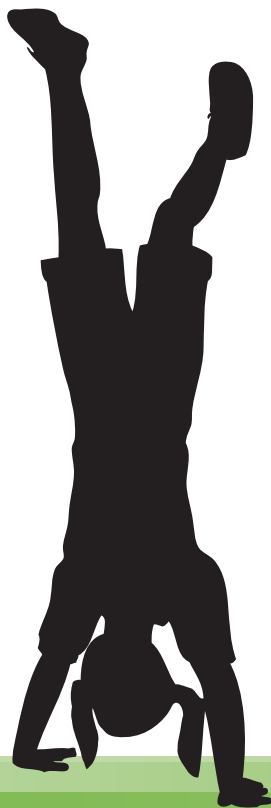
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## Preface

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 quality physical education programs. This document, *Appropriate Instructional Practice Guidelines for Elementary School Physical Education*, is in its third edition. Since the first edition was published in 1992, this document has been reviewed by hundreds of physical educators. Thousands more have used it to ensure that they are implementing programs that are both developmentally and instructionally appropriate for children.

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

Related documents that NASPE has published include *Opportunity to Learn Standards for Elementary 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 elementary school physical education programs.



## The Goal Is Quality Physical Education Programs

The outcome of a developmentally and instructionally appropriate physical education program 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 150 minutes per week of quality physical education for all elementary-age children.

Quality physical education is both developmentally and instructionally relevant for all children. Appropriate instructional practices in physical education are those that recognize children's development and changing movement abilities, as well as their individual differences. Children's 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 children. Quality lessons and programs are designed to reflect the goals of national, state and/or local standards for physical education. Teachers regularly assess student progress 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. Shows understanding of movement concepts, principles, strategies and tactics as they apply to learning and performing 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.

For 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 Physical Education Programs for Children

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 children develop the skills, knowledge and desire to enjoy a lifetime of physical activity.

Evidence from research has never been clearer: A multitude of health benefits correlate with becoming and remaining physically active for a lifetime. Thus, the goal of quality physical education programs is to lead youngsters to develop the competencies and confidence to participate — enjoyably and regularly — in physical activities.

More than ever, we live in a world of rapid change. Tomorrow's physical activities might appear quite different from those of today. Therefore, children need to develop competency in basic movement skills that they can use in any sport or physical activity, whether it be popular today or yet to be invented. Mastering basic movement skills encourages the development and refinement of more complex skills, leading to safe and enjoyable participation in physical activity. When children develop basic movement skills at an early age and expand them during childhood and early adolescence, they gain access to a wide variety of physical activities. Specializing in specific sports and a limited range of opportunities to master basic skills in physical education too early limits their participation options later.

### 2. Children should engage in physical activity that is appropriate for their developmental levels.

Children are not miniature adults. Physical activity and sports that are appropriate for adults need to be modified and adapted for children to participate in them successfully. Kindergarten-age boys and girls don't possess the same skill and fitness development as fifth-graders; thus, their physical education programs shouldn't be the same. The physical education curriculum should reflect children's natural physical, mental and social development.

### 3. Recess and physical education are important but different parts of the school program.

Recess is an important part of the school day for children. Activity breaks — in addition to the benefits gained from physical activity — can enhance participation and learning in the classroom. Not only does recess provide opportunities for needed physical activity, but unstructured time also provides opportunities for student decision-making and can contribute to creativity and social learning. Play is an essential element of children's development, during which they practice how to cooperate, compete constructively, assume leader/follower roles and resolve conflicts. Whereas recess is unstructured time, physical education is a planned instructional program with specific goals and objectives.

Physical education programs are an essential part of the total curriculum. Such programs increase the physical competence, health-related fitness and self-responsibility that facilitate students' enjoyment of physical activity. Children who establish physical activity habits when they're young are more likely to remain active as adults. Children who don't participate in physical activity are more likely to be inactive as adults, and, as such, are at risk for the negative health results of inactivity.

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

Physical education is an instructional program taught by teachers with professional credentials in physical education. Physical education includes instruction and time to practice and apply skills and knowledge within the class setting. Quality physical education programs are designed to teach children the motor skills that form the foundation for a lifetime of enjoyable physical activity. These programs also encourage children to value and adopt a lifetime of physical activity. Quality physical education programs introduce children to a wide variety of motor skills, movement and fitness concepts.


Participating in physical activity provides an important component of physical education, as well as a means of achieving a healthy fitness level. Physical activity is a significant part of the subject matter of physical education that is related to all, and central to four of the six attributes of a physically educated person detailed on page 3.



Physical education programs should provide a significant amount of moderate to vigorous physical activity for all children. Children also should be provided other opportunities to obtain the 60 minutes or more of daily physical activity recommended by many experts today. These 60 minutes could be accumulated in the school setting (recess and physical education), and also outside the school setting. Quality physical education programs introduce children to a wide variety of physical activities while helping them make positive choices about the ones they find most enjoyable and meaningful.

### 5. Physical education and youth sports programs are different.

Youth sports programs are designed for youngsters who choose to specialize in one or more sports and refine their skills in competition with others of similar interests and abilities. Developmentally appropriate physical education programs, in contrast to athletic programs, are designed for all children, from the most gifted in motor skills to those who are physically challenged. The intent is to provide children of all abilities and interests with a foundation of movement experiences, knowledge and understanding that will lead to lifelong active and healthy lifestyles. Quality programs of physical education clearly recognize the different purposes between the two types of programs and assist children in understanding the goals and value of each type of program.



This document describes specific guidelines for recognizing and implementing developmentally appropriate 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 children's physical education. It describes specific guidelines for recognizing and implementing developmentally appropriate physical education. It attempts to avoid jargon and uses an easy-to-follow format that briefly describes practices that are in the best interests of children (appropriate) and those that are counterproductive or even harmful (inappropriate).

Teachers can use it to check the quality of their work. It provides school administrators and parents/guardians a guide for what should be happening in the school, and provides policymakers a glimpse of the quality of instruction that should be expected in physical education classes to guide their decisions about the support necessary for 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 children.

## Introduction to the Document

This document organizes teacher practices into five separate sections:

### 1. Learning Environment, which includes the following subsections:

- 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
- Use of Technology

**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 practices observed recently in gymnasiums, pools and fields across the United States.



# TEACHING FOR SUCCESS IN ELEMENTARY 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 is focused on maximizing learning and participation, in an atmosphere of respect and support from the teacher and the child's peers.

**1.1.2** The environment is supportive of all children and promotes development of a positive self-concept. Children are allowed 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 children 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.

### 1.2 Exercise as Punishment

#### ✔ Appropriate Practice

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

#### ✘ Inappropriate Practice

**1.1.1** The environment is not supportive or safe (e.g., teacher makes degrading or sarcastic remarks). As a result, some children feel embarrassed, humiliated and generally uncomfortable in physical education class.

**1.1.2** Only the highly skilled or physically fit children 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** Children behave appropriately because they are fearful of 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 children is overlooked and ignored.

#### ✘ Inappropriate Practice

**1.2.1** Teachers use activities/exercises (e.g., run laps, perform pushups) to punish misbehavior.

### 1.3 Safety

#### ✔ Appropriate Practice

**1.3.1** Teachers make every effort possible to create a safe learning environment for students (e.g., actively teaching safety, posting and practicing emergency action plans).

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

**1.3.3** Physical education teachers maintain up-to-date first aid, AED and CPR certifications.

**1.3.4.** Facilities and equipment are maintained and inspected regularly for safety hazards (e.g., glass, improper ground cover under equipment).

**1.3.5** Physical education class size is consistent with that of other subject areas.

#### 1.4 Diversity

#### ✔ Appropriate Practice

**1.4.1** Teachers create an environment that is inclusive and supportive of all children, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. Such differences are acknowledged, appreciated and respected.

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

#### ✘ Inappropriate Practice

**1.3.1** Teachers allow or ignore unsafe practices that occur in their classes. Children are permitted to ignore the safety of others in the class (e.g., pushing, shoving, or tackling children in ball games) or use equipment unsafely (e.g., swinging bats 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, AED and CPR certifications.

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

**1.3.5** Teachers routinely combine classes so one teacher supervises a double class while the other undertakes some other activity.

#### ✘ Inappropriate Practice

**1.4.1** The physical education environment supports highly skilled children more fully than children 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 children (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 children, regardless of developmental level and ability, are challenged at an appropriate level.

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

**1.5.3** Teachers use gender-neutral language (e.g., "students").

#### 1.6 Inclusion

#### ✔ Appropriate Practice

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

**1.6.2** Lessons/activities are adapted for overweight children (e.g., distance and pace run would be made appropriate). Students are encouraged to undertake appropriate levels of activity for their own improvement.

**1.6.3** Teachers 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 children 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** Teachers continually refer to all students as "you guys." Teachers continually use "boys and girls" as the most common way to address the class.

#### ✘ Inappropriate Practice

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

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

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

## 1.7 Competition and Cooperation

### ✔ Appropriate Practice

**1.7.1** Teachers develop learning experiences that help students understand the nature of and the different kinds of competition. For example, students can elect to keep score or play for skill practice in selected situations.

**1.7.2** Teachers create a mastery-learning environment that encourages students to compete against previous personal performances or against a criterion score. Children are given opportunities to choose their competitive environment.

**1.7.3** Children are guided to understand that some students prefer competitive situations, while others do not; and either preference is acceptable.

### ✘ Inappropriate Practice

**1.7.1** Students are required to always keep score and participate in activities (e.g., relay races, elimination tag) that publicly identify them as winners or losers.

**1.7.2** Teachers focus on production of full-scale competition and limit skill instruction (e.g., playing 11 v. 11 soccer instead of emphasizing skill development through small-sided games).

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

Teachers develop learning experiences that help students understand the nature of 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.

#### ✘ Inappropriate Practice

**2.1.1** Children are expected to be "busy, happy and good," with no emphasis on learning and improvement.

### 2.2 Class Organization

#### ✔ Appropriate Practice

**2.2.1** Teachers form pairs, groups and teams (e.g., randomly, by fitness or skill level when necessary, or by a class system such as birthdays, squads, colors or numbers) in ways that preserve every child's dignity and self-respect.

#### ✘ Inappropriate Practice

**2.2.1** Teachers inadvertently promote exclusion by allowing student captains to pick teams or by arbitrarily separating teams by gender or skill level (e.g., "popular" or highly skilled students are chosen first and cliques are evident).

### 2.3 Class Design

#### ✔ Appropriate Practice

**2.3.1** Physical education classes begin with an instant activity, anticipatory set and physical warm-up; proceed to the instructional focus and fitness activities; and close 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** Classes have no identifiable structure (e.g., students start class by performing the activity of the day with no introduction or warm-up).

**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 teacher plans for skill and concept instruction and provides adequate time for practice, skill development and feedback, based on appropriate skill analysis.

**2.4.2** Lessons are planned to revisit skills and concepts throughout the year and from year to year, to allow for student growth and readiness.

### ✘ Inappropriate Practice

**2.4.1** The teacher doesn't use effective time-management strategies and devotes little time to developing skill or meaningful feedback (e.g., game play begins before students have the necessary skills, strategies or tactics for competent play).

**2.4.2** Skills are taught once a year during their unit and then ignored until the following year.

## 2.5 Maximizing Participation

### ✔ Appropriate Practice

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

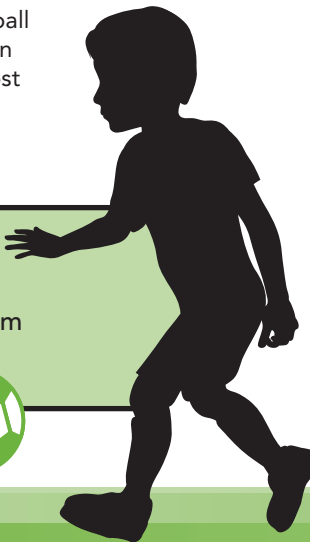
**2.5.2** The teacher uses small-sided games (1 v.1, 2 v. 2, etc.) or mini-activities to allow students ample opportunity to participate.

### ✘ 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** The teacher consistently uses only one ball for most activities that involve playing with a ball (e.g., soccer, softball). In the game situation, most players touch the ball only rarely.

Lessons are planned to revisit skills and concepts throughout the year and from year to year.



## 2.6 Teaching/Learning Styles

### ✔ Appropriate Practice

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

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

**2.6.3** The teacher emphasizes critical-thinking and problem-solving tactics and strategies, using higher-order questions (e.g., those that deal with similarities, differences, efficiency and effectiveness).

### ✘ Inappropriate Practice

**2.6.1** The teacher provides "one size fits all" instruction, using primarily a direct teaching style, regardless of learning style or student response. The teacher doesn't consider student needs in planning instruction.

**2.6.2** The teacher controls the curriculum tightly, and children rarely have 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 teacher demonstrates enthusiasm for an active, healthy lifestyle.

### ✘ Inappropriate Practice

**2.7.1** The teacher appears to not like or enjoy physical activity (e.g., regularly instructs 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 physical educator teaches as if all children in a class have identical skill and physical fitness levels, using a single standard for all children, which leads to frustration, boredom and/or misbehavior.



## 2.9 Teacher Feedback

### ✔ Appropriate Practice

**2.9.1** The teacher provides specific feedback (e.g., “Remember to step forward on your opposite foot when you’re throwing.”) on a consistent basis.

### ✘ Inappropriate Practice

**2.9.1** Children receive either no feedback or feedback that is primarily negative or too general (e.g., “Good job,” “Way to go.”) to be of any help in improving their performance. The teacher is not engaged instructionally, and is either merely officiating or playing with the children.

## 2.10 Use of Technology

### ✔ Appropriate Practice

**2.10.1** The teacher includes technology (e.g., quantifying activity with pedometers) to increase the lesson’s effectiveness.

### ✘ Inappropriate Practice

**2.10.1** The teacher 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 education curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all children and are derived from national or state standards.

**3.1.2** The teacher focuses on the development of fundamental motor skills and their application to a variety of settings.

**3.1.3** Each lesson is designed to meet the program’s goals as stated in a published scope and sequence.

**3.1.4** Teachers adapt their lessons for different classes within and between grade levels.

**3.1.5 Rhythmical Activities & Dance •** The teacher includes a variety of rhythmical, expressive, creative and culturally enriching dance experiences designed with the children’s physical, cultural, emotional and social abilities in mind.

**3.1.6 Games Instruction •** Teachers select, design, sequence and modify games to maximize specific learning, fitness/skill enhancement and enjoyment.

**3.1.7 Educational Gymnastics •** Lessons develop skills appropriate to children’s abilities and confidence in balancing, rolling, jumping and landing, climbing and transferring weight. Children practice on equipment designed to match their gymnastic abilities and confidence.

#### ✘ Inappropriate Practice

**3.1.1** The physical education curriculum lacks age-appropriate developmental goals and objectives and is based primarily on the teacher’s interests, preferences and background (e.g., team sports dominate).

**3.1.2** Children don’t develop their motor skills to a level that enables them to participate enjoyably and successfully in games, gymnastics and dance.

**3.1.3** Lesson activities are chosen without regard to program goals and/or with little or no planning.

**3.1.4** The same lesson plans and activities are used for all grade levels.

**3.1.5 Rhythmical Activities & Dance •** The teacher does not teach dance, or teaches dances to students with no sequencing or progression.

**3.1.6 Games Instruction •** Teachers use games with no obvious learning purpose or goal other than to keep children “busy, happy and good.”

**3.1.7 Educational Gymnastics •** Teachers require all students to perform the same predetermined stunts and routines while the rest of the class sits and watches. Predetermined stunts require extensive teacher direction and spotting because they’re too difficult for many of the children.

### 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 develop student knowledge of the scientific bases of physical activity.

**3.2.2** Teachers fail to link knowledge gained in physical education to life (e.g., children are not taught that the heart is a muscle that needs regular exercise to remain healthy).

### 3.3 Regular Participation

#### ✔ Appropriate Practice

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

#### ✘ Inappropriate Practice

**3.3.1** No effort is made to connect physical education instruction to community offerings, recreational opportunities or family involvement.

### 3.4 Developing Health-Related Fitness

#### ✔ Appropriate Practice

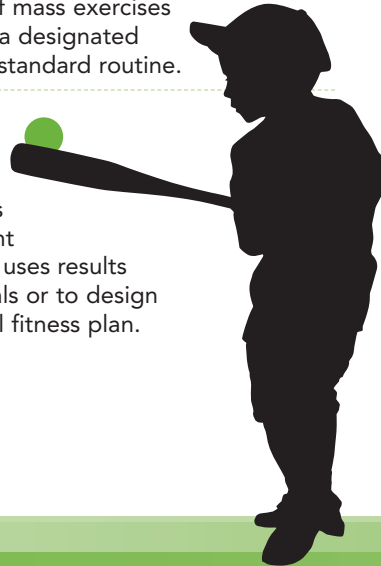
**3.4.1** The health-related components of fitness are the focus of fitness activities. Skill-related components of fitness are emphasized in their relation to skill development.

**3.4.2** The teacher helps students interpret and use assessment data for setting goals and helping 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 teacher conducts the fitness assessment but never uses 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 children opportunities to work together to develop social skills (cooperative, competitive and sportsmanship) and learn responsible behavior. Situations are designed for purposeful teaching of these skills; they aren't left for "teachable moments" only.

#### ✘ Inappropriate Practice

**3.5.1** Social skills are not taught but are assumed as a by-product (e.g., fair play as a product of sport participation). Teachers don't take advantage of strategies such as child choice of equipment, peer teaching, group work or class involvement in establishing rules.

### 3.6 Valuing Physical Activity

#### ✔ Appropriate Practice

**3.6.1** Teachers encourage all children to experience the satisfaction and joy that can result from learning about and participating regularly in physical activity.

**3.6.2** Teachers help students 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 result in devaluing the importance and enjoyment of physical activity.

**3.6.2** Teachers make no efforts to encourage activity in other aspects of students' lives.

### 3.7 Interdisciplinary Instruction

#### ✔ Appropriate Practice

**3.7.1** Teachers frequently link physical education experiences with concepts being taught in mathematics, reading, science, social studies, art and music.

#### ✘ 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 field days so that every child is a full participant and derives satisfaction and joy from a festival of physical activity linked to the physical education program.

#### ✘ Inappropriate Practice

**3.8.1** Teachers design field days that encourage intense team, group or individual competition (e.g., running or sack races), with winners and losers identified clearly. Extensive recognition is given to winners only.

## 4.0 ASSESSMENT

### 4.1 Assessment Use

#### ✔ Appropriate Practice

**4.1.1** Formative and summative assessments are an ongoing and an integral part of the learning process for all students, including those with disabilities.

#### ✘ Inappropriate Practice

**4.1.1** Assessment is rare and random, and occurs only in the context of grading.

### 4.2 Variety of Assessments

#### ✔ Appropriate Practice

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

#### ✘ Inappropriate Practice

**4.2.1** Teachers assess only physical fitness.

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

**4.2.2** Assessments aren't clearly defined 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 program of physical education, students are physically prepared in each fitness component so that they can complete the assessments safely.

**4.3.2** Students are required to run a mile without appropriate conditioning or acclimatization.



### 4.4 Testing Procedures

#### ✔ Appropriate Practice

**4.4.1** Teachers make every effort to create testing situations that are private, nonthreatening, educational and encouraging (e.g., teachers explain what the test is designed to measure).

#### ✘ Inappropriate Practice

**4.4.1** Testing is public, with no reason given for the test (e.g., students observe others completing the test while they wait for their turn to take it).

**4.4.2** Teachers encourage children to avoid comparisons with others and use the results as a catalyst for personal improvement.

**4.4.2** Teachers ignore taunting or teasing based on test results. Results are interpreted based on comparison to norms, rather than how they apply to children's future health and well-being.

### 4.5 Reporting Student Progress

#### ✔ Appropriate Practice

**4.5.1** Test results are shared privately with children and their parents/guardians as a tool for developing personal goals and strategies for maintaining and increasing the respective fitness parameters.

#### ✘ Inappropriate Practice

**4.5.1** Individual scores are posted publicly, where others can compare student scores.

**4.5.2** The teacher provides 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).

**4.5.2** Parents/guardians never receive information about the program content or their children's progress beyond a letter grade on the report card.

### 4.6 Grading

#### ✔ Appropriate Practice

**4.6.1** Physical education grades are based on thoughtfully identified components that are aligned with course goals and national standards.

#### ✘ Inappropriate Practice

**4.6.1** Grades are based on a single opportunity to perform (e.g., based on standardized fitness test scores or the number of times they can jump rope continually).

**4.6.2** Students know the components and criteria included in their grade, and the rationale for each

**4.6.2** The teacher uses subjective measures to assign grades (e.g., grades are based solely on effort, participation and /or attitude).

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

#### ✘ Inappropriate Practice

**5.1.1** The teacher makes no effort to remain current.

### 5.2 Professional Learning Community

#### ✔ Appropriate Practice

**5.2.1** The teacher is the physical activity expert within 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 teacher informs parents/guardians, administrators and the public regularly about the physical education program's goals and activities.

#### ✘ Inappropriate Practice

**5.3.1** The teacher does little to communicate with parents/guardians, administrators or policymakers concerning physical education objectives and goals or its importance to the development of the whole child.

**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's not 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).

Stock No. 304-10268.

**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).

Stock No. 304-10213.

**Elementary Heart Health: Lessons and Assessment** (2001).

Stock No. 304-10215.

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

Stock No. 304-10206.

**Assessment in Games Teaching** (1999).

Stock No. 304-10212.

**Assessing Motor Skills in Elementary Physical Education** (1999).

Stock No. 304-10207.

**Assessing and Improving Fitness in Elementary Physical Education** (1999).

Stock No. 304-10208.

**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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