

Appropriate Instructional Practice Guidelines for Middle School Physical Education



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



National Association for
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 quality physical education programs. This document, *Appropriate Instructional Practice Guidelines for Middle School Physical Education*, is in its third edition. Since the first edition was published in 1995, 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 students.

This document represents expert consensus about important appropriate and inappropriate practices observed frequently in middle 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 middle school physical education program.

Related documents that NASPE has published include *Opportunity to Learn Standards for Middle 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 high-quality middle 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. Along with leading medical and child-development specialists, NASPE recommends a minimum of 60 minutes of quality physical education for all students daily.

High-quality physical education is both developmentally and instructionally relevant for all students, not only highly skilled or physically fit ones. 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. 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. Demonstrates 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 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 Middle School Physical Education Programs

Five major premises guide one's thinking about, planning for and evaluating physical education programs in any discussion of physical education for middle school students.

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, such as 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 the developmental level of the students.

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 in maintaining a healthy lifestyle. They also should have developed the skills, knowledge, interest and desire to participate in 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.

Physical educators will make cross-curricular connections with science, math, history, culture and games, sports and dance to expand students' understanding and appreciation of the universality of physical education. Physical educators also will integrate other subjects when appropriate, ever mindful of the need to address the core physical education curriculum. Also, they will encourage their colleagues to integrate physical education and physical activity into their curricular areas.

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 the student to safely meet the physical demands of daily life, to use activity for health benefits for a lifetime and to enjoy physical activity during leisure time.

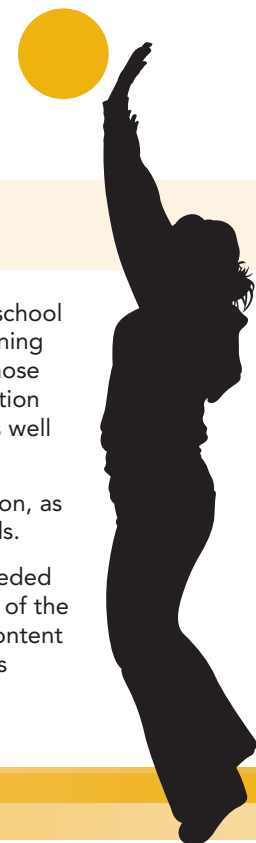
As an integral part of the total school, physical education provides a necessary venue for movement during the school day. Movement facilitates cognition and has a positive effect on the neurotransmitters that affect mood. That combined effect on memory and mood supports learning in all areas.

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 while 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 the national standards in physical education, as well as state and local standards, and teach toward those standards.

The instructional program helps develop the fundamental skills needed 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 of the middle school physical education program is participation in health-enhancing physical activity for a lifetime.



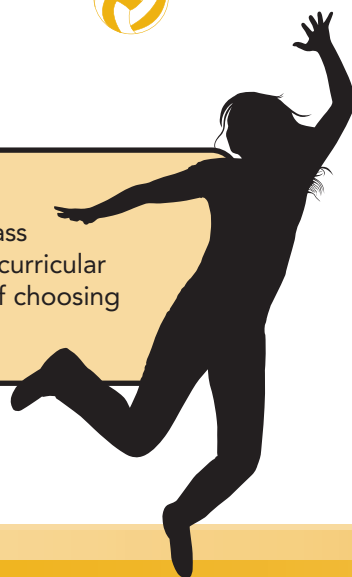
Students are exposed to a wide variety of activities during their middle school years. Physical education programs should provide a significant amount of time for all students to participate actively. Physical education promotes physical activity outside the class setting as an extension of the curricular program and as an indicator of choosing a healthy, satisfying lifestyle.

5. The program goals for intramurals and athletic programs are different from physical education program goals.

The skills and knowledge gained in an effective physical education program prepare students to participate in a variety of extracurricular activities, including intramural and athletic programs. Intramural programs provide opportunities for students to be physically active and apply physical education learning outside of the curricular program. They also provide students with opportunities to participate in competitive situations without being subject to the selection process. Middle school athletics is another outlet focused on serving more highly skilled and motivated students on a selective basis.

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. Athletics and physical education are equally important in the middle school experience. Both 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 are not, however, a substitute for physical education.

Physical education promotes physical activity outside the class setting as an extension of the curricular program and as an indicator of choosing a healthy, satisfying lifestyle.



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 students (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 with a sense of 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 students.

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
- Using 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 MIDDLE SCHOOL PHYSICAL EDUCATION

1.0 LEARNING ENVIRONMENT

1.1 Establishing the Learning Environment

Appropriate Practice

1.1.1 The physical educator systematically plans for, develops and maintains 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 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 students to take responsibility for their own behavior and learning. Emphasis is on intrinsic, rather than extrinsic, incentives.

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

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

Inappropriate Practice

1.1.1 The physical educator does not 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. Teachers and peers overlook and/or ignore students who are not highly skilled or physically fit.

1.1.3 Students 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 may vary from day to day.

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

1.2 Exercise as Punishment

Appropriate Practice

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

Inappropriate Practice

1.2.1 Teachers use activities/exercises (e.g., running laps, performing 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., emergency action plans are posted and practiced).

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

1.3.3 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.

1.3.5 Teachers ensure students' safety by monitoring class closely.

✘ 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 behavior 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 inspections occur. 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).

1.4 Diversity

✔ Appropriate Practice

1.4.1 Teachers create an environment that is inclusive and supportive of all students, 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

1.4.1 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 interact 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 Teachers use gender-neutral language (e.g., "students," "person-to-person defense").

✘ Inappropriate Practice

1.5.1 Highly skilled students are allowed to dominate activities (e.g., athletes 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 students as "you guys."



All students have equal opportunities to participate and interact 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.

1.6 Inclusion

✔ Appropriate Practice

1.6.1 Teachers implement the special education process for students with disabilities as outlined in students' individualized education programs.

1.6.2 Lessons/activities are adapted for students at all fitness levels (e.g., distance and pace runs are made more appropriate). Students are encouraged to complete 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

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

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

1.6.3 Students with temporary medical conditions sit out and/or keep score.

1.7 Competition and Cooperation

✔ Appropriate Practice

1.7.1 Teachers develop learning experiences (e.g., using the sport education model in which students can referee, keep score, etc.) that help students understand the nature of and different kinds of competition.

1.7.2 Teachers create a mastery-learning environment that encourages students to compete against previous personal performance.

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

✘ Inappropriate Practice

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

1.7.2 Teachers focus on producing full-scale competition, and limit skill instruction (e.g., playing 11 v. 11 soccer instead of modifying the game to 3 v. 3). The focus is on activities that produce winners and losers.

1.7.3 Students are made to feel that something is wrong with them if they don't enjoy 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 those expectations through various strategies (e.g., goal setting, teacher monitoring, assessment and evaluation).

✘ Inappropriate Practice

2.1.1 Teachers set no expectations for movement, fitness or cognitive and affective learning (e.g., teachers use the "busy, happy and good" rule, with no emphasis on learning and improvement).

2.2 Class Organization

✔ Appropriate Practice

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

✘ 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 The physical education class begins with an instant activity, anticipatory set and physical warm-up. It 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 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 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 Teachers offer a variety of units of sufficient length appropriate for middle school-age students (e.g., lessons are planned to revisit skills and concepts from year to year).

✘ Inappropriate Practice

2.4.1 The physical educator doesn't use effective time-management strategies, resulting in 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 into game situations without the necessary skills to participate enjoyably and successfully.

2.5 Maximizing Participation

✔ Appropriate Practice

2.5.1 Teachers organize their classes to maximize opportunities for all students to learn and be physically active. Enough 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 Teachers use 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 that 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 getting organized or simply waiting for the teacher to signal that the class is about to begin.

2.5.2 Teachers use only one ball for most ball-oriented activities (e.g., soccer, softball).

2.6 Teaching/Learning Styles

✔ Appropriate Practice

2.6.1 Teachers use a variety of direct and indirect teaching styles to provide for students' success that depend on lesson objectives and content and students' varied learning styles.

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

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 Teachers provide "one size fits all" instruction and use primarily a direct teaching style, regardless of the learning style or student response. Teachers don't consider student needs in planning instruction.

2.6.2 The teacher controls the curriculum tightly, and students 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 physical educator shows enthusiasm for and demonstrates an active healthy lifestyle (e.g., shares examples of how he/she leads a healthy lifestyle).

✘ Inappropriate Practice

2.7.1 The physical educator appears not to 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 teacher teaches as if all students are at identical skill and physical fitness levels, using a single standard for all students, leading to frustration, boredom and/or misbehavior.

2.9 Teacher Feedback

✔ Appropriate Practice

2.9.1 The physical educator provides specific feedback (e.g., “Remember to step forward on your opposite foot when throwing”) on a consistent basis.

✘ Inappropriate Practice

2.9.1 Students receive 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 physical educator is not engaged instructionally and is either merely officiating or playing with the students.

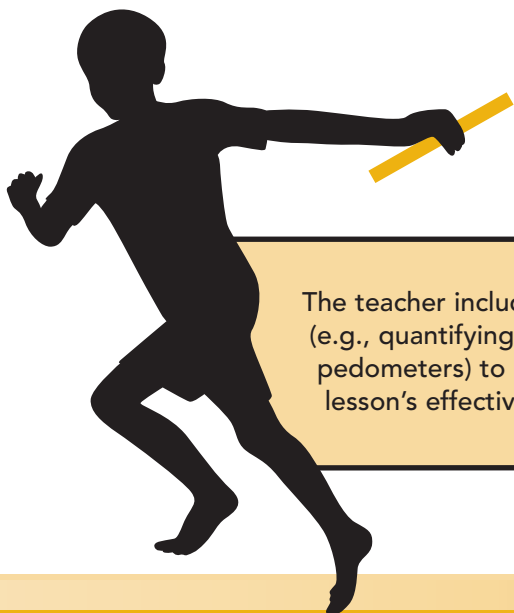
2.10 Use of Technology

✔ Appropriate Practice

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

✘ Inappropriate Practice

2.10.1 The teacher uses technology rarely, if ever.



The teacher 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 Activities are developmentally appropriate for early-adolescent students and are aimed at promoting success for all students (e.g., heart rate monitors allow students to exercise in their own individual target heart zones and at different intensity levels).

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

3.1.4 Teachers design progressions that allow students to build on previously learned content and skills by focusing on lifetime activities.

3.1.5 Team teaching is employed to offer more stations or activities and enhance feedback.

✘ 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. Teachers teach what they coach, or their favorite activities, without concern for student choices, interests or abilities.

3.1.2 Activities are not developmentally appropriate for the early adolescent and are aimed solely at the highly skilled student (e.g., teaching the jump serve to sixth-graders in volleyball).

3.1.3 Lesson activities are chosen without regard to program goals.

3.1.4 Teachers teach all students the same skills year after year. Activities are the same for all grade levels.

3.1.5 Teachers combine their classes only to: play one big game, allow students to socialize, plan practices for interscholastic teams or conduct personal business. Team sports are used as a farm system for high school athletics, with little attention paid to the needs of nonathletes.

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 The teacher fails to link knowledge gained in physical education to life (e.g., provides only an overview of the new food guide pyramid and never instructs students on how to use it).

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 makes 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 are the focus of fitness activities. Skill-related components of fitness are emphasized in their relation to skill development (e.g., muscular strength and flexibility can be taught using exercise balls).

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

✘ Inappropriate Practice

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

3.4.2 The physical educator doesn't enable students to use fitness assessment results to set goals or to design a personal fitness plan.

3.5 Self-Responsibility and Social Skills

✔ Appropriate Practice

3.5.1 Physical educators design activities throughout the program that provide students with opportunities to work together for the purpose of developing social skills (cooperative and competitive) and responsible behavior (e.g., "good sports" skills are encouraged instead of trash talking). Situations are designed for teaching these skills purposefully; they're not left for "teachable moments" only.

✘ Inappropriate Practice

3.5.1 Physical educators fail to systematically enhance the affective development of students. They don't use activities and instructional strategies such as choice of equipment, peer teaching and class involvement in establishing rules, which foster development of cooperation, social skills and personal responsibility.

3.6 Valuing Physical Activity

✔ Appropriate Practice

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

3.6.2 Physical educators 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 (e.g., running for punishment) lead students to devalue the importance and enjoyment of physical activity.

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

3.7 Interdisciplinary Instruction

✔ Appropriate Practice

3.7.1 Physical education is 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) so that every student participates fully and derives satisfaction and joy from a festival of physical activity.

✘ 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 form 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 receive an A).

4.2 Variety of Assessments

✔ Appropriate Practice

4.2.1 Physical education teachers systematically teach and assess all domains (cognitive, affective and physical) 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 are not defined clearly and/or don't relate to program goals and objectives.

4.3 Fitness Testing

✔ Appropriate Practice

4.3.1 Physical educators 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 fitness goals for improvement that are revisited during the school year).

✘ Inappropriate Practice

4.3.1 Physical educators use fitness test results to assign a grade.

4.3.2 As part of an ongoing program of physical education, students are prepared physically 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 Physical educators make every effort to create testing situations that are private, nonthreatening, educational and encouraging (e.g., they explain what the test is designed to measure).

✘ Inappropriate Practice

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

4.4.2 Teachers encourage students to avoid comparisons with others and, instead, to use results as a catalyst for personal improvement.

4.4.2 Results are interpreted based on comparison to norms rather than how they apply to students' future health and well-being. Teachers allow students to compare their 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 for maintaining and increasing the respective fitness parameters.

✘ Inappropriate Practice

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

4.5.2 Physical educators 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).

4.5.2 Students receive little or no information regarding their progress toward individual goals. Student progress is reported based only on teacher perception, dress or attendance.

4.6 Grading

✔ Appropriate Practice

4.6.1 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 athletic ability; a one-time fitness or skill test; on 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 for 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 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, policymakers 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, policymakers or the public about the objectives and goals of physical education 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'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.

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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>.

Order online at www.naspeinfo.org
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Annual Plan at Whitko Middle School

August

Week 1 Tennis

Week 2 Tennis

September

Week 1 Short Cross Country

Week 2 Soccer

Week 3 Soccer

Week 4 Volleyball

October

Week 1 Volleyball

Week 2 Floor Hockey

Week 3 Fitness Testing

Week 4 Cooperative Activities

November

Week 1 Badminton

Week 2 Badminton

Week 3 Archery

Week 4 Archery

December

Week 1 Basketball

Week 2 Basketball

Week 3 Handball

January

Week 1 Fitness Testing

Week 2 Strength and Conditioning

Week 3 Cooperative Activities

February

Week 1 Flickerball

Week 2 Rhythmic Activities

Week 3 Jump Rope

Week 4 Bowling

March

Week 1 Lacrosse

Week 2 Lacrosse

Week 3 Hiking and Orienteering

Week 4 Fitness Testing/ Recreation Games

April

Week 1 Hiking and Orienteering

Week 2 Football

Week 3 Football

Week 4 Softball

May

Week 1 Softball

Week 2 Track

Week 3 Track

Week 4 Frisbee