



Opportunity to Learn Guidelines for High School Physical Education

***Key Elements in Producing Quality
Physical Education Programs***

**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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NASPE Sets the Standard®

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NASPE's Vision

The National Association for Sport and Physical Education (NASPE) envisions a society in which all individuals are physically educated and participate in lifelong physical activity.

NASPE's Mission

NASPE's mission is to enhance knowledge, improve professional practice and increase support for high-quality physical education, sport and physical activity programs.

Preface

NASPE has provided leadership to professionals in the field of physical education for more than 35 years, and developing standards and guidelines for high-quality physical education programs comprises a central aspect of that leadership. NASPE has developed several documents as part of those efforts, including *Appropriate Instructional Practice Guidelines for Elementary, Middle and High School Physical Education* (NASPE, 2009) and *Moving Into the Future: National Standards for Physical Education* (NASPE, 2004).

Now, NASPE presents revised, updated versions of its three *Opportunity to Learn Guidelines* — for elementary, middle and high school physical education — that school personnel and other stakeholders (i.e. district administrators, parents and community leaders) can use to evaluate their physical education programs.

This document — *Opportunity to Learn Guidelines for High School Physical Education* — identifies essential program elements that provide learning foundations for students in high school physical education. High school physical education teachers will benefit from reading these guidelines as they strive to provide quality physical education and promote a physically active lifestyle among their students.

School administrators, policymakers and parents will gain valuable insight and information from these guidelines on what quality physical education programs should include, as well as where to allocate efforts and resources to meet program needs and promote strong foundations for learning.

Purpose

This document describes NASPE's position on the **programmatic elements** required to maximize learning opportunities in high school physical education. These programmatic elements support high-quality, daily physical education and are prerequisites for teaching and learning in physical education. Quality physical education programs include not only the essential program elements identified in this document, but also effective instructional practice, appropriate content and meaningful assessment of student learning.

School personnel and other stakeholders can use this document to determine the extent to which their programs provide adequate learning opportunities for all students and as a tool to identify programmatic strengths and weaknesses. By completing the program assessment rubric checklist found in this document, stakeholders can assess their programs in 10 categories. They then can use the findings to develop specific plans for increasing programmatic supports for student learning in physical education.

Intent of the Program Assessment

School personnel and other stakeholders can use the program assessment as a tool to:

- Assess program elements that support high-quality physical education.
- Determine and communicate program strengths and concerns to stakeholders.
- Develop a shared vision for an improvement plan that enhances student achievement.
- Advocate for program support.

Introduction

The number of overweight children ages 6 to 11 has more than tripled over the past three decades (Hedley, Ogden, Johnson, Carroll, Curtin & Flegal, 2004), leading to predictions that today's children will comprise the first generation whose life expectancy is shorter than that of its parents (Olshansky, Passaro, Hershov, Layden, Carnes, Brody, Hayflick, Butler, Allison & Ludwig, 2005). And Gordon-Larson, Adair, Nelson and Popkin (2004) document increasing evidence that America's youths continue their inactivity into adulthood.

Inactivity is a key contributor to an unhealthy lifestyle, and the need for youths to be physically active is quite clear. Ensuring that students from preschool through high school are physically active each day is one way to improve physical and mental health, as well as enhancing their opportunities to develop healthy, active lifestyles.

Physical education is uniquely positioned to promote a physically active lifestyle for students in the current generation ... so long as it is taught by a highly qualified physical education teacher as defined by NASPE's National Standards for Physical Education, which describe what every student should know and be able to do to be considered physically educated (NASPE, 2004). Through contemporary teaching approaches, physical educators can establish learning environments that support learning for all students, bridge cultures and promote a respect for diversity.

The quality and productivity of each person's life is enhanced by participating in a comprehensive, inclusive and sequentially planned physical education program that promotes lifelong health through physical activity.

Clearly, physical activity plays a role in promoting health and well-being, and reducing obesity. It's also evident that greater support is needed at the grassroots level to ensure that every student has access to the resources necessary to become physically educated.

Support for quality physical education varies widely from state to state and school to school. Some schools and school systems offer superb support, often resulting in programs that provide appropriate, inclusive physical activity in a creative and meaningful learning environment. Those schools help all students become proficient movers who choose to participate regularly in physical activity.

Other school programs, however, receive less support, and some students are unable to partake in an instruction program that supports lifelong learning through physical activity.

Students can be expected to meet performance outcomes only when they receive equal opportunities to learn, along with high-quality instruction.

Leadership begins at the school district, which should employ a physical education coordinator to ensure that the district supports and coordinates the program for elementary, middle and high school physical education. To ensure that learning occurs, districts should align the physical education curriculum with NASPE's National Standards.

Schools should provide all students with the necessary support system, including a healthy and safe environment, class sizes that support high-quality instruction, credentialed physical education teachers and adequate time in instruction. Also, if teachers are to be held accountable for students' meeting the National Standards, they must be provided a strong curriculum, and adequate facilities, equipment and technology for instruction.

It is NASPE's position that every student, pre-K through grade 12, should have access to a balanced, sequential, developmentally appropriate program of instruction in physical education. That program should teach students the skills necessary for maximum meaningful participation and engagement in learning. Physical education teachers should provide best-practices instruction in an inclusive, socially appropriate and safe environment for all students.

The *Opportunity to Learn* rubric in this document presents the following structural elements that must be addressed to provide a high-quality program:

- ▶ Qualified teachers
- ▶ Curriculum
- ▶ Health & safety
- ▶ Class size
- ▶ Facilities
- ▶ Materials & equipment
- ▶ Time allocation
- ▶ Technology
- ▶ Assessment
- ▶ Program evaluation

These guidelines reflect the most recent research on effective physical education and seek to facilitate high-quality instruction and learning for all.

The guidelines are prescriptive in nature; and they are reasonable and attainable. By using this assessment rubric, school personnel can establish realistic, incremental goals for preparing physically, intellectually and socially educated students. They can ensure that students will have sufficient opportunities to acquire the knowledge, skills and dispositions needed to become a physically educated person.

As such, these *Opportunity to Learn Guidelines* should become an integral component in evaluating physical education programs in your school and/or district.



Opportunity to Learn Guidelines for High School Physical Education

The *Opportunity to Learn* in a quality physical education program requires that the following **programmatic elements** be provided. It's important to assess the physical education program to ensure that it provides the elements surrounding and supporting quality instruction. That assessment will provide the data needed to establish realistic goals and objectives for the program.

Each of the following sections is preceded by a reflective question and multiple identifying statements. Applying critical thought and consideration while reading each statement will help you assess your program, while identifying its strengths and challenges. Keep in mind that the goal is program improvement.

1.0 Highly Qualified High School Physical Education Teachers

How established are the following elements of program support for physical education at your school?

- 1.1 Physical education is taught by a highly qualified teacher with a degree in physical education (secondary) and a current license to teach physical education from his/her respective state.
- 1.2 The physical education teacher takes part in developing individualized education plans (IEP) or 504 plans for special-needs students, to help set appropriate physical education goals and to be fully informed about each student's special needs.
- 1.3 The school or district provides and supports annual professional-development opportunities for physical education teachers equal to those of teachers in other disciplines, so that physical education teachers can base their instruction on current research and best practices in the field.

- 1.4 The physical education teacher is knowledgeable about and competent in using a variety of teaching strategies and instruction models to enhance student achievement and guide optimal personal growth for students.
- 1.5 The physical education teacher is knowledgeable about the relationship among physical education curriculum, instruction and assessment, and promotes cross-curricular concepts that involve physical activity and wellness.
- 1.6 The physical education teacher demonstrates an understanding of high school students and their unique characteristics.
- 1.7 The physical education teacher is allowed to integrate technology that enhances learning outcomes during students' education-related experiences.
- 1.8 The physical education teacher serves as a role model for living a physically active lifestyle.
- 1.9 The physical education teacher serves as a member of the school wellness policy committee and acts as an advocate for school-based wellness in a variety of ways.
- 1.10 The physical education teacher is not over-assigned extracurricular responsibilities that could interfere with his/her academic expectations.
- 1.11 The physical education teacher is well informed about NASPE's National Standards for Physical Education (2004), as well as state standards, and implements them when planning instruction.

2.0 Curriculum

How established are the following elements of program support for physical education at your school?

- 2.1 The school has designed a written curriculum based on NASPE's National Standards for Physical Education (2004) that is comprehensive, inclusive, progressive and sequential, and guides developmentally appropriate physical education at all grade levels in the school.
- 2.2 The planned curriculum is culturally and geographically relevant to the needs of the population it serves.
- 2.3 The curriculum for high school grades includes a yearly plan, instructional units by grade level and activity, and daily lesson plans with specific learning outcomes.
- 2.4 Grade-level content standards are challenging, measurable and meaningful to learning essential concepts.
- 2.5 The curriculum includes content-specific motor skill development and strategies that provide students with opportunities to become proficient movers in the activity units offered.
- 2.6 The curriculum provides sufficient opportunities for students to participate regularly in physical activity and to reach and maintain a health-enhancing level of physical fitness.
- 2.7 The curriculum provides opportunities for students to acquire the skills needed to develop a personal fitness plan.
- 2.8 The curriculum provides opportunities for students to identify the benefits of regular physical activity and to acquire the knowledge and skills to pursue those benefits outside the physical education class.
- 2.9 The curriculum provides opportunities for students to participate in a select number of activities aimed at mastering skill objectives and concepts, while enjoying and participating in sport-specific content, lifetime activities and individual fitness.
- 2.10 The curriculum allows students to integrate concepts taught in other academic areas (e.g., health education, language arts, mathematics, social sciences, science and technology) with movement experiences.
- 2.11 Curriculum-related decisions are dependent on adequate time and opportunity for every student to have enough trials and practice to meet lesson objectives.
- 2.12 Students are taught — and teachers model — the value of physical activity, respect for self and the diversity of others, and each concept is reinforced throughout the program.
- 2.13 The curriculum offers opportunities for students to select activities competency (e.g., Choice Curriculum or elective courses) in which they are interested and want to develop.

3.0 Health & Safety

How established are the following elements of program support for physical education at your school?

- 3.1** Indoor and outdoor facilities are free of hazards (e.g., tables, chairs, bleachers, rocks, gravel, stakes, potholes, traffic, standing water, construction equipment and debris), so that students can participate safely in physical education.
- 3.2** Teachers continually monitor environmental conditions (e.g., sun exposure, thunder/lightning, heat/humidity, smog, cold and inclement weather) to ensure safety for all students.
- 3.3** Teaching stations are inspected each period before activity begins to ensure that the space and equipment are safe. Equipment is used for its intended purpose.
- 3.4** Emergency communication devices (e.g., walkie-talkies, cell phones, buzzers and telephones) are available for indoor and outdoor teaching stations.
- 3.5** Written emergency plans outline the protocol for emergency responses to injuries and other health-related incidents in physical education.
- 3.6** Accident-reporting protocol and the procedures for notifying parents and administration are in place and are practiced.
- 3.7** Information about student health concerns is communicated to the physical education teacher and is used to make decisions regarding physical activity for students with chronic diseases and IEPs or 504 plans. Assistive devices and adapted equipment are available for students with disabilities.
- 3.8** The school or district creates an environment in which learning is non-threatening and equally free, and occurs in a no-risk atmosphere and/or a no-fault zone. Race, color, religion, national origin, gender, sexual orientation and disability are all considered when class groupings are created.
- 3.9** Teachers maintain certification in cardiopulmonary resuscitation (CPR) and first aid from a reputable agency (e.g., American Red Cross, American Heart Association), serve as a resource to the school community and advocate for a healthy, active lifestyle.

3.10 Adequate, easily accessible restroom facilities and drinking fountains are available before, during and after physical education class.

3.11 Once reported, hazardous conditions are repaired or otherwise remedied in a timely manner. Reports are recorded, and maintenance and safety-check records are kept.

3.12 Physical education space and equipment are secured (off-limits) during all other times of the school day, unless appropriate supervision is provided.

4.0 Class Size

How established are the following elements of program support for physical education at your school?

- 4.1** Physical education class size is consistent with that of other subject areas. Class groupings are flexible enough to provide for differences in students' interests, maturity levels, sizes, abilities and needs.
- 4.2** Physical education class size is proportional to the space allocated for instruction. Even when multiple classes share space, the focus remains on student learning and safety.
- 4.3** Physical education classes for students with special needs are similar in size to special education classes in other disciplines. Students with special needs receive physical education services in the least-restrictive environment, appropriate to their IEPs or 504 plans. Aides and/or adaptive physical educators are present to help students with special needs and support their participation.

5.0 Facilities

How established are the following elements of program support for physical education at your school?

- 5.1** Indoor and outdoor facilities are sufficient to accommodate the number of class sections and students scheduled during each class period. NASPE suggests that schools offer the following facilities: hard-surface outdoor area, dirt and turf area, gymnasium(s), locker rooms, classroom(s), storage rooms, teacher offices and access to a computer lab. Additional facilities (e.g., aerobic/dance room, tumbling/ gymnastics room, swimming pool, ropes course, track and field facility, fitness center, fitness trail, weight room and a physical education computer lab) can enhance physical education.
- 5.2** Physical education is taught in a dedicated facility that is not shared with other regular activities/classes, and distractions from other sources are limited. The facilities are maintained adequately to ensure safety and learning for all students.
- 5.3** Indoor and outdoor facilities include appropriate markings that display lanes, circles, courts, etc.
- 5.4** The space for physical activity at each teaching station is large enough to accommodate all students assigned to that area, allowing them to move safely for the entire instruction period. Recommended space: 110 to 150 square feet per student.
- 5.5** Adequate storage space is close to the activity stations and is ventilated for proper maintenance and care of equipment.
- 5.6** Locker room design allows for student supervision and safety. Each student enrolled in physical education is provided with a locker. Locker rooms contain restroom facilities and showering areas that are sanitary and secure, and are maintained adequately.
- 5.7** Adequate restroom facilities are located near activity stations.
- 5.8** Physical education teachers have offices located close to the locker rooms so that students have access to teachers for assistance.

6.0 Materials & Equipment

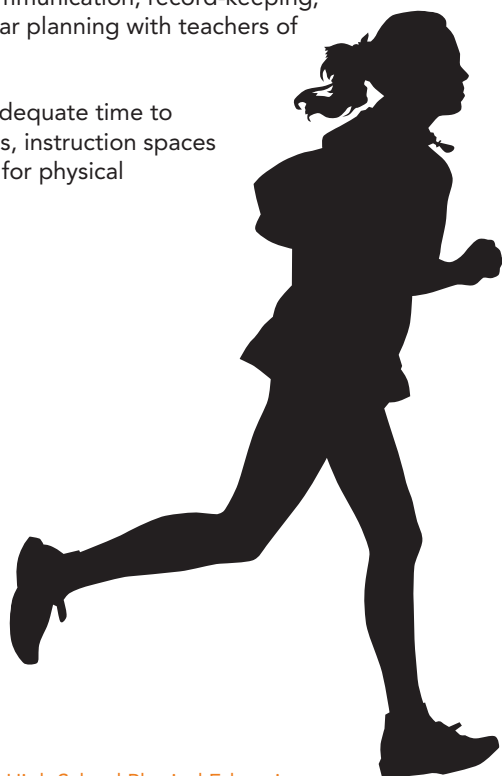
How established are the following elements of program support for physical education at your school?

- 6.1** The department chair, physical education staff and school administrators develop an adequate budget for acquiring equipment and supplies to support the physical education program fully on a yearly basis.
- 6.2** All equipment is maintained and in good repair. The annual budget provides for maintaining equipment and repairing it in a timely manner. All equipment is inspected regularly and is repaired or replaced as needed.
- 6.3** The budget provides for student textbooks to support instruction and learning outcomes.
- 6.4** The budget includes provisions for acquiring references that physical education teachers can use when planning curricular content.
- 6.5** The budget includes provisions for acquiring technology hardware (e.g., computers, hand-held devices [PDAs], heart rate monitors and pedometers) to support communication, as well as data storage and retrieval.
- 6.6** The budget includes provisions for acquiring technology software to help teachers with record-keeping, assessment, data storage and communication, and that helps students with research and other projects, as well as with tracking individual competencies.
- 6.7** Ample equipment is provided for each facility. Instruction materials and supplies are provided so that all students are able to maximize time on task and have all the practice necessary for becoming competent with skills. If equipment is not available in sufficient quantity, the activity is avoided.
- 6.8** The physical education staff maintains an accurate inventory of all physical education equipment and supplies, labeled with the school's name.
- 6.9** Fixed equipment (e.g., hanging basketball systems, volleyball standards, soccer goals) meets manufacturers' recommended guidelines for use and maintenance.

7.0 Time Allocation

How established are the following elements of program support for physical education at your school?

- 7.1 Students must meet state requirements for graduation.
- 7.2 Students are given the opportunity to enroll in elective physical education courses throughout their high school years.
- 7.3 Students participate in an instructional physical education program for a minimum of 225 minutes each week, or 450 minutes every 10 days on block schedules.
- 7.4 Students are not allowed to waive or opt out of physical education, nor are they allowed to receive credit by alternative means.
- 7.5 Physical education teachers have a daily preparation period to provide time for planning, communication, record-keeping, assessment and cross-curricular planning with teachers of other subjects.
- 7.6 Teachers and students have adequate time to transition among locker rooms, instruction spaces and classrooms that are used for physical education.



8.0 Technology

How established are the following elements of program support for physical education at your school?

- 8.1 Technology is incorporated on a regular and continuing basis. Physical education teachers use technology to enhance students' cognitive development and to help them learn the health benefits of physical activity.
- 8.2 The annual budget provides for acquiring — and training teachers to use — technological devices (e.g., hand-held and desktop computers, video/digital cameras, VCR/DVD players, sound systems, heart rate monitors, pedometers, body-composition analyzers and global positioning system devices) that aid teaching, assessment and data collection in the physical education setting.
- 8.3 Computer applications such as word processing, database management, spreadsheets and utility software are available to help teachers design daily lesson plans, monitor student records, compute student grades, manage inventory, monitor the budget, develop instructional materials, prepare reports and communications, and develop materials for program advocacy.
- 8.4 Funds are allocated to update and train staff in using software, including word processing, database management, spreadsheets and other fitness-related applications.
- 8.5 Computer applications are available to help students set goals, self-assess and reflect, maintain personal activity logs, create presentations and reports, and to promote cross-curricular applications and learning.

9.0 Assessment

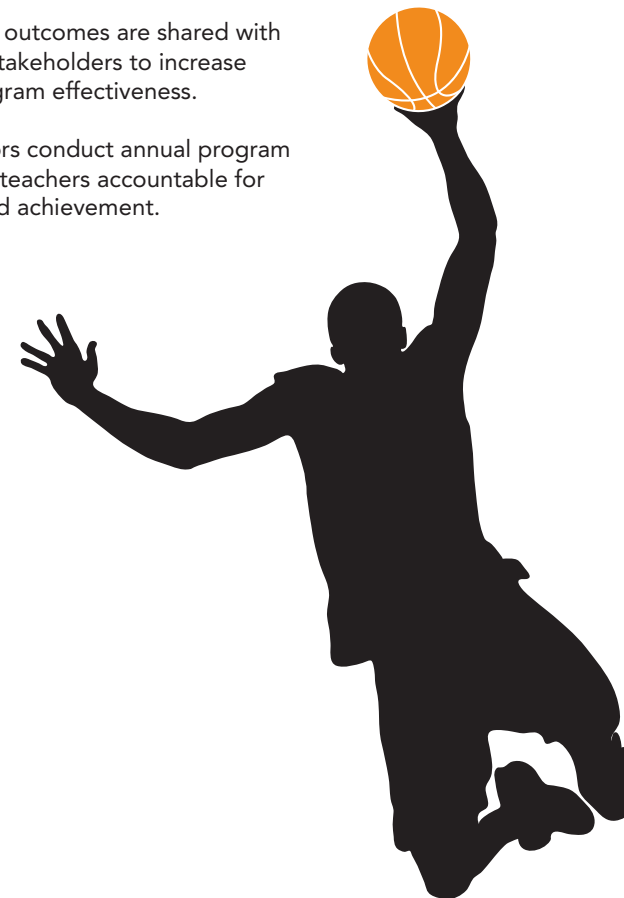
How established are the following elements of program support for physical education at your school?

- 9.1 Assessment is ongoing within the classroom and forms a vital component of the physical education program. Teachers use assessment to measure what students know and are able to do to participate in lifelong physical activity. Assessment also determines whether students have reached curriculum goals.
- 9.2 Assessment is linked with instruction, guides the teaching of concepts and skills to facilitate student understanding, and provides accountability in the psychomotor, cognitive and affective domains.
- 9.3 Teachers use assessment tools (e.g., observations, peer assessment, self-assessment, pre- and post testing, written tests with open-ended questions, student logs/journals, role playing/simulations, research/reports and projects) to assess the standards-based curriculum.
- 9.4 Teachers use authentic assessment (e.g., evaluation that motivates students to apply skills, knowledge and dispositions related to physical activity in “real life” situations) as a form of measurement.
- 9.5 Students use self-assessment to reflect on and evaluate their own learning and performance.
- 9.6 Regular observation of students’ daily performance is used to provide evidence of their behavior and improved performance over time, and is based on sound, objective criteria, not subjective opinion.
- 9.7 Student evaluation is based on multiple measures and on a variety of developmentally appropriate assessment tools.
- 9.8 Assessment drives planning for future lessons to meet student needs.
- 9.9 Teachers communicate systematic and clearly defined grading criteria to students and parents at the beginning of each course and throughout the semester.
- 9.10 Assessment procedures respect individual, cultural and ethnic diversity, and are free of cultural, language and/or gender biases.
- 9.11 Results of student performance assessment are kept confidential and are not subject to public display or announcement.

10.0 Program Evaluation

How established are the following elements of program support for physical education at your school?

- 10.1 The total program (e.g., philosophy, curriculum, instruction, assessment, individual student needs, facilities, equipment, administrative support, school resources and community partnerships) is evaluated annually to ensure effective revision and improvement, resulting in quality physical education.
- 10.2 Teachers use assessment and evaluation instruments (e.g., national, state or local standards, standardized school system assessment instruments) to plan for the instructional program’s accountability and effectiveness.
- 10.3 Program evaluation outcomes are shared with parents and other stakeholders to increase awareness and program effectiveness.
- 10.4 School administrators conduct annual program evaluations to hold teachers accountable for student learning and achievement.



Opportunity to Learn Guidelines for High School Physical Education Rubric

Self-Evaluation Checklist

- 1 = Not established
- 2 = Somewhat established
- 3 = Fairly well-established
- 4 = Well-established

Rate your program in the following areas:

1.0 Highly Qualified High School Physical Education Teachers	1	2	3	4
1.1 Physical education is taught by a highly qualified teacher with a degree in physical education (secondary) and a current license to teach physical education from his/her respective state.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The physical education teacher takes part in developing individualized education plans (IEP) or 504 plans for special-needs students, to help set appropriate physical education goals and to be fully informed about each student's special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The school or district provides and supports annual professional-development opportunities for physical education teachers equal to those of teachers in other disciplines, so that physical education teachers can base their instruction on current research and best practices in the field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The physical education teacher is knowledgeable about and competent in using a variety of teaching strategies and instruction models to enhance student achievement and guide optimum personal growth for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

1.5 The physical education teacher is knowledgeable about the relationship among curriculum, instruction and assessment, and promotes cross-curricular concepts that involve physical activity and wellness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 The physical education teacher demonstrates an understanding of high school students and their unique characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 The physical education teacher is allowed to integrate technology that enhances learning outcomes during students' education-related experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 The physical education teacher serves as a role model for living a physically active lifestyle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 The physical education teacher serves as a member of the school wellness policy committee and acts as an advocate for school-based wellness in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 The physical education teacher is not over-assigned extracurricular responsibilities that could interfere with his/her academic expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 The physical education teacher is well informed about NASPE's National Standards for Physical Education (2004), as well as state standards, and implements them when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

2.0. Curriculum	1	2	3	4
2.1 The school has designed a written curriculum based on National Standards for Physical Education (NASPE, 2004) that is comprehensive, inclusive, progressive and sequential, and guides developmentally appropriate physical education at all grade levels in the school.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.2 The planned curriculum is culturally and geographically relevant to needs of the population it serves.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.3 The curriculum for high school grades includes a yearly plan, instructional units by grade level and activity, and daily lesson plans with specific learning outcomes.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.4 Grade-level content standards are challenging, measurable and meaningful to learning essential concepts.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.5 The curriculum includes content-specific motor skill development and strategies that afford students with opportunities to become proficient movers in the activity units offered.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.6 The curriculum provides sufficient opportunities for students to participate regularly in physical activity and to reach and maintain a health-enhancing level of physical fitness.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.7 The curriculum provides opportunities for students to acquire the skills needed to develop a personal fitness plan.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.8 The curriculum provides opportunities for students to identify the benefits of regular physical activity and to acquire the knowledge and skills to pursue those benefits outside the physical education class.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.9 The curriculum provides opportunities for students to participate in a select number of activities aimed at mastering skill objectives and concepts, while enjoying and participating in sport-specific content, lifetime activities and individual fitness.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Rate your program in the following areas:

2.10 The curriculum allows students to integrate concepts taught in other academic areas (e.g., health education, language arts, mathematics, social sciences, science and technology) with movement experiences.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.11 Curriculum-related decisions are dependent on adequate time and opportunity for every student to have enough trials and practice to meet lesson objectives.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.12 Students are taught — and teachers model — the value of physical activity, respect for self and the diversity of others, and each concept is reinforced throughout the program.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2.13 The curriculum offers opportunities for students to select activities competency (e.g., Choice Curriculum or elective courses) in which they are interested and want to develop.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3.0. Health & Safety

	1	2	3	4
3.1 Indoor and outdoor facilities are free of hazards (e.g., tables, chairs, bleachers, rocks, gravel, stakes, potholes, traffic, standing water, construction equipment and debris), so that students can participate safely in physical education.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.2 Teachers continually monitor environmental conditions (e.g., sun exposure, thunder/lightning, heat/humidity, smog, cold and inclement weather) to ensure safety for all students.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.3 Teaching stations are inspected each period before activity begins to ensure that the space and equipment are safe. Equipment is used for its intended purpose.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3.4 Emergency communication devices (e.g., walkie-talkies, cell phones, buzzers, telephones) are available for indoor and outdoor teaching stations.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Rate your program in the following areas:

3.0. Health & Safety (Cont.)	1	2	3	4
3.5 Written emergency plans outline the protocol for emergency responses to injury and other health-related incidents in physical education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Accident-reporting protocol and the procedures for notifying parents and administration are in place and are practiced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.7 Information about student health concerns is communicated to the physical education teacher and is used to make decisions regarding physical activity for students with chronic diseases and IEPs or 504 plans. Assistive devices and adapted equipment are available for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 The school or district creates an environment in which learning is non-threatening and equally free, and occurs in a no-risk atmosphere and/or a no-fault zone. Race, color, religion, national origin, gender, sexual orientation and disability are all considered when class groupings are created.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 Teachers maintain certification in cardiopulmonary resuscitation (CPR) and first aid from a reputable agency (e.g., American Red Cross, American Heart Association), serve as a resource to the school community, and advocate for a healthy, active lifestyle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 Adequate, easily accessible restroom facilities and drinking fountains are available before, during and after physical education class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11 Once reported, hazardous conditions are repaired or otherwise remedied in a timely manner. Reports are recorded, and maintenance and safety-check records are kept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.12 Physical education space and equipment are secured (off-limits) during all other times of the school day, unless appropriate supervision is provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

4.0. Class Size	1	2	3	4
4.1 Physical education class size is consistent with that of other subject areas. Class groupings are flexible enough to provide for differences in students' interests, maturity levels, sizes, abilities and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Physical education class size is proportional to the space allocated for instruction. Even when multiple classes share space, the focus remains on student learning and safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Physical education classes for students with special needs are similar in size to special education classes in other disciplines. Students with special needs receive physical education services in the least-restrictive environment, appropriate to their IEPs or 504 plans. Aides and/or adaptive physical educators are present to help students with special needs and support their participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.0. Facilities	1	2	3	4
5.1 Indoor and outdoor facilities are sufficient to accommodate the number of class sections and students scheduled during each class period. NASPE suggests that schools offer the following facilities: hard-surface outdoor area, dirt and turf area, gymnasium(s), locker rooms, classroom(s), storage rooms, teacher offices and access to a computer lab. Additional facilities (e.g., aerobic/dance room, tumbling/ gymnastics room, swimming pool, ropes course, track and field facility, fitness center, fitness trail, weight room and a physical education computer lab) can enhance physical education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Physical education is taught in a dedicated facility that is not shared with other regular activities/classes, and distractions from other sources are limited. The facilities are maintained adequately to ensure safety and learning for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

5.0. Facilities (Cont.)	1	2	3	4
5.3 Indoor and outdoor facilities include appropriate markings that display lanes, circles, courts, etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.4 The space for physical activity at each teaching station is large enough to accommodate all students assigned to that area, allowing them to move safely for the entire instruction period. Recommended space: 110 to 150 square feet per student.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.5 Adequate storage space is close to the activity stations and is ventilated for proper maintenance and care of equipment.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.6 Locker room design allows for student supervision and safety. Each student enrolled in physical education is provided with a locker. Locker rooms contain restroom facilities and showering areas that are sanitary and secure, and are maintained adequately.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.7 Adequate restroom facilities are located near activity stations.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5.8 Physical education teachers have offices located close to the locker rooms so that students have access to teachers for assistance.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6.0. Materials & Equipment	1	2	3	4
6.1 The department chair, physical education staff and school administrators develop an adequate budget for acquiring equipment and supplies to support the physical education program fully on a yearly basis.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Rate your program in the following areas:

6.2 All equipment is maintained and in good repair. The annual budget provides for maintaining equipment and repairing it in a timely manner. All equipment is inspected regularly and is repaired or replaced as needed.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.3 The budget provides for student textbooks to support instruction and learning outcomes.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.4 The budget includes provisions for acquiring references that physical education teachers can use when planning curricular content.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.5 The budget includes provisions for acquiring technology hardware (e.g., computers, hand-held devices [PDAs], heart rate monitors and pedometers) to support communication, as well as data storage and retrieval.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.6 The budget includes provisions for acquiring technology software to help teachers with record-keeping, assessment, data storage and communication, and that helps students with research and other projects, as well as with tracking individual competencies.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.7 Ample equipment is provided for each facility. Instruction materials and supplies are provided so that all students are able to maximize time on task and have all the practice necessary for becoming competent with skills. If equipment is not available in sufficient quantity, the activity is avoided.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.8 The physical education staff maintains an accurate inventory of all physical education equipment and supplies, labeled with the school's name.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6.9 Fixed equipment (e.g., hanging basketball systems, volleyball standards, soccer goals) meets manufacturers' guidelines for use and maintenance.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Rate your program in the following areas:

7.0. Time Allocation	1	2	3	4
7.1 Students must meet state requirements for graduation.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.2 Students are given the opportunity to enroll in elective physical education courses throughout their high school years.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.3 Students participate in an instructional physical education program for a minimum of 225 minutes each week, or 450 minutes every 10 days on block schedules.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.4 Students are not allowed to waive or opt out of physical education, nor are they allowed to receive credit by alternative means.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.5 Physical education teachers have a daily preparation period to provide time for planning, communication, record-keeping, assessment and cross-curricular planning with teachers of other subjects.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7.6 Teachers and students have adequate time to transition among locker rooms, instruction spaces and classrooms that are used for physical education.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Rate your program in the following areas:

8.0. Technology	1	2	3	4
8.1 Technology is incorporated on a regular and continuing basis. Teachers use technology to enhance students' cognitive development and to help them learn the health benefits of physical activity.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.2 The annual budget provides for acquiring — and training teachers to use — technological devices (e.g., hand-held and desktop computers, video/digital cameras, VCR/DVD players, sound systems, heart rate monitors, pedometers, body-composition analyzers and global positioning system devices) that aid teaching, assessment and data collection in the physical education setting.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.3 Computer applications such as word processing, database management, spreadsheets and utility software are available to help teachers design daily lesson plans, monitor student records, compute student grades, manage inventory, monitor the budget, develop instructional materials, prepare reports and communications, and develop materials for program advocacy.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.4 Funds are allocated to update and train staff in using software, including word processing, database management, spreadsheets and other fitness-related applications.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8.5 Computer applications are available to help students set goals, self-assess and reflect, maintain personal activity logs, create presentations and reports, and promote cross-curricular applications and learning.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Rate your program in the following areas:

9.0. Assessment	1	2	3	4
9.1 Assessment is ongoing within the classroom and forms a vital component of the physical education program. Teachers use assessment to measure what students know and are able to do to participate in lifelong physical activity. Assessment also determines whether students have reached curriculum goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Assessment is linked with instruction, guides the teaching of concepts and skills to facilitate student understanding, and provides accountability in the psychomotor, cognitive and affective domains.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Teachers use assessment tools (e.g., observations, peer and self-assessment, pre- and post-testing, written tests with open-ended questions, student logs/journals, role playing/simulations, research/reports and projects) to assess the standards-based curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4 Teachers use authentic assessment (e.g., evaluation that motivates students to apply skills, knowledge and dispositions related to physical activity in "real life" situations) as a form of measurement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5 Students use self-assessment to reflect on and evaluate their own learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6 Regular observation of students' daily performance is used to provide evidence of their behavior and improved performance over time, and is based on sound objective criteria, not subjective opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.7 Student evaluation is based on multiple measures and on a variety of developmentally appropriate assessment tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.8 Assessment drives planning for future lessons to meet student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

9.9 Teachers communicate systematic and clearly defined grading criteria to students and parents at the beginning of each course and throughout the semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.10 Assessment procedures respect individual, cultural and ethnic diversity, and are free of cultural, language and/or gender biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.11 Results of student performance assessment are kept confidential and are not subject to public display or announcement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10.0. Program Evaluation	1	2	3	4
10.1 The total program (e.g., philosophy, curriculum, instruction, assessment, individual student needs, facilities, equipment, administrative support, school resources and community partnerships) is evaluated annually to ensure effective revision and improvement, resulting in quality physical education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2 Teachers use assessment and evaluation instruments (e.g., national, state or local standards, and standardized school system assessment instruments) to plan for the instructional program's accountability and effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3 Program evaluation outcomes are shared with parents and other stakeholders to increase awareness and program effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.4 School administrators conduct annual program evaluations to hold teachers accountable for student learning and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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