

Opportunity to Learn Guidelines for Elementary School Physical Education

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

**A Position Statement from the
National Association for Sport
and Physical Education**



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'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 Elementary School Physical Education* — identifies essential program elements that provide learning foundations for students in elementary school physical education. Elementary 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 elementary 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 in 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 for Physical Education.

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 Elementary 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 Elementary 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 (elementary) and a current license to teach physical education from his/her respective state.
- 1.2 Each physical education teacher with responsibilities for primary-age children has received formal training in early-childhood development and in children with special needs, and has completed additional coursework in creative movement for young children. Also, the physical education teacher has a thorough knowledge of students with disabilities in regard to movement patterns and safety. Best practices for English-as-a-second-language (ESL) students serve as a foundation for addressing the needs of students with varied learning styles.
- 1.3 The physical education teacher is fully informed about the needs of each student. Teacher aides are provided for special education classes in physical education.

- 1.4** The school or district provides and supports annual professional-development opportunities for physical education teachers equal to that of teachers in other disciplines, so that physical education teachers can demonstrate knowledge that is current and teaching that embodies the best current practices. Physical education teachers are encouraged and permitted to pursue a variety of professional-development opportunities (e.g., conferences, workshops and in-service trainings with guest physical education experts).
- 1.5** Highly qualified physical educators act as advocates for their profession, engaging in local, state and national professional groups, and continually improving teaching and learning through developmentally appropriate movement experiences.
- 1.6** The physical education teacher provides leadership and guidance in the sequential development of curriculum for each grade level. The trained physical education teacher provides the expertise required to teach daily classes in motor acquisition and motor refinement, safe and healthy physical activity for life, and enjoyment of movement through self-expression. The curriculum provides the knowledge, attitudes and dispositions of developmentally appropriate activities and fitness concepts.
- 1.7** Classroom teachers complement the physical education teacher's efforts by helping to emphasize — and by modeling — physical activity as a part of daily life.
- 1.8** In schools with coordinated school health programs (CSHP), the physical education teacher helps plan, implement and monitor the program, and is included on the health advisory council.



2.0 Curriculum

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

- 2.1** The school or district has a written, planned, sequential and locally adopted and implemented curriculum, based on NASPE's National Standards for Physical Education (2004), with grade-by-grade performance indicators, as well as on state and national content standards.
- 2.2** The curriculum specifies equitable instruction and participation with regard to students' individual needs. Respect for diversity is taught and practiced.
- 2.3** The primary curriculum emphasizes exploring the movement concepts (effort, space and relationships) and the action of the body and its parts.
- 2.4** The curriculum develops sequential opportunities for students to practice the fundamental skill themes and builds lessons with instant activity and high time on task.
- 2.5** The curriculum allows opportunities for students to develop skills in games/sport, dance/rhythms, cooperative activities, fitness components, gymnastics, lifetime physical activities, and responsible and social behaviors.
- 2.6** The curriculum facilitates development of efficient, effective and expressive movement abilities.
- 2.7** The curriculum integrates kinesthetic experiences that reinforce health, math concepts, language arts, reading, social studies and science.
- 2.8** The curriculum provides for a variety of fitness activities that introduce all children to the components of health-related fitness.
- 2.9** The curriculum provides for acquiring fundamental movement patterns and specific movement skills, as well as a cognitive understanding of the performance.
- 2.10** The curriculum gives students opportunities to develop critical-thinking skills.
- 2.11** The curriculum recommends opportunities for students to enjoy movement and helps them recognize the benefits of regular physical activity.
- 2.12** The curriculum provides structured recess time, physical activity time and intramural time, *in addition* to regularly scheduled physical education classes. Activity time is not removed as a means of punishment, nor is exercise used as a disciplinary measure.

3.0 Health & Safety

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

- 3.1** Outdoor and indoor facilities are clean, safe and free of hazards; are of developmentally appropriate size (110 to 150 square feet per student, (AAPAR, 2005); are heated and cooled; and are conducive to moderate and vigorous activity, so that students can participate safely in physical education. Storing non-physical education items in the gym (e.g., pianos, chairs, desks and books) is not allowed.
- 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.
- 3.6** Accident-reporting protocol and 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 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). They serve as resources to the school community and advocates for a healthy, active lifestyle. First aid supplies are readily available to physical education teachers.

- 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** Safety issues are identified in all lessons and are monitored continually during each lesson/activity.
- 3.13** Students are never left alone; they are supervised constantly to ensure their personal safety. Physical education space and equipment is secured (off-limits) during all other times of the school day, unless appropriate supervision is provided. Signs are posted stating supervision, security and liability issues concerning after-class use.

4.0 Class Size

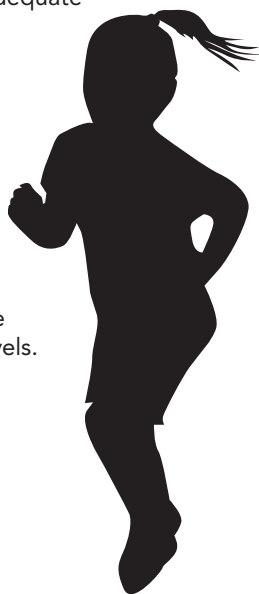
How established are the following elements of program support for physical education at your school?

- 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, levels of maturity, sizes, abilities and needs.
- 4.2** Physical education class size is proportional to the space allocated for instruction. 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 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.
- 4.4** Every primary/elementary student is afforded reasonable access to the teacher. To provide optimal instruction, the teacher/pupil ratio in physical education is no greater than 1:25.
- 4.5** Maximum teaching loads do not exceed local or state guidelines, nor do they impede the instruction program.

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 in each elementary school and are assigned primarily for physical education activities. The physical education teaching space is respected and available at all times, and is dedicated to physical education instruction.
- 5.2 The space for physical activity is large enough to accommodate all students of a class moving at the same time.
- 5.3 Facilities are maintained adequately to ensure students' safety and learning.
- 5.4 Adequate space is available for storing equipment properly and safely.
- 5.5 Movement space is free from distractions and from other classes or people passing through the physical education classroom.
- 5.6 Students have ready access to running water for re-hydration after physical activity, and lavatories are located nearby.
- 5.7 The physical education teacher has office space adequate for planning and consulting with students and staff.
- 5.8 School grounds are designed and managed to promote physical education, physical activity and creative play. Natural play areas are available to allow for creative and exploratory types of play. Grassy areas are available when possible.
- 5.9 All-weather surfaces are marked properly with circles, lines, etc., to permit participation in a wide variety of activities appropriate for various age levels.



6.0 Materials & Equipment

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

- 6.1 Physical education teachers participate with school administrators and subject-area coordinators in developing a budget that provides adequately for physical education supplies and equipment on a yearly basis.
- 6.2 All equipment is maintained and in good shape. The annual budget provides for repairing and maintaining all equipment used in the physical education program. Repair needs are reported promptly to the supervisor.
- 6.3 Equipment and supplies in various sizes, weights, shapes, textures and colors are sufficient for ensuring that each child can be physically active and maximally engaged in learning. Teachers are encouraged to maximize participation through classroom organization and by eliminating lines and wait time.
- 6.4 Appropriate adaptive equipment and supplies are provided for all special-needs students, so that they are physically active and maximally engaged in active learning.
- 6.5 The physical education staff maintains an accurate inventory of all physical education equipment and supplies.
- 6.6 When facilities and/or equipment are shared with community organizations, procedures are in place for repairing or replacing lost, damaged or broken equipment, as well as for cleaning and maintaining facilities and playing fields so that curriculum instruction is not disrupted.

7.0 Time Allocation

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

- 7.1** Children participate in regular, formal physical education instruction each year that they are in elementary school.
- 7.2** Children participate in an instructional physical education program for a minimum of 150 minutes per week across the school year, in addition to time allotted for free and/or supervised play.
- 7.3** The length of the daily class period is appropriate to learners' needs and maturation levels, with 30 minutes as a suggested minimum. Physical education instruction lasts a maximum of 30 minutes per class in grades K-2 and a maximum of 45 minutes per class in grades 3-5.
- 7.4** Primary- and elementary-grade classes are scheduled into separate teaching blocks to maximize teaching efficiency.
- 7.5** The daily schedule is designed with input from the physical education specialist, allowing for a daily planning period and assignments equivalent to those of classroom teachers.
- 7.6** Physical education teachers are provided planning time for interdisciplinary work and program development, so that they can meet with other classroom teachers and/or specialists in other disciplines.
- 7.7** Physical education teachers who must travel among schools are provided adequate time for travel and planning.
- 7.8** Children are provided equal opportunities for physical education, regardless of gender, ability or special needs. Students with special needs are integrated into the regular physical education program whenever possible. Students with special needs who can't be integrated into the regular program receive the same amount of physical education instruction as other students do.
- 7.9** When determining teaching load, administrators consider the following factors: the number of preparations, classroom setup, length of class periods, number of children with whom the teacher will come into contact each day/week, total number of classes, and number of hours in the school day.

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 to enhance students' cognitive development and to help children learn the health benefits of physical activity. Computer technology is used to assist students in projects designed to stimulate critical thinking and problem solving in regard to their own physical activity behaviors.
- 8.2** Teachers have access to current technology (e.g., pedometers, computers, video cameras, digital cameras, TV/VCRs, DVDs, heart rate monitors) to enhance instruction. The physical education facility is equipped with current technology (e.g., computer, audio system with variable-speed operation and speakers capable of projecting music in a large room) to enhance instruction.
- 8.3** Computer applications such as word processing, database management, spreadsheets and utility software are available to help teachers plan curriculum and daily lessons, manage student records, determine grades, manage inventory and budget, and assist with developing materials for program advocacy.
- 8.4** Teachers have access to technology that helps students set goals for health-related fitness and assess themselves on the components of health-related fitness.
- 8.5** Teachers use technology to monitor and record student progress toward program objectives and outcomes.
- 8.6** The annual budget provides for buying CDs, DVDs, videotapes and computer software for teaching and/or assessing learning in the physical education setting.
- 8.7** Physical education teachers are kept up to date on the uses of technology in the classroom through professional-development opportunities. They are encouraged to disseminate program information to the education community through tools built with technology.
- 8.8** Physical education teachers are encouraged to engage in cross-curriculum projects to ensure active participation in joint technology projects.

9.0 Assessment

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

- 9.1** Assessment is ongoing and forms a vital part of the physical education program, providing opportunities to evaluate student progress toward learning outcomes. Student assessments include both formative and summative types of assessments and use peer, teacher and self-evaluations appropriate to each student's age. Assessments are aligned with state and national standards.
- 9.2** A variety of authentic techniques are used to determine children's individual differences and needs, and their achievement of learning outcomes. Such techniques might include using class discussion, rubrics, portfolio tasks, knowledge testing, anecdotal records, self-testing tasks and performance assessment of motor skill development and health-related fitness, when appropriate, as well as teacher observation of student attitudes and feelings.
- 9.3** Students understand clearly how they will be evaluated.
- 9.4** Evaluating student performance is criteria-based and focuses on changes in the child's performance. Assessment is meaningful and relevant to developing a lifelong healthy lifestyle, and students view other program goals and assessments as learning tools, rather than merely as a means of evaluation.
- 9.5** Student assessment occurs within the psychomotor, cognitive and affective domains and is based on multiple measures and a variety of methods that are developmentally appropriate.
- 9.6** Evaluation of teaching through self-assessments and collected student data is used to improve teaching and the physical education program overall. Tracking students' progress as they move from one grade level to the next helps monitor students, as well as the program.

10.0 Program Evaluation

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

- 10.1** Teachers, administrators, parents and other qualified people evaluate the total physical education program periodically, giving particular attention to student achievement of the learning outcomes, and the philosophy, instruction, facilities, equipment, administrative support and allocation of school resources that support the full development of each student's potential.
- 10.2** The process of program evaluation is used as one means of describing the program to parents and the community, thereby providing a better understanding of education values and outcomes.
- 10.3** Program evaluation includes input from administrators, students, parents and other teachers about program effectiveness, student responses and student progress.
- 10.4** Program evaluation serves as an indicator of the total physical education program and effective teaching strategies. Teachers use recognized assessment and evaluation instruments (e.g., early-childhood standards, national standards, state or local standards) to plan for accountability and instructional program effectiveness.



Opportunity to Learn Guidelines for Elementary 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 Elementary 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 (elementary) 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 Each physical education teacher with responsibilities for primary-age children has received formal training in early-childhood development and in children with special needs, and has completed additional coursework in creative movement for young children. Also, the physical education teacher has a thorough knowledge of students with disabilities in regard to movement patterns and safety. Best practices for English-as-a-second-language (ESL) students serve as a foundation for addressing the needs of students with varied learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The physical education teacher is fully informed about the needs of each student. Teacher aides are provided for special education classes in physical education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

1.4 The school or district provides and supports annual professional-development opportunities for physical education teachers equal to that of teachers in other disciplines, so that physical education teachers can demonstrate knowledge that is current and teaching that embodies the best current practices. Physical education teachers are encouraged and permitted to pursue a variety of professional-development opportunities (e.g., conferences, workshops and in-service trainings with guest physical education experts).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Highly qualified physical educators are advocates for their profession, engaging in local, state and national professional groups, and continually improving teaching and learning through developmentally appropriate movement experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 The physical education teacher provides leadership and guidance in the sequential development of curriculum for each grade level. The trained physical education teacher provides the expertise required to teach daily classes in motor acquisition and motor refinement, safe and healthy physical activity for life, and enjoyment of movement through self-expression. The curriculum provides the knowledge, attitudes and dispositions of developmentally appropriate activities and fitness concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Classroom teachers complement the physical education teacher's efforts by helping to emphasize — and by modeling — physical activity as a part of daily life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 In schools with coordinated school health programs (CSHP), the physical education helps plan, implement and monitor the program, and is included on the health advisory council.	<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 or district has a written, planned, sequential and locally adopted and implemented curriculum, based on NASPE's National Standards for Physical Education (2004), with grade-by-grade performance indicators, as well as on state and national content standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 The curriculum specifies equitable instruction and participation with regard to students' individual needs. Respect for diversity is taught and practiced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 The primary curriculum emphasizes exploring the movement concepts (effort, space and relationships) and the action of the body and its parts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 The curriculum develops sequential opportunities for students to practice the fundamental skill themes and builds lessons with instant activity and high time on task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 The curriculum allows opportunities for students to develop skills in games/sport, dance/rhythms, cooperative activities, fitness components, gymnastics, lifetime physical activities, and responsible and social behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 The curriculum facilitates development of efficient, effective and expressive movement abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 The curriculum integrates kinesthetic experiences that reinforce health, math concepts, language arts, reading, social studies and science.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 The curriculum provides for a variety of fitness activities that introduce all children to the components of health-related fitness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 The curriculum provides for acquiring fundamental movement patterns and specific movement skills, as well as a cognitive understanding of the performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

2.10 The curriculum gives students opportunities to develop critical-thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11 The curriculum recommends opportunities for students to enjoy movement and helps them recognize the benefits of regular physical activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 The curriculum provides structured recess time, physical activity time and intramural time, <i>in addition to</i> regularly scheduled physical education classes. Activity time is not removed as a means of punishment, nor is exercise used as a disciplinary measure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.0 Health & Safety	1	2	3	4
3.1 Outdoor and indoor facilities are clean, safe and free of hazards; are of developmentally appropriate size (110 to 150 square feet per student, (AAPAR, 2005); are heated and cooled; and are conducive to moderate and vigorous activity, so that students can participate safely in physical education. Storing non-physical education items in the gym (e.g., pianos, chairs, desks, and books) is not allowed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Teachers continually monitor environmental conditions (e.g., sun exposure, heat/humidity, thunder/lightning, smog, cold and inclement weather) to ensure student safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Emergency communication devices (e.g., walkie-talkies, cell phones, buzzers and telephones) are available for indoor and outdoor teaching stations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Written emergency plans outline the protocol for emergency responses to injuries and other health-related incidents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

3.0 Health & Safety (Cont.)	1	2	3	4
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 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). They serve as resources to the school community and advocates for a healthy, active lifestyle. First aid supplies are readily available to physical education teachers.	<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 Safety issues are identified in all lessons and are monitored continually during the lesson/activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.13 Students are never left alone; they are supervised constantly to ensure their personal safety. Physical education space and equipment is secured (off-limits) during all other times of the school day, unless appropriate supervision is provided. Signs are posted stating supervision, security and liability issues concerning after-class use.	<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, levels of maturity, 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. 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"/>
4.4 Every primary/elementary student is afforded reasonable access to the teacher. To provide optimal instruction, the teacher/pupil ratio in physical education is no greater than 1:25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Maximum teaching loads do not exceed local or state guidelines, nor do they impede the instruction program.	<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 in each elementary school and are assigned primarily for physical education activities. The physical education teaching space is respected and available at all times, and is dedicated to physical education instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 The space for physical activity is large enough to accommodate all students of a class moving at the same time.	<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 Facilities are maintained adequately to ensure students' safety and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Adequate space is available for storing equipment properly and safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Movement space is free from distractions and from other classes or people passing through the physical education classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Students have ready access to running water for re-hydration after physical activity, and lavatories are located nearby.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7 The physical education teacher has office space adequate for planning and consulting with students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8 School grounds are designed and managed to promote physical education, physical activity and creative play. Natural play areas are available to allow for creative and exploratory types of play. Grassy areas are available when possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.9 All-weather surfaces are marked properly with circles, lines, etc., to permit participation in a wide variety of activities appropriate for various age levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

6.0 Materials & Equipment	1	2	3	4
6.1 Physical Education teachers participate with school administrators and subject-area coordinators in developing a budget that provides adequately for physical education supplies and equipment on a yearly basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 All equipment is maintained and in good shape. The annual budget provides for repairing and maintaining all equipment used in the physical education program. Repair needs are reported promptly to the supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Equipment and supplies in various sizes, weights, shapes, textures and colors are sufficient for ensuring that each child can be physically active and maximally engaged in learning. Teachers are encouraged to maximize participation through classroom organization and by eliminating lines and wait time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Appropriate adaptive equipment and supplies are provided for all special-needs students so that they can be physically active and maximally engaged in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 The physical education staff maintains an accurate inventory of all physical education equipment and supplies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 When facilities and/or equipment are shared with community organizations, procedures are in place for repairing or replacing lost, damaged or broken equipment, as well as for cleaning and maintaining facilities and playing fields so that curriculum instruction is not disrupted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

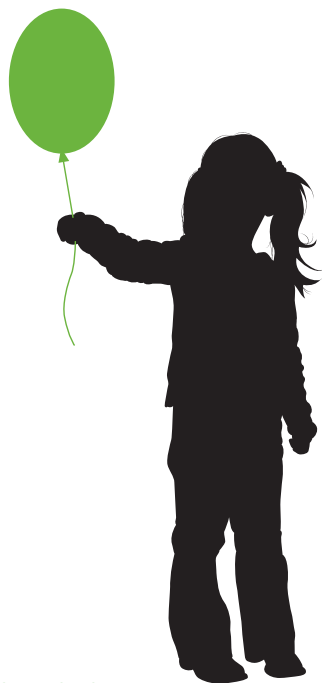
7.0 Time Allocation	1	2	3	4
7.1 Children participate in regular, formal physical education instruction each year that they are in elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Children participate in an instructional physical education program for a minimum of 150 minutes per week across the school year, in addition to time allotted for free and/or supervised play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 The length of the daily class period is appropriate to learners' needs and maturation levels, with 30 minutes as a suggested minimum. Physical education instruction lasts a maximum of 30 minutes per class in grades K-2 and a maximum of 45 minutes per class in grades 3-5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4 Primary- and elementary-grade classes are scheduled into separate teaching blocks to maximize teaching efficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 The schedule is designed with input from the physical education specialist, allowing for a daily planning period and assignments equivalent to those of classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6 Physical education teachers are provided planning time for interdisciplinary work and program development, so that they can meet with other classroom teachers and/or specialists in other disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7 Physical education teachers who must travel among schools are provided adequate time for travel and planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.8 Children are provided equal opportunities for physical education, regardless of gender, ability or special needs. Students with special needs are integrated into the regular physical education program whenever possible. Students with special needs who can't be integrated into the regular program receive the same amount of physical education instruction as other students do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

7.9 When determining teaching load, administrators consider the following factors: the number of preparations, classroom setup, length of class periods, number of children with whom the teacher will come into contact each day/week, total number of classes, and number of hours in the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.0 Technology	1	2	3	4
8.1 Technology is incorporated on a regular and continuing basis to enhance students' cognitive development and to help children learn the health benefits of physical activity. Computer technology is used to assist students in projects designed to stimulate critical thinking and problem solving in regard to their own physical activity behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Teachers have access to current technology (e.g., pedometers, computers, video cameras, digital cameras, TV/VCRs, DVDs, heart rate monitors) to enhance instruction. The physical education facility is equipped with current technology (e.g., computer, audio system with variable-speed operation and speakers capable of projecting music in a large room) to enhance instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3 Computer applications such as word processing, database management, spreadsheets and utility software are available to help teachers plan curriculum and daily lessons, manage student records, determine grades, manage inventory and budget, and assist with developing materials for program advocacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4 Teachers have access to technology that helps students set goals for health-related fitness and assess themselves on the components of health-related fitness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

8.0 Technology (Cont.)	1	2	3	4
8.5 Teachers use technology to monitor and record student progress toward program objectives and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.6 The annual budget provides for buying CDs, DVDs, videotapes and computer software for teaching and/or assessing learning in the physical education setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.7 Physical education teachers are kept up to date on the uses of technology in the classroom through professional-development opportunities. They are encouraged to disseminate program information to the education community through tools built with technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 Physical education teachers are encouraged to engage in cross-curriculum projects to ensure active participation in joint technology projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Rate your program in the following areas:

9.0 Assessment	1	2	3	4
9.1 Assessment is ongoing and forms a vital part of the physical education program, providing opportunities to evaluate student progress toward learning outcomes. Student assessments include both formative and summative types of assessments and use peer, teacher and self-evaluations appropriate to each student's age. Assessments are aligned with state and national standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 A variety of authentic techniques are used to determine children's individual differences and needs, and their achievement of learning outcomes. Such techniques might include using class discussion, rubrics, portfolio tasks, knowledge testing, anecdotal records, self-testing tasks and performance assessment of motor skill development and health-related fitness, when appropriate, as well as teacher observation of student attitudes and feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Students understand clearly how they will be evaluated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4 Evaluating student performance is criteria-based and focuses on changes in the child's performance. Assessment is meaningful and relevant to developing a lifelong healthy lifestyle, and students view other program goals and assessments as learning tools, rather than merely as a means of evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5 Student assessment occurs within the psychomotor, cognitive and affective domains and is based on multiple measures and a variety of methods that are developmentally appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6 Evaluation of teaching through self-assessments and collected student data is used to improve teaching and the physical education program overall. Tracking students' progress as they move from one grade level to the next helps monitor students, as well as the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your program in the following areas:

10.0 Program Evaluation	1	2	3	4
<p>10.1 Teachers, administrators, parents and other qualified people evaluate the total physical education program periodically, giving particular attention to student achievement of the learning outcomes, and the philosophy, instruction, facilities, equipment, administrative support and allocation of school resources that support the full development of each student's potential.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10.2 The process of program evaluation is used as one means of describing the program to parents and the community, thereby providing a better understanding of education values and outcomes.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10.3 Program evaluation includes input from administrators, students, parents and other teachers about program effectiveness, student responses and student progress.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10.4 Program evaluation serves as an indicator of the total physical education program and effective teaching strategies. Teachers use recognized assessment and evaluation instruments (e.g., early-childhood standards, national standards, state or local standards) to plan for accountability and instructional program effectiveness.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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