



# Appropriate Instructional Practice Guidelines, K-12: A Side-by-Side Comparison

## SHAPE America – Society of Health and Physical Educators

The following grid includes developmentally appropriate and inappropriate practices in elementary, middle and high school physical education classes. The grid organizes the practices into five separate sections:

1. Learning Environment
2. Instructional Strategies
3. Curriculum
4. Assessment
5. Professionalism

Each section is broken down into subsections that focus on specific areas of concern in physical education.

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The **Learning Environment** section includes:

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

The **Instructional Strategies** section includes:

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

The **Curriculum** section includes:

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

The **Assessment** section includes:

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

The **Professionalism** section includes:

- Professional Growth
- Professional Learning Community
- Advocacy

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

<b>Appropriate Practice: Elementary</b>	<b>Inappropriate Practice: Elementary</b>	<b>Appropriate Practice: Middle School</b>	<b>Inappropriate Practice: Middle School</b>	<b>Appropriate Practice: High School</b>	<b>Inappropriate Practice: High School</b>
<b>1.0 LEARNING ENVIRONMENT</b>	<b>1.0 LEARNING ENVIRONMENT</b>	<b>1.0 LEARNING ENVIRONMENT</b>	<b>1.0 LEARNING ENVIRONMENT</b>	<b>1.0 LEARNING ENVIRONMENT</b>	<b>1.0 LEARNING ENVIRONMENT</b>
<b>1.1 Establishing the Learning Environment</b>	<b>1.1 Establishing the Learning Environment</b>	<b>1.1 Establishing the Learning Environment</b>	<b>1.1 Establishing the Learning Environment</b>	<b>1.1 Establishing the Learning Environment</b>	<b>1.1 Establishing the Learning Environment</b>
1.1.1 The teacher systematically plans for, develops and maintains a positive learning environment that is focused on maximizing learning and participation, in an atmosphere of respect and support from the teacher and the child’s peers.	1.1.1 The environment is not supportive or safe (e.g., the teacher makes degrading or sarcastic remarks). As a result, some children feel embarrassed, humiliated and generally uncomfortable in physical education class.	1.1.1 The teacher systematically plans for, develops and maintains a positive learning environment that allows students to feel safe (physically and emotionally), supported and unafraid to make mistakes.	1.1.1 The teacher doesn’t establish a positive, supportive and safe learning environment. As a result, some students feel embarrassed, humiliated and generally uncomfortable in physical education class.	1.1.1 The teacher systematically plans for, develops and maintains a positive learning environment that allows students to feel safe (physically and emotionally), supported and unafraid to make mistakes.	1.1.1 The teacher fails to establish a positive, supportive and safe learning environment. As a result, some students feel embarrassed, humiliated and generally uncomfortable in physical education class.
1.1.2 The environment is supportive of all children and promotes developing a positive self-concept. Children are allowed to try, to fail, and to try again, free of criticism or harassment from the teacher or other students.	1.1.2 Only highly skilled or physically fit children are viewed as successful learners. Teachers and peers overlook and/or ignore students who are not highly skilled or physically fit.	1.1.2 The environment is supportive of all students and promotes developing a positive self-concept. Students are allowed to try, to fail, and to try again, free of criticism or harassment from the teacher or other students.	1.1.2 Only highly skilled or physically fit students are viewed as successful learners. Teachers and peers overlook and/or ignore students who are not highly skilled or physically fit.	1.1.2 The environment is supportive of all students and promotes developing a positive self-concept. Students are allowed to try, to fail, and to try again, free of criticism or harassment from the teacher or other students.	1.1.2 Only highly skilled or physically fit students are viewed as successful learners. Teachers and peers overlook and/or ignore students who are not highly skilled or physically fit.
1.1.3 Programs are designed to guide children to take responsibility for their own behavior and learning. Emphasis is on intrinsic, rather than extrinsic, incentives.	1.1.3 Children behave appropriately because they fear receiving a poor grade or other “punishment” if they don’t follow the teacher’s rules.	1.1.3 Programs are designed to guide students to take responsibility for their own behavior and learning. Emphasis is on intrinsic, rather than extrinsic, incentives.	1.1.3 Students behave appropriately because they fear receiving a poor grade or other “punishment” if they don’t follow the teacher’s rules.	1.1.3 Programs are designed to guide students to take responsibility for their own behavior and learning. Emphasis is on intrinsic, rather than extrinsic, incentives.	1.1.3 Students behave appropriately because they fear receiving a poor grade or other “punishment” if they don’t follow the teacher’s rules.

Appropriate Practice: Elementary	Inappropriate Practice: Elementary	Appropriate Practice: Middle School	Inappropriate Practice: Middle School	Appropriate Practice: High School	Inappropriate Practice: High School
1.1.4 Fair and consistent classroom-management practices encourage student responsibility for positive behavior. Students are included in the process of developing class rules/agreements.	1.1.4 The rules are unclear and can vary from day to day.	1.1.4 Fair and consistent classroom-management practices encourage student responsibility for positive behavior. Students are included in the process of developing class rules/agreements.	1.1.4 The rules are unclear and can vary from day to day.	1.1.4 Fair and consistent classroom-management practices encourage student responsibility for positive behavior. Students are included in the process of developing class rules/agreements.	1.1.4 The rules are unclear and can vary from day to day.
1.1.5 Bullying, taunting and inappropriate student remarks and behaviors are dealt with immediately and firmly.	1.1.5 Verbal or nonverbal behavior that is hurtful to other children is overlooked and/or ignored.	1.1.5 Bullying and inappropriate student remarks and behaviors are dealt with immediately and firmly.	1.1.5 Verbal or nonverbal behavior that is hurtful to other students is overlooked and ignored.	1.1.5 Bullying, taunting and inappropriate student remarks and behaviors are dealt with immediately and firmly.	1.1.5 Verbal or nonverbal behavior that is hurtful to other students is overlooked and/or ignored.
<b>1.2 Exercise as Punishment</b>	<b>1.2 Exercise as Punishment</b>	<b>1.2 Exercise as Punishment</b>	<b>1.2 Exercise as Punishment</b>	<b>1.2 Exercise as Punishment</b>	<b>1.2 Exercise as Punishment</b>
1.2.1 Teachers promote exercise for its contribution to a healthy lifestyle. Children are encouraged to participate in physical activity and exercise outside of the physical education setting for enjoyment, skill development and health reasons.	1.2.1 Teachers use activities/exercises (e.g., running laps, performing pushups) to punish misbehavior.	1.2.1 Teachers promote exercise for its contribution to a healthy lifestyle. Students are encouraged to participate in physical activity and exercise outside of the physical education setting for enjoyment, skill development and health reasons.	1.2.1 Teachers use activities/exercises (e.g., running laps, performing pushups) to punish misbehavior.	1.2.1 Teachers promote exercise for its contribution to a healthy lifestyle, encouraging students to participate in physical activity and exercise outside of the physical education setting for enjoyment, skill development and health reasons.	1.2.1 Teachers use activities/exercises (e.g., running laps, performing pushups) to punish misbehavior.

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<b>1.3 Safety</b>	<b>1.3 Safety</b>	<b>1.3 Safety</b>	<b>1.3 Safety</b>	<b>1.3 Safety</b>	<b>1.3 Safety</b>
1.3.1 Teachers make every effort possible to create a safe learning environment for students (e.g., actively teaching safety, posting and practicing emergency action plans).	1.3.1 Teachers allow or ignore unsafe practices (e.g., pushing, shoving or tackling children in ball games) that occur in their classes. Children are permitted to ignore the safety of others in the class or use equipment unsafely (e.g., swinging bats in close proximity to others).	1.3.1 Teachers make every effort possible to create a safe learning environment for students (e.g., emergency action plans are posted and practiced).	1.3.1 Teachers allow or ignore unsafe practices (e.g., pushing, shoving or tackling students in ball games) that occur in their classes. Students are permitted to ignore the safety of others in the class or use equipment unsafely (e.g., swinging bats or golf clubs in close proximity to others).	1.3.1 Activities are selected carefully and modified to ensure a safe learning environment for students. Emergency action plans are posted and practiced.	1.3.1 Teachers allow or ignore unsafe practices (e.g., pushing, shoving or tackling students in ball games) that occur in their classes. Students are permitted to ignore the safety of others in the class or use equipment unsafely (e.g., swinging bats or golf clubs in close proximity to others).
1.3.2 Activities are selected carefully to ensure that they match students' ability levels and are safe for all students, regardless of ability level.	1.3.2 Human-target games (dodge ball) and/or drills that allow aggressive behavior toward other students are permitted.	1.3.2 Activities are selected carefully to ensure that they match students' ability levels and are safe for all students, regardless of ability level.	1.3.2 Human-target games (dodge ball) and/or drills that allow aggressive behavior toward other students are permitted.	1.3.2 Activities are selected carefully to ensure that they match students' ability levels and are safe for all students, regardless of ability level.	1.3.2 Human-target games (dodge ball) and/or drills that allow aggressive behavior toward other students are permitted.
1.3.3 Teachers maintain up-to-date first aid, AED and CPR certifications.	1.3.3 Teachers don't maintain up-to-date first aid, AED and CPR certifications.	1.3.3 Physical educators maintain up-to-date first aid, AED and CPR certifications.	1.3.3 Physical educators don't maintain up-to-date first aid, AED and CPR certifications.	1.3.3 Physical educators maintain up-to-date first aid, CPR and AED certifications.	1.3.3 Physical educators don't maintain up-to-date first aid, CPR and AED certifications.
1.3.4. Facilities and equipment are maintained and inspected regularly for safety hazards (e.g., glass, improper ground cover under equipment).	1.3.4 No regular facility safety inspection occurs. Dangerous or outdated equipment is used.	1.3.4 Facilities and equipment are maintained and inspected regularly for safety hazards.	1.3.4 No regular facility safety inspection occurs. Dangerous or outdated equipment is used.	1.3.4. Facilities and equipment are maintained and inspected regularly for safety hazards.	1.3.4. No regular facility safety inspection occurs. Dangerous or outdated equipment is used.

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1.3.5 Physical education class size is consistent with those of other subject areas.	1.3.5 Teachers routinely combine classes so that one teacher supervises a double class while the other completes some other activity.	1.3.5 Physical education class size is consistent with those of other subject areas.	1.3.5 Teachers routinely combine classes so that one teacher supervises a double class while the other completes some other activity.	1.3.5 Physical education class size is consistent with those of other subject areas.	1.3.5 Teachers routinely combine classes so that one teacher supervises a double class while the other completes some other activity.
1.3.6 Teachers ensure student safety by monitoring class closely.	1.3.6 Teachers routinely position themselves so that they don't have all children in view, or they leave classes unsupervised for periods of time.	1.3.6 Teachers ensure student safety by monitoring class closely.	1.3.6 Teachers routinely leave classes unsupervised to perform other tasks (e.g., cutting grass, watching game tapes, talking on the phone).	1.3.6 Teachers ensure student safety by monitoring class closely.	1.3.6 Teachers routinely leave classes unsupervised to perform other tasks (e.g., cutting grass, watching game tapes, talking on the phone).
<b>1.4 Diversity</b>	<b>1.4 Diversity</b>	<b>1.4 Diversity</b>	<b>1.4 Diversity</b>	<b>1.4 Diversity</b>	<b>1.4 Diversity</b>
1.4.1 Teachers create an environment that is inclusive and supportive of all children, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. Such differences are acknowledged, appreciated and respected.	1.4.1 The physical education environment supports highly skilled children more fully than children with less skill development (e.g., posters on display are predominantly of male professional athletes from the "major" sports).	1.4.1 Teachers create an environment that is inclusive and supportive of all students, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. Such differences are acknowledged, appreciated and respected.	1.4.1 The physical education environment supports highly skilled students more fully than students with less skill development (e.g., posters on display are predominantly of male professional athletes from the "major" sports).	1.4.1 Teachers create an environment that is inclusive and supportive of all students, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. Such differences are acknowledged, appreciated and respected.	1.4.1 The physical education environment supports highly skilled students more fully than students with less skill development (e.g., posters on display are predominantly of male professional athletes from the "major" sports).
1.4.2 Teachers intentionally select activities that represent a culturally diverse environment (e.g., dances and games from around the world).	1.4.2 Teachers teach American team sports (e.g., football, basketball, softball) exclusively.	1.4.2 Teachers intentionally select activities that represent a culturally diverse environment (e.g., dances and games from around the world).	1.4.2 Teachers teach American team sports (e.g., football, basketball, softball) exclusively.	1.4.2 Teachers intentionally select activities that represent a culturally diverse environment (e.g., dances and games from around the world).	1.4.2 Teachers teach American team sports (e.g., football, basketball, softball) exclusively.

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<b>1.5 Equity</b>	<b>1.5 Equity</b>	<b>1.5 Equity</b>	<b>1.5 Equity</b>	<b>1.5 Equity</b>	<b>1.5 Equity</b>
1.5.1 All children (boys and girls, high- and low- skilled) have equal opportunities to participate and interact with the teacher (e.g., leadership, playing “skilled” positions, teacher feedback). All children, regardless of developmental level and ability, are challenged at an appropriate level.	1.5.1 Highly skilled children are permitted to dominate activities (e.g., athletes or boys are always picked as team/ squad leaders or are permitted to go first in team games or play the dominant positions).	1.5.1 All students (boys and girls, high- and low- skilled) have equal opportunities to participate and interact with the teacher (e.g., leadership, playing “skilled” positions, teacher feedback). All students, regardless of developmental level and ability, are challenged at an appropriate level.	1.5.1 Highly skilled students are allowed to dominate activities (e.g. athletes or boys are always picked as team/ squad leaders or are permitted to go first in team games or play the dominant positions).	1.5.1 All students (boys and girls, high- and low- skilled) have equal opportunities to participate and interact with the teacher (e.g., leadership, playing “skilled” positions, teacher feedback). All students, regardless of developmental level and ability, are challenged at an appropriate level.	1.5.1 Highly skilled students are permitted to dominate activities (e.g., athletes or boys are always picked as team/ squad leaders or are permitted to go first in team games or play the dominant positions).
1.5.2 Both boys and girls are encouraged, supported and socialized toward successful achievement in all content taught in physical education (e.g., dance is for everyone).	1.5.2 Activities are identified as more appropriate for girls or boys (e.g., dance is for girls, football is for boys).	1.5.2 All students are encouraged, supported and socialized toward successful achievement in all content taught in physical education (e.g., dance is for everyone).	1.5.2 Activities are identified as more appropriate for girls or boys (e.g., dance is for girls, football is for boys).	1.5.2 All students are encouraged, supported and socialized toward successful achievement in all content taught in physical education (e.g., dance is for everyone).	1.5.2 Activities are identified as more appropriate for girls or boys (e.g., dance is for girls, football is for boys).
1.5.3 Teachers use gender-neutral language (e.g., “students”).	1.5.3 Teachers continually refer to all students as “you guys” and use “boys and girls” as the most common way to address the class.	1.5.3 Physical educators use gender-neutral language (e.g., “students,” “person-to-person defense”).	1.5.3 Physical educators continuously refer to students as “you guys.”	1.5.3 Physical educators use gender-neutral language (e.g., “students”).	1.5.3 Physical educators continually refer to all students as “you guys.”

<b>Appropriate Practice: Elementary</b>	<b>Inappropriate Practice: Elementary</b>	<b>Appropriate Practice: Middle School</b>	<b>Inappropriate Practice: Middle School</b>	<b>Appropriate Practice: High School</b>	<b>Inappropriate Practice: High School</b>
<b>1.6 Inclusion</b>	<b>1.6 Inclusion</b>	<b>1.6 Inclusion</b>	<b>1.6 Inclusion</b>	<b>1.6 Inclusion</b>	<b>1.6 Inclusion</b>
1.6.1 Teachers implement the special education process for students with disabilities as outlined in students' individualized education programs and/or the school's accommodations.	1.6.1 Children with disabilities sit out, keep score or become spectators.	1.6.1 Physical educators implement the special education process for students with disabilities as outlined in students' individualized education programs and/or the school's accommodations.	1.6.1 Students with disabilities sit out, keep score or become spectators.	1.6.1 Physical educators implement the special education process for students with disabilities as outlined in their individualized education programs and/or the school's accommodations.	1.6.1 Students with disabilities sit out, keep score or become spectators.
1.6.2 Lessons/activities are adapted for overweight children (e.g., distance and pace runs are made appropriate). Students are encouraged to undertake appropriate levels of activity for their own improvement.	1.6.2 No adaptations are made for overweight children (e.g., they're required to run the same distance at the same pace as fit children, all students are required to perform identical numbers of sit-ups and pushups) and/or they are marginalized as those who "can't do it."	1.6.2 Lessons/activities are adapted for students at all fitness levels (e.g., distance and pace runs are made more appropriate). Students are encouraged to complete appropriate levels of activity for their own improvement.	1.6.2 No adaptations are made for overweight students (e.g., they're required to run the same distance at the same pace as fit children, all students are required to perform identical numbers of sit-ups and pushups) and/or they are marginalized as those who "can't do it."	1.6.2 Lessons/activities are adapted for overweight students (e.g., distance and pace runs are made more appropriate). Students are encouraged to undertake appropriate levels of activity for their own improvement.	1.6.2 No adaptations are made for overweight students (e.g., they're required to run the same distance at the same pace as fit children, all students are required to perform identical numbers of sit-ups and pushups) and/or they are marginalized as those who "can't do it."
1.6.3 Teachers provide appropriate experiences for students with temporary medical limitations (e.g., a student with a broken arm can ride an exercise bike).	1.6.3 Students with temporary medical conditions are excluded or given an assignment not aligned with the lesson's education objective (i.e., busy work).	1.6.3 Physical educators provide appropriate experiences for students with temporary medical limitations (e.g., a student with a broken arm can ride an exercise bike).	1.6.3 Students with temporary medical conditions sit out and/or keep score.	1.6.3 Physical educators provide appropriate experiences for students with temporary medical limitations (e.g., a student with a broken arm can ride an exercise bike).	1.6.3 Students with temporary medical conditions are excluded or given an assignment that's not aligned with the lesson's education objective (i.e., busy work).



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<b>1.7 Competition &amp; Cooperation</b>	<b>1.7 Competition &amp; Cooperation</b>	<b>1.7 Competition &amp; Cooperation</b>	<b>1.7 Competition &amp; Cooperation</b>	<b>1.7 Competition &amp; Cooperation</b>	<b>1.7 Competition &amp; Cooperation</b>
1.7.1 Teachers develop learning experiences that help students understand the nature of and the different kinds of competition. For example, students can elect to keep score or play for skill practice in selected situations.	1.7.1 Students are required to always keep score and participate in activities (e.g., relay races, elimination tag) that identify them publicly as winners and losers.	1.7.1 Teachers develop learning experiences (e.g., using the sport education model in which students can referee, keep score, etc.) that help students understand the nature of and different kinds of competition.	1.7.1 Students are required to participate in activities (e.g., relay races, elimination tag) that identify them publicly as winners and losers.	1.7.1 Teachers develop learning experiences that help all students understand the nature and the different kinds of competition.	1.7.1 Teachers allow some students — because of gender, skill level or cultural characteristics — to be excluded from or limited in access to participation and learning. Students are required to participate in activities that identify them publicly as winners and losers.
1.7.2 Teachers create a mastery-learning environment that encourages students to compete against previous personal performances or against a criterion score. Children are given opportunities to choose their competitive environment.	1.7.2 Teachers focus on producing full-scale competition and limit skill instruction (e.g., playing 11 v 11 soccer instead of emphasizing skill development through small-sided games).	1.7.2 Teachers create a mastery-learning environment that encourages students to compete against previous personal performance.	1.7.2 Teachers focus on producing full-scale competition and limit skill instruction (e.g., playing 11 v 11 soccer instead of modifying the game to 3 v 3). The focus is on activities that produce winners and losers.	1.7.2 Students are given opportunities to choose their competitive environment. Physical educators encourage positive competitive situations through personal goal setting and/or team play.	1.7.2 Teachers focus on producing full-scale competition and limit skill instruction. Traditional games and rules are used extensively (e.g., students play 11 v 11 soccer instead of modifying the game to 3 v 3). Highly competitive team games dominate the curriculum. Teachers focus on activities that yield “winners” and “losers.”
1.7.3 Children are guided to understand that some students prefer competitive situations, while others don’t; and either preference is acceptable.	1.7.3 Children are made to feel that something is wrong with them if they don’t enjoy competition.	1.7.3 Students are guided to understand that some students prefer competitive situations, while others don’t; and either preference is acceptable.	1.7.3 Students are made to feel that something is wrong with them if they don’t enjoy competition.	1.7.3 Students are guided to understand that some students prefer competitive situations, while others don’t; and either preference is acceptable.	1.7.3 Students are made to feel that something is wrong with them if they don’t enjoy competition.

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<b>2.0 INSTRUCTIONAL STRATEGIES</b>	<b>2.0 INSTRUCTIONAL STRATEGIES</b>	<b>2.0 INSTRUCTIONAL STRATEGIES</b>	<b>2.0 INSTRUCTIONAL STRATEGIES</b>	<b>2.0 INSTRUCTIONAL STRATEGIES</b>	<b>2.0 INSTRUCTIONAL STRATEGIES</b>
<b>2.1 Expectations for Student Learning</b>	<b>2.1 Expectations for Student Learning</b>	<b>2.1 Expectations for Student Learning</b>	<b>2.1 Expectations for Student Learning</b>	<b>2.1 Expectations for Student Learning</b>	<b>2.1 Expectations for Student Learning</b>
2.1.1 Clear goals and objectives for student learning and performance are communicated to students, parents/guardians and administrators.	2.1.1 Children are expected to be “busy, happy and good,” with no emphasis on learning and improvement.	2.1.1 Clear goals and objectives for student learning and performance are communicated to students, parents/guardians and administrators. Students are held accountable for those expectations through various strategies (e.g., goal-setting, teacher monitoring, assessment and evaluation).	2.1.1 Students are expected to be “busy, happy and good,” with no emphasis on learning and improvement. Teachers don’t articulate goals and expectations clearly to students, parents/guardians and administrators.	2.1.1 Clear goals and objectives for student learning and performance are communicated to students, parents/guardians and administrators. Students are held accountable for those expectations through various strategies (e.g., goal-setting, teacher monitoring, assessment and evaluation).	2.1.1 Students are expected to be “busy, happy and good,” with no emphasis on learning and improvement. Teachers don’t articulate goals and expectations clearly to students, parents/guardians and administrators.
<b>2.2 Class Organization</b>	<b>2.2 Class Organization</b>	<b>2.2 Class Organization</b>	<b>2.2 Class Organization</b>	<b>2.2 Class Organization</b>	<b>2.2 Class Organization</b>
2.2.1 Teachers form pairs, groups and teams in ways that preserve every child’s dignity and self-respect (e.g., randomly, by fitness or skill level when necessary, or by a class system such as birthdays, squads, colors or numbers).	2.2.1 Teachers inadvertently promote exclusion by allowing student captains to pick teams (e.g., “popular” or highly skilled students are chosen first and cliques are evident) or by separating students by gender (boys v girls) or skill level (highly skilled v low-skilled.)	2.2.1 Physical educators form pairs, groups and teams in ways that preserve every student’s dignity and self-respect (e.g., randomly, by fitness or skill level, or by a class system such as birthdays, squads, colors or numbers).	2.2.1 Physical educators inadvertently promote exclusion by allowing student captains to pick teams (e.g., “popular” or highly skilled students are chosen first and cliques are evident) or by separating students by gender (boys v girls) or skill level (high- v low-skilled.)	2.2.1 Physical educators form pairs, groups and teams in ways that preserve every student’s dignity and self-respect (e.g., randomly, by fitness or skill level when appropriate to the lesson’s goals, or by a class system such as birthdays, squads, colors or numbers).	2.2.1 Physical educators inadvertently promote exclusion by allowing student captains to pick teams (e.g., “popular” or highly skilled students are chosen first, and cliques are evident) or by separating students by gender (boys v girls) or skill level (high- v low-skilled.)

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<b>2.3 Class Design</b>	<b>2.3 Class Design</b>	<b>2.3 Class Design</b>	<b>2.3 Class Design</b>	<b>2.3 Class Design</b>	<b>2.3 Class Design</b>
2.3.1 Physical education classes begin with an instant activity, anticipatory set and physical warm-up; proceed to the instructional focus and fitness activities; and close with a physiological cool-down and a review of instructional objectives.	2.3.1 PE classes have no identifiable structure (e.g., students start class by performing the activity of the day with no introduction or warm-up).	2.3.1 Physical education classes begin with an instant activity, anticipatory set and physical warm-up; proceed to the instructional focus and fitness activities; and close with a physiological cool-down and a review of instructional objectives.	2.3.1 PE classes have no identifiable structure (e.g., students start class by performing the activity of the day with no introduction or warm-up).	2.3.1 Physical education classes begin with an anticipatory set and physical warm-up; proceed to the instructional focus and fitness activities; and close with a physiological cool-down and a review of instructional objectives.	2.3.1 PE classes have no identifiable structure (e.g., students participate in the activity of the day with no introduction, warm-up or cool-down).
2.3.2 Stretching, if included in the lesson, occurs only after an appropriate general warm-up activity and is appropriate and beneficial for maintaining and improving flexibility.	2.3.2 Stretching occurs without total body warm-up. No feedback is provided about appropriate body position in stretching.	2.3.2 Stretching, if included in the lesson, occurs only after an appropriate general warm-up activity and is appropriate and beneficial for maintaining and improving flexibility.	2.3.2 Stretching occurs without total body warm-up. No feedback is provided about appropriate body position in stretching.	2.3.2 Stretching, if included in the lesson, occurs only after an appropriate general warm-up activity and is appropriate and beneficial for maintaining and improving flexibility.	2.3.2 Stretching occurs without total body warm-up. No feedback is provided about appropriate body position in stretching.
<b>2.4 Learning Time</b>	<b>2.4 Learning Time</b>	<b>2.4 Learning Time</b>	<b>2.4 Learning Time</b>	<b>2.4 Learning Time</b>	<b>2.4 Learning Time</b>
2.4.1 The teacher plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis.	2.4.1 The teacher doesn't use effective time-management strategies, and devotes little time to developing skill or offering meaningful feedback (e.g., game play begins before students have the necessary skills, strategies or tactics for competent play).	2.4.1 The physical educator plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis.	2.4.1 The physical educator doesn't use effective time-management strategies, and devotes little time to developing skill or offering meaningful feedback (e.g., game play begins before students have the necessary skills, strategies or tactics for competent play).	2.4.1 The physical educator plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis.	2.4.1 The physical educator doesn't use effective time-management strategies, and devotes little time to developing skill or offering meaningful feedback (e.g., game play begins before students have the necessary skills, strategies or tactics for competent play).

<b>Appropriate Practice: Elementary</b>	<b>Inappropriate Practice: Elementary</b>	<b>Appropriate Practice: Middle School</b>	<b>Inappropriate Practice: Middle School</b>	<b>Appropriate Practice: High School</b>	<b>Inappropriate Practice: High School</b>
2.4.2 Lessons are planned to revisit skills and concepts throughout the year and from year to year, to allow for student growth and readiness.	2.4.2 Skills are taught once a year during the appropriate unit, and then are ignored until the following year.	2.4.2 The physical educator offers a variety of units of sufficient length appropriate for middle school-age students (e.g., lessons are planned to revisit skills and concepts from year to year).	2.4.2 Students are placed into game situations without the necessary skills to participate enjoyably and successfully.	2.4.2 The physical educator plans lessons that revisit skills and concepts learned previously.	2.4.2 Students are placed directly into game situations without the necessary skills to participate enjoyably and successfully.
<b>2.5 Maximizing Participation</b>	<b>2.5 Maximizing Participation</b>	<b>2.5 Maximizing Participation</b>	<b>2.5 Maximizing Participation</b>	<b>2.5 Maximizing Participation</b>	<b>2.5 Maximizing Participation</b>
2.5.1 Teachers organize their classes to maximize opportunities for all children to learn and be physically active. Enough equipment is provided so that children spend virtually no time waiting for turns or standing in lines. At least half of class time is spent in moderate-to-vigorous activity.	2.5.1 Lessons are organized poorly, so students spend much of the class time waiting for roll call, waiting in lines and/or waiting for equipment to be distributed. The first few minutes of the class are always spent sitting, getting organized or simply waiting for the teacher to signal that the class is about to begin.	2.5.1 Physical educators organize their classes to maximize opportunities for all students to learn and be physically active. Enough equipment is provided so that students spend virtually no time waiting for turns or standing in lines. At least half of class time is spent in moderate-to-vigorous activity.	2.5.1 Lessons are organized poorly, so that students spend much of the class time waiting for roll call, waiting in lines and/or waiting for equipment to be distributed. The first few minutes of the class are always spent getting organized or simply waiting for the teacher to signal that the class is about to begin.	2.5.1 Physical educators organize their classes to maximize opportunities for all students to learn and be physically active. Sufficient equipment is provided so that students spend virtually no time waiting for turns or standing in lines. At least half of class time is spent in moderate-to-vigorous activity.	2.5.1 Lessons are organized poorly, so students spend much of the class time waiting for roll call, waiting in lines and/or waiting for equipment to be distributed. The first few minutes of the class are always spent sitting, getting organized or simply waiting for the teacher to signal that the class is about to begin.
2.5.2 The teacher uses small-sided games (1 v1, 2 v2, etc.) or mini-activities to allow students ample opportunity to participate.	2.5.2 The teacher consistently uses only one ball for most ball-oriented activities (e.g., soccer, softball). In the game situation, most players touch the ball only rarely.	2.5.2 The physical educator uses small-sided games (1 v1, 2 v2) or mini-activities to allow students ample opportunity to participate.	2.5.2 The physical educator consistently uses only one ball for most ball-oriented activities (e.g., soccer, softball).	2.5.2 The physical educator uses several small-sided games (1 v1, 2 v2) or mini-activities to allow students ample opportunity to participate.	2.5.2 The physical educator consistently uses only one ball for most ball-oriented activities (e.g., soccer, softball) and has students play large mass-activity games.

<b>Appropriate Practice: Elementary</b>	<b>Inappropriate Practice: Elementary</b>	<b>Appropriate Practice: Middle School</b>	<b>Inappropriate Practice: Middle School</b>	<b>Appropriate Practice: High School</b>	<b>Inappropriate Practice: High School</b>
<b>2.6 Teaching/Learning Styles</b>	<b>2.6 Teaching/Learning Styles</b>	<b>2.6 Teaching/Learning Styles</b>	<b>2.6 Teaching/Learning Styles</b>	<b>2.6 Teaching/Learning Styles</b>	<b>2.6 Teaching/Learning Styles</b>
2.6.1 The teacher uses a variety of direct and indirect teaching styles to provide for children’s success, depending on lesson objectives and content and students’ varied learning styles.	2.6.1 The teacher provides “one size fits all” instruction, using primarily a direct teaching style, regardless of learning style or student response. The teacher doesn’t consider student needs in planning instruction.	2.6.1 The teacher uses a variety of direct and indirect teaching styles to provide for student success that depend on lesson objectives and content and students’ varied learning styles.	2.6.1 The teacher provides “one size fits all” instruction and uses primarily a direct teaching style, regardless of the learning style or student response. The teacher doesn’t consider student needs in planning instruction.	2.6.1 The teacher uses a variety of direct and indirect teaching styles to provide for student success, depending on lesson objectives and content and students’ varied learning styles.	2.6.1 The teacher provides “one size fits all” instruction and uses primarily a direct teaching style regardless of learning style and student response. The teacher doesn’t consider student needs in planning instruction.
2.6.2 The teacher allows students guided choices in matters such as equipment, rule modification or type of skill practice (e.g., completing individual task sheets or small-group instruction).	2.6.2 The teacher controls the curriculum tightly, and children rarely have input regarding rules, activities covered or equipment used for practice.	2.6.2 The teacher allows students guided choices in matters such as equipment, rule modification or type of skill practice (e.g., completing individual task sheets or small-group instruction).	2.6.2 The teacher controls the curriculum tightly, and students rarely have input regarding rules, activities covered or equipment used for practice.	2.6.2 The teacher allows students guided choices in matters such as equipment, rule modification and type of skill practice (e.g., completing individual task sheets or small-group instruction).	2.6.2 The teacher controls the curriculum tightly, rarely offering students input regarding rules, activities covered or equipment used for practice.
2.6.3 The teacher emphasizes critical-thinking and problem-solving tactics and strategies by using higher-order questions (e.g., those that deal with similarities, differences, efficiency and effectiveness).	2.6.3 Activities are always taught command-style, with no attempt to stimulate analysis or evaluation.	2.6.3 The physical educator emphasizes critical-thinking and problem-solving tactics and strategies by using higher-order questions.	2.6.3 Activities are always taught command-style, with no attempt to stimulate analysis or evaluation.	2.6.3 The physical educator emphasizes critical-thinking and problem-solving tactics and strategies by using higher-order questions.	2.6.3 Activities are always taught command-style, with no attempt to stimulate analysis or evaluation.

<b>Appropriate Practice: Elementary</b>	<b>Inappropriate Practice: Elementary</b>	<b>Appropriate Practice: Middle School</b>	<b>Inappropriate Practice: Middle School</b>	<b>Appropriate Practice: High School</b>	<b>Inappropriate Practice: High School</b>
<b>2.7 Teacher Enthusiasm</b>	<b>2.7 Teacher Enthusiasm</b>	<b>2.7 Teacher Enthusiasm</b>	<b>2.7 Teacher Enthusiasm</b>	<b>2.7 Teacher Enthusiasm</b>	<b>2.7 Teacher Enthusiasm</b>
2.7.1 The teacher shows enthusiasm for an active, healthy lifestyle.	2.7.1 The teacher appears not to enjoy physical activity. (e.g., instructs from a chair or the bleachers).	2.7.1 The physical educator shows enthusiasm for an active, healthy lifestyle.	2.7.1 The physical educator appears not to enjoy physical activity (e.g., instructs from a chair or the bleachers).	2.7.1 The physical educator shows enthusiasm for an active, healthy lifestyle.	2.7.1 The physical educator appears not to enjoy physical activity (e.g., instructs from a chair or the bleachers).
<b>2.8 Success Rate</b>	<b>2.8 Success Rate</b>	<b>2.8 Success Rate</b>	<b>2.8 Success Rate</b>	<b>2.8 Success Rate</b>	<b>2.8 Success Rate</b>
2.8.1 Students practice skills at high rates of success adjusted for individual skill levels within a “Try again; mistakes are okay” learning environment.	2.8.1 The teacher instructs as if all children in the class have identical skill and physical fitness levels, using a single standard for all children, which leads to frustration, boredom and/or misbehavior.	2.8.1 Students practice skills at high rates of success, adjusted for individual skill levels within a “Try again; mistakes are okay” learning environment.	2.8.1 The physical educator teaches as if all students are at identical skill and physical fitness levels, using a single standard for all students, which leads to frustration, boredom and/or misbehavior.	2.8.1 Students practice skills at high rates of success, adjusted for individual skill levels within a “Try again; mistakes are okay” learning environment.	2.8.1 The physical educator teaches as if all students are at identical skill and physical fitness levels, using a single standard for all students, which leads to frustration, boredom and/or misbehavior.
<b>2.9 Teacher Feedback</b>	<b>2.9 Teacher Feedback</b>	<b>2.9 Teacher Feedback</b>	<b>2.9 Teacher Feedback</b>	<b>2.9 Teacher Feedback</b>	<b>2.9 Teacher Feedback</b>
2.9.1 The teacher provides specific feedback (e.g., “Remember to step forward on your opposite foot when you’re throwing”) on a consistent basis.	2.9.1 Children receive either no feedback or feedback that is primarily negative or too general (e.g., “Good job,” “Way to go”) to help improve performance. The teacher is not engaged instructionally and either merely officiates or plays with the students.	2.9.1 The physical educator provides specific feedback (e.g., “Remember to step forward on your opposite foot when throwing”) on a consistent basis.	2.9.1 Students receive either no feedback or feedback that is primarily negative or too general (e.g., “Good job,” “Way to go”) to help improve performance. The teacher is not engaged instructionally and either merely officiates or plays with the students.	2.9.1 The physical educator provides specific feedback on a consistent basis (e.g., “Be sure that you follow through in the direction of the basket”).	2.9.1 Students receive either no feedback or feedback that is primarily negative or too general (e.g., “Good job,” “Way to go”) to help improve performance. The teacher is not engaged instructionally, and either merely officiates or plays with the students.

<b>Appropriate Practice: Elementary</b>	<b>Inappropriate Practice: Elementary</b>	<b>Appropriate Practice: Middle School</b>	<b>Inappropriate Practice: Middle School</b>	<b>Appropriate Practice: High School</b>	<b>Inappropriate Practice: High School</b>
<b>2.10 Technology Use</b>	<b>2.10 Technology Use</b>	<b>2.10 Technology Use</b>	<b>2.10 Technology Use</b>	<b>2.10 Technology Use</b>	<b>2.10 Technology Use</b>
2.10.1 The teacher includes technology to increase the lesson's effectiveness (e.g., quantifying activity with pedometers).	2.10.1 The teacher uses technology rarely, if ever.	2.10.1 The teacher includes technology to enhance the lesson's effectiveness (e.g., quantifying activity with pedometers).	2.10.1 The teacher uses technology rarely, if ever.	2.10.1 The physical educator includes technology to enhance the lesson's effectiveness (e.g., quantifying activity with pedometers).	2.10.1 The physical educator uses technology rarely, if ever.
<b>3.0 CURRICULUM</b>	<b>3.0 CURRICULUM</b>	<b>3.0 CURRICULUM</b>	<b>3.0 CURRICULUM</b>	<b>3.0 CURRICULUM</b>	<b>3.0 CURRICULUM</b>
<b>3.1 Productive Motor Skill Learning Experiences</b>	<b>3.1 Productive Motor Skill Learning Experiences</b>	<b>3.1 Productive Motor Skill Learning Experiences</b>	<b>3.1 Productive Motor Skill Learning Experiences</b>	<b>3.1 Productive Motor Skill Learning Experiences</b>	<b>3.1 Productive Motor Skill Learning Experiences</b>
3.1.1 The physical education curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all children and that are derived from national or state standards.	3.1.1 The physical education curriculum lacks age-appropriate developmental goals and objectives and is based primarily on the teacher's interests, preferences and background (e.g., team sports dominate).	3.1.1 The physical education curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all students and that are derived from national or state standards.	3.1.1 Instructional units and learning experiences are based primarily on the season, facilities and teacher preferences and not on a systematic, approved curriculum. Teachers teach what they coach, or teach their favorite activities, without concern for student choices, interests or abilities.	3.1.1 The physical education curriculum has an obvious scope and sequence, based on goals and objectives that are appropriate for all students and that are derived from national or state standards.	3.1.1 Instructional units and learning experiences are based primarily on the season, facilities and teacher preferences and not on a systematic, approved curriculum. Activities are limited to a few team sports. Teachers teach what they coach, or teach their favorite activities, without concern for student choices, interests or abilities.

Appropriate Practice: Elementary	Inappropriate Practice: Elementary	Appropriate Practice: Middle School	Inappropriate Practice: Middle School	Appropriate Practice: High School	Inappropriate Practice: High School
3.1.2 The teacher focuses on developing students' fundamental motor skills and applying them to a variety of settings.	3.1.2 Children don't develop their motor skills to a level that enables them to participate enjoyably and successfully in games, gymnastics and dance.	3.1.2 Activities are developmentally appropriate for early-adolescent students and are aimed at promoting success for all students (e.g., heart rate monitors allow students to exercise in their own individual target heart zones and at different intensity levels).	3.1.2 Activities are not developmentally appropriate for early adolescents and are aimed solely at the highly skilled student (e.g., teaching the jump serve to sixth-graders in volleyball).	3.1.2 The physical educator includes motor skill development, physiological and biomechanical concepts, health-enhancing physical activities that lead to a physically active lifestyle, and opportunities to develop appropriate social behaviors.	3.1.2 The physical educator teaches all students the same skills year after year, without including movement analysis, personal and social understanding, or strategies.
3.1.3 Each lesson is designed to meet program goals as stated in a published scope and sequence.	3.1.3 Lesson activities are chosen without regard to program goals and/or with little or no planning.	3.1.3 Each lesson is designed to meet program goals as stated in a published scope and sequence.	3.1.3 Lesson activities are chosen without regard to program goals.	3.1.3 Instruction follows a scope and sequence that is designed to scaffold prior learning and develop mature forms of skills and strategies.	3.1.3 Little to no planning occurs to ensure positive, productive learning experiences.
3.1.4 Teachers adapt their lessons for different classes within and between grade levels.	3.1.4 The same lesson plans and activities are used for all grade levels.	3.1.4 Teachers design progressions that allow students to build on previously learned content and skills by focusing on lifetime activities.	3.1.4 Teachers teach all students the same skills year after year. Activities are the same for all grade levels.	3.1.4 Teachers design progressions that allow students to build on previously learned content and skills, by focusing on lifetime activities.	3.1.4 The same games and activities are used for all grade levels throughout the year.
		3.1.5 Team teaching is employed to offer more stations or activities and enhance feedback.	3.1.5 Teachers combine their classes only to: play one big game, allow students to socialize, plan practices for interscholastic teams or conduct personal business. Team sports are used as a farm system for high school athletics, with little attention paid to the needs of non-athletes.	3.1.5 Physical education classes and athletic practices are clearly distinct.	3.1.5 Physical education classes are used as practice venues for the school's interscholastic sports teams (e.g., classes are open only to team members and are taught by their coach).
3.1.6 <b>Rhythmical activities &amp; dance:</b> The teacher includes a variety of rhythmical, expressive, creative and culturally enriching dance experiences designed with the children's physical, cultural, emotional and social abilities in mind.	3.1.6 <b>Rhythmical activities &amp; dance:</b> The teacher does not teach dance, or teaches dances to students with no sequencing or progression.				



Appropriate Practice: Elementary	Inappropriate Practice: Elementary	Appropriate Practice: Middle School	Inappropriate Practice: Middle School	Appropriate Practice: High School	Inappropriate Practice: High School
<p><b>3.1.7 Games instruction:</b> Teachers select, design, sequence and modify games to maximize specific learning, fitness/skill enhancement and enjoyment.</p>	<p><b>3.1.7 Games instruction:</b> Teachers use games with no obvious learning purpose or goal other than to keep children “busy, happy and good.”</p>				
<p><b>3.1.8 Educational gymnastics:</b> Lessons develop skills appropriate to children’s abilities and confidence in balancing, rolling, jumping and landing, climbing and transferring weight. Children practice on equipment designed to match their gymnastic abilities and confidence.</p>	<p><b>3.1.8 Educational gymnastics:</b> Teachers require all students to perform the same predetermined stunts and routines while the rest of the class sits and watches. Predetermined stunts require extensive teacher direction and spotting because they’re too difficult for many of the children.</p>				
<p><b>3.2 Concept Knowledge</b></p>	<p><b>3.2 Concept Knowledge</b></p>	<p><b>3.2 Concept Knowledge</b></p>	<p><b>3.2 Concept Knowledge</b></p>	<p><b>3.2 Concept Knowledge</b></p>	<p><b>3.2 Concept Knowledge</b></p>
<p>3.2.1 Strategies, tactics, exercise science, biomechanical analysis and fitness concepts are included throughout the curriculum.</p>	<p>3.2.1 The teacher doesn’t help develop student knowledge of the scientific bases of physical activity.</p>	<p>3.2.1 Strategies, tactics, exercise science, biomechanical analysis and fitness concepts are included throughout the curriculum.</p>	<p>3.2.1 The teacher doesn’t help develop student knowledge of the scientific bases of physical activity.</p>	<p>3.2.1 Strategies, tactics, exercise science, biomechanical analysis and fitness concepts are included throughout the curriculum.</p>	<p>3.2.1 The teacher doesn’t help students learn the scientific bases of physical activity.</p>
<p>3.2.2 Students are educated to become wise consumers of the fitness/wellness and nutrition industries.</p>	<p>3.2.2 Teachers fail to link knowledge gained in physical education to life (e.g., children are not taught that the heart is a muscle that needs regular exercise to remain healthy).</p>	<p>3.2.2 Students are educated to become wise consumers of the fitness/wellness and nutrition industries.</p>	<p>3.2.2 Teachers fail to link knowledge gained in physical education to life (e.g., provide only an overview of the new food guide pyramid and never instruct students on how to use it).</p>	<p>3.2.2 Students are educated to become wise consumers of the fitness/wellness and nutrition industries.</p>	<p>3.2.2 Teachers fail to link knowledge gained in physical education to life (e.g., students don’t learn how to select a qualified personal trainer).</p>

<b>Appropriate Practice: Elementary</b>	<b>Inappropriate Practice: Elementary</b>	<b>Appropriate Practice: Middle School</b>	<b>Inappropriate Practice: Middle School</b>	<b>Appropriate Practice: High School</b>	<b>Inappropriate Practice: High School</b>
<b>3.3 Regular Participation</b>	<b>3.3 Regular Participation</b>	<b>3.3 Regular Participation</b>	<b>3.3 Regular Participation</b>	<b>3.3 Regular Participation</b>	<b>3.3 Regular Participation</b>
3.3.1 The teacher extends experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle.	3.3.1 No effort is made to connect physical education instruction to community offerings, recreation opportunities or family involvement.	3.3.1 The physical educator extends experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle.	3.3.1 The physical educator makes no effort to connect physical education instruction to community offerings, recreation opportunities or family involvement.	3.3.1 The physical educator extends experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle.	3.3.1 The physical educator makes no effort to connect physical education instruction to community offerings, recreation opportunities or family involvement.
<b>3.4 Developing Health-Related Fitness</b>	<b>3.4 Developing Health-Related Fitness</b>	<b>3.4 Developing Health-Related Fitness</b>	<b>3.4 Developing Health-Related Fitness</b>	<b>3.4 Developing Health-Related Fitness</b>	<b>3.4 Developing Health-Related Fitness</b>
3.4.1 The health-related components of fitness are the focus of fitness activities. Skill-related components of fitness are emphasized in their relation to skill development.	3.4.1 Fitness activities are random and unrelated to lifelong learning benefits. Physical fitness activity consists of mass exercises following a designated leader or a standard routine.	3.4.1 The health-related components of fitness are the focus of fitness activities. Skill-related components of fitness are emphasized in their relation to skill development (e.g., muscle strength and flexibility are taught using exercise balls).	3.4.1 Fitness activities are random and unrelated to lifelong learning benefits. Physical fitness activity consists of mass exercises following a designated leader or a standard routine.	3.4.1 The health-related components of fitness provide the focus for fitness activities. Skill-related components of fitness are emphasized in their relation to skill development.	3.4.1 Fitness activities are random and unrelated to lifelong learning benefits. Physical fitness activity consists of mass exercises following a designated leader or a standard routine.
3.4.2 The teacher helps students interpret and use assessment data to set goals and develop a lifelong fitness plan.	3.4.2 The teacher conducts the fitness assessment but never uses results to set goals or to design a personal fitness plan.	3.4.2 The physical educator helps students interpret and use fitness assessment data to set goals and develop a lifelong fitness plan.	3.4.2 The physical educator doesn't enable students to use fitness assessment results to set goals or design a personal fitness plan.	3.4.2 The physical educator helps students interpret and use assessment data to set goals and to develop a lifelong fitness plan.	3.4.2 The physical educator conducts the fitness assessment but never helps students use results to set goals or design a personal fitness plan.

<b>Appropriate Practice: Elementary</b>	<b>Inappropriate Practice: Elementary</b>	<b>Appropriate Practice: Middle School</b>	<b>Inappropriate Practice: Middle School</b>	<b>Appropriate Practice: High School</b>	<b>Inappropriate Practice: High School</b>
<b>3.5 Self-Responsibility &amp; Social Skills</b>	<b>3.5 Self-Responsibility &amp; Social Skills</b>	<b>3.5 Self-Responsibility &amp; Social Skills</b>	<b>3.5 Self-Responsibility &amp; Social Skills</b>	<b>3.5 Self-Responsibility &amp; Social Skills</b>	<b>3.5 Self-Responsibility &amp; Social Skills</b>
3.5.1 Teachers intentionally design activities that allow children opportunities to work together, for the purpose of developing social skills (cooperative, competitive and sportsmanship) and learning responsible behavior. Situations are designed purposefully for teaching these skills; they aren't left for "teachable moments" only.	3.5.1 Social skills are not taught but are assumed as a byproduct (e.g., fair play as a product of sport participation). Teachers don't take advantage of strategies such as child choice of equipment, peer teaching, group work and class involvement in establishing rules.	3.5.1 Physical educators design activities throughout the program that provide students with opportunities to work together, for the purpose of developing social skills (cooperative and competitive) and learning responsible behavior (e.g., "good sport" skills are encouraged instead of trash talking). Situations are designed purposefully for teaching these skills; they're not left for "teachable moments" only.	3.5.1 Physical educators fail to systematically enhance students' affective development. They don't use activities and instructional strategies such as choice of equipment, peer teaching and class involvement in establishing rules that foster cooperation, social skills and personal responsibility.	3.5.1 Teachers intentionally design activities that allow students to work together in developing social skills (cooperative and competitive) and learning responsible behavior. Situations are designed purposefully for teaching these skills; they're not left for "teachable moments" only.	3.5.1 Teachers don't use strategies such as student choice of equipment, peer teaching, group work or class involvement in establishing rules. Students of varying abilities and popularity are not assigned leadership roles (e.g., team/squad leaders) in working with groups.
<b>3.6 Valuing Physical Activity</b>	<b>3.6 Valuing Physical Activity</b>	<b>3.6 Valuing Physical Activity</b>	<b>3.6 Valuing Physical Activity</b>	<b>3.6 Valuing Physical Activity</b>	<b>3.6 Valuing Physical Activity</b>
3.6.1 Teachers encourage all children to experience the satisfaction and joy that can result from learning about and participating regularly in physical activity.	3.6.1 Negative experiences in physical education class (e.g., running as punishment) lead students to devalue the importance and enjoyment of physical activity.	3.6.1 The physical educator helps all students experience the satisfaction and joy of learning about and participating regularly in physical activity.	3.6.1 Negative experiences in physical education class (e.g., running as punishment) lead students to devalue the importance and enjoyment of physical activity.	3.6.1 The physical educator helps all students experience the satisfaction and joy that result from learning about and participating in physical activity regularly.	3.6.1 Negative experiences in physical education class (e.g., running as punishment) lead students to devalue the importance and enjoyment of physical activity.
3.6.2 Teachers help students understand that physical activity is an important part of everyday living (e.g., climbing stairs instead of using an elevator; riding a bike or walking to school).	3.6.2 Teachers make no effort to encourage activity in other aspects of students' lives.	3.6.2 Physical educators help students understand that physical activity is an important part of everyday living (e.g., climbing stairs instead of using an elevator; riding a bike or walking to school).	3.6.2 Teachers make no effort to encourage activity in other aspects of students' lives.	3.6.2 Physical educators help students understand that physical activity is an important part of everyday living (e.g., climbing stairs instead of using an elevator; riding a bike or walking to school).	3.6.2 Physical educators make no effort to encourage activity in other aspects of students' lives.

<b>Appropriate Practice: Elementary</b>	<b>Inappropriate Practice: Elementary</b>	<b>Appropriate Practice: Middle School</b>	<b>Inappropriate Practice: Middle School</b>	<b>Appropriate Practice: High School</b>	<b>Inappropriate Practice: High School</b>
<b>3.7 Interdisciplinary Instruction</b>	<b>3.7 Interdisciplinary Instruction</b>	<b>3.7 Interdisciplinary Instruction</b>	<b>3.7 Interdisciplinary Instruction</b>	<b>3.7 Interdisciplinary Instruction</b>	<b>3.7 Interdisciplinary Instruction</b>
3.7.1 Teachers frequently link physical education experiences with concepts being taught in mathematics, reading, science, social studies, art and music.	3.7.1 Physical education classes are used to teach cognitive concepts emphasizing other areas of the curriculum at the expense of teaching physical education skills and concepts.	3.7.1 Physical education is part of a multi-disciplinary curriculum, but integration doesn't compromise teaching the concepts important to developing a physically educated individual.	3.7.1 Physical education classes are used to teach cognitive concepts emphasizing other areas of the curriculum at the expense of teaching physical education skills and concepts.	3.7.1 Physical education forms part of a multi-disciplinary curriculum, but integration doesn't compromise teaching the concepts important to developing a physically educated individual.	3.7.1 Physical education classes are used to teach cognitive concepts emphasizing other areas of the curriculum at the expense of teaching physical education skills and concepts.
<b>3.8 Special Events</b>	<b>3.8 Special Events</b>	<b>3.8 Special Events</b>	<b>3.8 Special Events</b>	<b>3.8 Special Events</b>	<b>3.8 Special Events</b>
3.8.1 Teachers plan field days so that every child participates fully and derives satisfaction and joy from a festival of physical activity linked to the physical education program.	3.8.1 Teachers design field days that encourage intense team, group or individual competition (e.g., running or sack races), with winners and losers identified clearly. Extensive recognition is given to winners only.	3.8.1 Teachers plan events (e.g., charity events) so that every student participates fully and derives satisfaction and joy from a festival of physical activity.	3.8.1 Teachers don't implement any special events.	3.8.1 Teachers plan events (e.g., charity events, student/parent play nights) so that every student can participate fully and can derive satisfaction and joy from the event.	3.8.1 Teachers don't implement any special events.

<b>Appropriate Practice: Elementary</b>	<b>Inappropriate Practice: Elementary</b>	<b>Appropriate Practice: Middle School</b>	<b>Inappropriate Practice: Middle School</b>	<b>Appropriate Practice: High School</b>	<b>Inappropriate Practice: High School</b>
<b>4.0 ASSESSMENT</b>	<b>4.0 ASSESSMENT</b>	<b>4.0 ASSESSMENT</b>	<b>4.0 ASSESSMENT</b>	<b>4.0 ASSESSMENT</b>	<b>4.0 ASSESSMENT</b>
<b>4.1 Assessment Use</b>	<b>4.1 Assessment Use</b>	<b>4.1 Assessment Use</b>	<b>4.1 Assessment Use</b>	<b>4.1 Assessment Use</b>	<b>4.1 Assessment Use</b>
4.1.1 Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with disabilities.	4.1.1 Assessment is rare and random, and occurs only in the context of grading.	4.1.1 Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with disabilities.	4.1.1 Assessment is rare and random, and occurs only within the context of grading (e.g., dress and attendance to earn an “A”).	4.1.1 Formative and summative assessments constitute ongoing and integral parts of the learning process for all students, including those with disabilities.	4.1.1 Assessment is rare and random, and occurs only within the context of grading (e.g., dress and attendance to earn an “A”).
<b>4.2 Variety of Assessments</b>	<b>4.2 Variety of Assessments</b>	<b>4.2 Variety of Assessments</b>	<b>4.2 Variety of Assessments</b>	<b>4.2 Variety of Assessments</b>	<b>4.2 Variety of Assessments</b>
4.2.1 Teachers systematically teach and assess all domains (cognitive, affective and physical), using a variety of assessment techniques.	4.2.1 Teachers assess only physical fitness.	4.2.1 Physical educators systematically teach and assess all domains (cognitive, affective and physical), using a variety of assessment techniques.	4.2.1 Teachers assess only physical fitness.	4.2.1 Physical educators systematically teach and assess all domains (cognitive, affective and physical), using a variety of assessment techniques.	4.2.1 Physical educators assess only one aspect of student learning or improvement (e.g., physical fitness).
4.2.2 Assessments include clearly defined criteria that are articulated to students as part of instruction before the assessment (e.g., a rubric is provided and explained during instruction).	4.2.2 Assessments aren’t defined clearly and/or don’t relate to program goals and objectives.	4.2.2 Assessments include clearly defined criteria that are articulated to students as part of instruction before the assessment (e.g., a rubric is provided and explained during instruction).	4.2.2 Assessments are not defined clearly and/or don’t relate to program goals and objectives.	4.2.2 Assessments include clearly defined criteria that are articulated to students as part of instruction before the assessment (e.g., a rubric is provided and explained during instruction).	4.2.2 Assessments are not defined clearly and/or don’t relate to program goals and objectives.

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<b>4.3 Fitness Testing</b>	<b>4.3 Fitness Testing</b>	<b>4.3 Fitness Testing</b>	<b>4.3 Fitness Testing</b>	<b>4.3 Fitness Testing</b>	<b>4.3 Fitness Testing</b>
4.3.1 Teachers use fitness assessment as part of the ongoing process of helping students understand, enjoy, improve and/or maintain their physical fitness and well-being (e.g., students set goals for improvement that are revisited during the school year).	4.3.1 Teachers use fitness test results to assign a grade.	4.3.1 Physical educators use fitness assessment as part of the ongoing process of helping students understand, enjoy, improve and/or maintain their physical fitness and well-being (e.g., students set fitness goals for improvement that are revisited during the school year).	4.3.1 Physical educators use fitness test results to assign a grade.	4.3.1 Physical educators use fitness assessment as part of the ongoing process of helping students understand, enjoy, improve and/or maintain their physical fitness and well-being (e.g., students set goals for improvement that are revisited during the school year).	4.3.1 Physical educators use fitness test results to assign a grade.
4.3.2 As part of an ongoing program of physical education, students are physically prepared in each fitness component so that they can complete the assessments safely.	4.3.2 Students are required to run a mile without appropriate conditioning or acclimatization.	4.3.2 As part of an ongoing program of physical education, students are prepared physically in each fitness component so that they can complete the assessments safely.	4.3.2 Students are required to run a mile without appropriate conditioning or acclimatization.	4.3.2 As part of an ongoing physical education program, students are prepared physically in each fitness component so that they can complete the assessments safely (e.g., students train before running a mile).	4.3.2 Students are required to run a mile without appropriate conditioning or acclimatization or are expected to perform pull-ups with no prior conditioning or strength training.
<b>4.4 Testing Procedures</b>	<b>4.4 Testing Procedures</b>	<b>4.4 Testing Procedures</b>	<b>4.4 Testing Procedures</b>	<b>4.4 Testing Procedures</b>	<b>4.4 Testing Procedures</b>
4.4.1 Teachers make every effort to create testing situations that are private, nonthreatening, educational and encouraging (e.g., they explain what the test is designed to measure).	4.4.1 Testing is public (e.g., students observe others completing the test while they wait for their turn to take it), with no reason given for the test.	4.4.1 Physical educators make every effort to create testing situations that are private, nonthreatening, educational and encouraging (e.g., they explain what the test is designed to measure).	4.4.1 Testing is public (e.g., students observe others completing the test while they wait for their turn to take it), with no reason given for the test.	4.4.1 Physical educators make every effort to create testing situations that are private, nonthreatening, educational and encouraging (e.g., they explain what the test is designed to measure).	4.4.1 Testing is public; students observe others completing the test while they wait for their turn to take it.

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4.4.2 Teachers encourage children to avoid comparisons with others and, instead, use the results as a catalyst for personal improvement.	4.4.2 Teachers overlook taunting or teasing based on test results. Results are interpreted based on comparison to norms, rather than how they apply to children’s future health and well-being.	4.4.2 Teachers encourage students to avoid comparisons with others and, instead, to use the results as a catalyst for personal improvement.	4.4.2 Results are interpreted based on comparison to norms rather than how they apply to students’ future health and well-being. Students are allowed to compare their test scores.	4.4.2 Physical educators encourage students to avoid comparisons with others and, instead, use the results as a catalyst for personal improvement.	4.4.2 Results are interpreted based on comparison to norms rather than how they apply to the students’ future health and well-being. Students are allowed to compare their test scores..
<b>4.5 Reporting Student Progress</b>	<b>4.5 Reporting Student Progress</b>	<b>4.5 Reporting Student Progress</b>	<b>4.5 Reporting Student Progress</b>	<b>4.5 Reporting Student Progress</b>	<b>4.5 Reporting Student Progress</b>
4.5.1 Test results are shared privately with children and their parents/guardians as a tool for developing personal goals and strategies for maintaining and increasing the respective fitness parameters.	4.5.1 Individual scores are posted publicly, where others can view and compare them.	4.5.1 Test results are shared privately with students and their parents/guardians as a tool for developing personal goals and strategies for maintaining and increasing the respective fitness parameters.	4.5.1 Individual scores are posted publicly, where others can view and compare them.	4.5.1 Test results are shared privately with students and their parents/guardians as a tool for developing personal goals and strategies.	4.5.1 Individual scores are posted publicly, where anyone can view and compare them.
4.5.2 The teacher provides regular reports of student progress to students and parents/guardians using a variety of continuous formative evaluations and assessments (e.g., heart rate monitor printouts, pedometer step sheets).	4.5.2 Parents/guardians never receive information about the program content and their children’s progress beyond a letter grade on the report card.	4.5.2 Physical educators provide regular reports of student progress to students and parents/guardians, using a variety of continuous, formative evaluations and assessments (e.g., heart rate monitor printouts, pedometer step sheets).	4.5.2 Students receive little or no information regarding their progress toward individual goals. Student progress is reported based only on teacher perception, dressing for class or attendance.	4.5.2 Teachers provide regular reports of student progress to students and parents/guardians, using a variety of continuous, formative evaluations and assessments (e.g., heart rate monitor printouts, pedometer step sheets, skill rubrics).	4.5.2 Teachers don’t provide students with individual progress assessment results.

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<b>4.6 Grading</b>	<b>4.6 Grading</b>	<b>4.6 Grading</b>	<b>4.6 Grading</b>	<b>4.6 Grading</b>	<b>4.6 Grading</b>
4.6.1 Physical education grades are based on thoughtfully identified components that are aligned with course goals and national standards.	4.6.1 Grades are based on a single opportunity to perform (e.g., based on standardized fitness test scores or the number of times students can jump rope continually).	4.6.1 Grades are based on thoughtfully identified components that are aligned with course goals and national standards.	4.6.1 Grades are based on athletic ability; a one-time fitness or skill test; on dressing requirements and attendance; or undefined measures of effort, participation and attitude.	4.6.1 Grades are based on thoughtfully identified criteria that are aligned with course goals and national standards.	4.6.1 Grades are based on athletic ability, a one-time fitness or skill test, dressing requirements and attendance, or undefined measures of effort, participation and attitude.
4.6.2 Students know the components of and criteria included in their grade, and the rationale for each.	4.6.2 Teachers use subjective measures to assign grades (e.g., they're based solely on effort, participation, and/or attitude).	4.6.2 Students know the components of and criteria included in their grade, and the rationale for each.	4.6.2 Teachers use subjective measures (e.g., effort, participation and/or attitude) to assign grades.	4.6.2 Students know the components of and criteria included in their grade, and the rationale behind each.	4.6.2 Teachers use subjective measures (e.g., effort, participation and/or attitude) to assign grades.
<b>4.7 Program Assessment</b>	<b>4.7 Program Assessment</b>	<b>4.7 Program Assessment</b>	<b>4.7 Program Assessment</b>	<b>4.7 Program Assessment</b>	<b>4.7 Program Assessment</b>
4.7.1 Data on student achievement are used to evaluate program effectiveness on a regular basis.	4.7.1 Program evaluation is based solely on personal impressions.	4.7.1 Data on student achievement are used to evaluate program effectiveness on a regular basis.	4.7.1 Program evaluation is based solely on personal impressions.	4.7.1 Data on student achievement are used to evaluate program effectiveness on a regular basis.	4.7.1 Program evaluation is based solely on personal impressions.



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<b>5.0 PROFESSIONALISM</b>	<b>5.0 PROFESSIONALISM</b>	<b>5.0 PROFESSIONALISM</b>	<b>5.0 PROFESSIONALISM</b>	<b>5.0 PROFESSIONALISM</b>	<b>5.0 PROFESSIONALISM</b>
<b>5.1 Professional Growth</b>	<b>5.1 Professional Growth</b>	<b>5.1 Professional Growth</b>	<b>5.1 Professional Growth</b>	<b>5.1 Professional Growth</b>	<b>5.1 Professional Growth</b>
5.1.1 The teacher continually seeks new information to stay current (e.g., reads journals, attends conferences and in-services)	5.1.1 The teacher makes no effort to stay current.	5.1.1 The teacher continually seeks new information to stay current (e.g., reads journals, attends conferences and in-services).	5.1.1 The teacher makes no effort to stay current.	5.1.1 The teacher continually seeks new information to stay current (e.g., reads journals, attends conferences and in-services).	5.1.1 The teacher makes no effort to stay current .
<b>5.2 Professional Learning Community</b>	<b>5.2 Professional Learning Community</b>	<b>5.2 Professional Learning Community</b>	<b>5.2 Professional Learning Community</b>	<b>5.2 Professional Learning Community</b>	<b>5.2 Professional Learning Community</b>
5.2.1 The teacher is the physical activity expert in the school.	5.2.1 The teacher’s behavior reinforces the perception that she/he is the “gym teacher” or “coach” in the school, and all we do in physical education class is “play.”	5.2.1 The teacher is the physical activity expert in the school.	5.2.1 The teacher’s behavior reinforces the perception that she/he is the “gym teacher” or “coach” in the school, and all we do in physical education class is “play.”	5.2.1 The teacher is the physical activity expert in the school.	5.2.1 The teacher’s behavior reinforces the perception that she/he is the “gym teacher” or “coach” in the school, and all we do in physical education class is “play.”

<b>Appropriate Practice: Elementary</b>	<b>Inappropriate Practice: Elementary</b>	<b>Appropriate Practice: Middle School</b>	<b>Inappropriate Practice: Middle School</b>	<b>Appropriate Practice: High School</b>	<b>Inappropriate Practice: High School</b>
<b>5.3 Advocacy</b>	<b>5.3 Advocacy</b>	<b>5.3 Advocacy</b>	<b>5.3 Advocacy</b>	<b>5.3 Advocacy</b>	<b>5.3 Advocacy</b>
5.3.1 The teacher informs parents/ guardians, administrators and the public regularly about the physical education program's goals and activities.	5.3.1 The teacher does little to communicate with parents/guardians, administrators or policymakers concerning physical education's objectives and goals or its importance to developing the whole child.	5.3.1 The teacher informs parents/guardians, administrators, policymakers and the public regularly about the physical education program's goals and activities.	5.3.1 The teacher does little to communicate with parents/guardians, administrators, policymakers or the public about the physical education program's goals and objectives or its importance to developing the whole student.	5.3.1 The physical educator informs parents and/or guardians, administrators and the public regularly about the physical education program's goals and activities.	5.3.1 The physical educator does little to communicate with parents and/or guardians, administrators or policymakers concerning the physical education program's goals or its importance to developing the whole student.
5.3.2 The teacher helps create a school culture of physical activity.	5.3.2 The teacher doesn't promote the physical education program; therefore, it's not a visible part of the school community.	5.3.2 The teacher helps create a school culture of physical activity.	5.3.2 The teacher doesn't promote the physical education program; therefore, it's not a visible part of the school community.	5.3.2 The teacher helps create a school culture of physical activity.	5.3.2 The teacher doesn't promote the physical education program; therefore, it's not a visible part of the school community.