

# Appropriate Practices

for

## Middle School Physical Education



A Position Statement of the National Association for Sport and Physical Education  
Developed by the Middle and Secondary School Physical Education Council (MASSPEC)



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## Preface

The National Association for Sport and Physical Education has provided leadership to the field of physical education for over 100 years. A central aspect of this leadership is the development of standards and guidelines for quality physical education programs. These standard-setting efforts have culminated in recent years in published documents, with updates in some cases, which establish standards in four areas essential to providing quality physical education. The current documents are as follows:

**What students “should know and be able to do” relative to physical activity and exercise:**

*Moving Into the Future: National Physical Education Standards: A Guide to Content and Assessment, 1995.*

**Appropriate instructional practices at elementary, middle, and high school levels:**

*Appropriate Practices for Elementary School Physical Education, 2000.*

*Appropriate Practices for Middle School Physical Education, 2001.*

*Appropriate Practices for High School Physical Education, 1998.*

**Program support factors which ensure students the “opportunity to learn” in physical education:**

*Opportunity to Learn Standards for Elementary Physical Education, 2000.*

*Program Improvement and Self-Study Guide for Middle School Physical Education, 1998.*

*Program Improvement and Self-Study Guide for High School Physical Education, 1998.*

**Qualifications for teachers in physical education:**

*National Standards for Beginning Physical Education Teachers, 1995.*

Taken together, these documents describe standards for quality physical education at elementary, middle, and high school levels, respectively.

This document, *Appropriate Practices for Middle School Physical Education*, addresses key aspects of instructional strategy and practice that are essential to delivery of quality physical education to early adolescents between 11 and 14 years of age.



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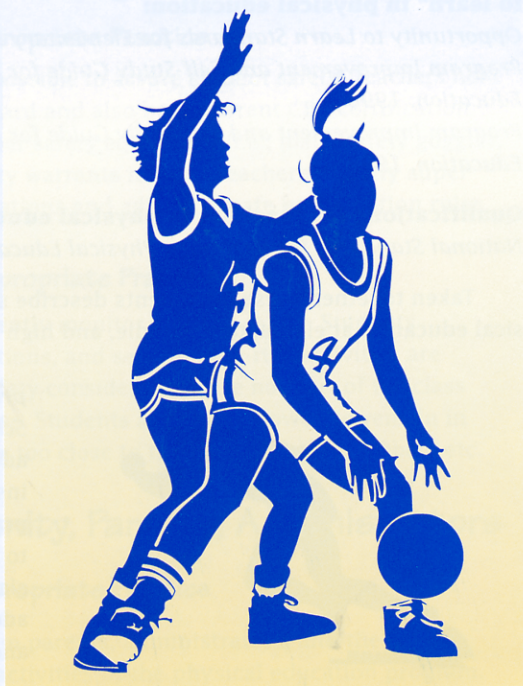
## Introduction

Middle school students have unique developmental characteristics. This age group has such a wide range of intellectual, physical, psychological, social, and ethical systems developing that the transition from childhood to young adulthood becomes very complex. It is this difficult transition that makes many middle school students very self-absorbed and often confused or even depressed. This document addresses how physical education teachers can assist in this transition and delineates characteristics of quality physical education instruction that meet the needs of students with diverse developmental characteristics and needs.

### Premises of Physical Education Programs for Early Adolescents

*The ultimate purpose of physical education is to guide the early adolescent into being physically active for a lifetime.*

A developmentally and instructionally appropriate physical education program promotes a physically active lifestyle. It accommodates a variety of individual differences such as cultural identity; previous movement experiences; fitness and skill levels; and intellectual, physical, and social-emotional maturity. Appropriate instruction in physical education incorporates best practices derived from both research and experience for teaching early adolescents in ways that encourage success for all students. Providing a safe and



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inclusive learning environment allows the early adolescent to experience positive, challenging, and enjoyable physical activity while learning about the benefits and importance of physical activity.

### ***Teachers design physical activity experiences appropriate for the developmental level of early adolescents.***

Teachers planning for adolescent learning focus on individual progress, offering many curricular options with individualized instruction and cooperative learning opportunities. Teachers provide a wide range of activities from the following areas: team and individual activities, gymnastics, rhythms and dance, outdoor and challenge pursuits, aquatics, and cooperative activities. Sequential instruction provides variety and ample practice opportunities to achieve the skill, fitness, knowledge, and social-emotional goals of the program. A properly designed age-appropriate program promotes socialization, develops interest, and enriches leisure time.

### ***Physical education is a unique and important component of the total school program.***

Physical education provides the physical component of a total education facilitating health maintenance and physical vitality. It is only physical education that contributes to physical development while integrating the emotional, social, and intellectual components that develop the whole child. The program prepares the adolescent to meet the physical demands of daily life, to use activity for preventive health benefits for a lifetime, and to enjoy physical activity during leisure time. The school community focuses on balanced learning opportunities addressing the following three major goals of the middle school as set forth in Turning Points: Preparing American Youth for the 21<sup>st</sup> Century, a report of the Carnegie Council on Adolescent Development (New York: Teachers College Press, 2000, p.12).

- 1) Academic achievement
- 2) Developmental responsiveness
- 3) Social equitability.

Physical educators join with other subject area teachers to provide students with interdisciplinary instruction and alignment with current research on how students learn.

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

Physical education is an instructional curricular program within the structure of the school that focuses on students learning about physical

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activity and gaining motor skills and health-related fitness. Physical education focuses on the whole child, including cognitive and affective as well as psychomotor aspects. Physical educators know and teach for the achievement of national standards in physical education. The instructional program helps develop the fundamental skill needed to be physically active. Physical activity is a product of the physical education program as well as the purpose. The goal of physical education is participation in health-enhancing physical activity for a lifetime. Physical education programs should provide a significant amount of time for all students to actively participate. Physical activity is also promoted outside the school setting as an outcome of choosing a healthy, satisfying lifestyle.

### ***Physical education, intramurals, and athletic programs are different.***

Physical education is a curricular component designed to instruct all students from the physically gifted to the physically challenged. The skills and knowledge gained in an effective instructional program prepare the early adolescent to participate in a variety of extracurricular activities, such as intramural and athletic programs. An intramural program is an extracurricular opportunity for students to be physically active outside of the instructional program. Intramural programs provide opportunities to all students to implement the skill and knowledge gained in physical education and to participate in a competitive situation without being subject to selection (“cutting”) processes. Athletics is another outlet for skills gained in physical education that is focused on serving the most skilled students on a selective basis. All of these opportunities are important and have specific purposes in the total education of students.

## **Intended Audience**

This document is written for physical education teachers, parents, school administrators, and school policy makers. It is intended to provide specific guidelines that identify instructional practices that are in the best interests of early adolescents (appropriate) and those that are counterproductive or even harmful (inappropriate) to the development of early adolescents. The audience should remember that when evaluating or making decisions relative to middle school physical education programs, the components included in this document are not the only considerations. However, these teacher practices do represent significant factors to bear in mind when making decisions about instruction in middle school physical education.

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# Teaching for Success in Middle School Physical Education

## Curricular Decisions



### Appropriate Practice

Teachers provide sequential instruction in a variety of activities based on student needs and interests. This variety helps ensure that students are physically educated and that the National Physical Education Content Standards are met. Activities include selections from team and individual sports, dance and rhythmic movement, cooperative and competitive activities, aquatics, gymnastics, fitness and outdoor pursuits, and those activities involving positive, risk-taking experiences. Although the curriculum is varied, teachers provide students with ample opportunity to experience success and develop competence in each area taught. Teachers identify specific goals and objectives that guide the selection of instructional units and learning experiences. Activities are selected in which students have had little prior experience, thus enhancing opportunities to learn. Teachers design progressions that allow students to build on previously learned content and skills.



### Inappropriate Practice

Teachers expose students to limited kinds of activity (i.e., only team sports or fitness activities), with little regard for the diverse needs and interests of the early adolescent. Teachers “expose” students to a variety of activities without allowing or encouraging adequate practice. Activities are repeated every year, preventing students from learning new activities and skills. Students are taught the same skills year after year in short units of instruction. Instruction is nonsequential and based on teacher preference rather than the educational needs of the student. Game play without adequate skill development dominates the units.

## Expectations for Student Learning



### Appropriate Practice

Teachers set high expectations for psychomotor, cognitive, and affective learning. These expectations are clearly communicated to students with explicit criteria. Students are held accountable for these expectations through various strategies (teacher monitoring, public

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recognition, assessment and evaluation). Students, parents, and administrators are aware of expectations for student achievement and support the accomplishment of these goals in physical education.



### **Inappropriate Practice**

Expectations for students are unclear and/or minimal. Teachers focus on keeping students on task, selecting activities based on student engagement rather than for contributions to learning. Teachers do not clearly articulate goals to students, administrators, or parents due either to poor communication or because such goals have not been developed. Learning that occurs is arbitrary because the teacher fails to hold students accountable for achievement. Expectations include student participation and “dressing” for class rather than psychomotor, cognitive, or affective domain achievement.

## **Lesson Planning**



### **Appropriate Practice**

Teachers regularly plan lessons aligned with curricular goals and objectives. Teachers begin with a vision of the final outcome or goal of instruction and develop tasks and activities designed to enable students to meet these goals. Lessons are sequentially planned to maximize instructional time and learning. Progressions allow students to develop skills safely and efficiently. Lessons are grouped into units that allow students to learn an activity area with depth and accomplishment.



### **Inappropriate Practice**

Teachers either avoid planning or plan lessons for one day at a time, with no thought about what they want students to know and be able to do when a unit of instruction is complete. Lessons contain unconnected or unrelated tasks. The teaching sequence does not often include refinement or extension of tasks.

## **Length of Units**



### **Appropriate Practice**

Teachers offer units of sufficient length to allow students to develop skill and competence in the areas being taught. Teachers present the skills important to successful participation but also provide sufficient time to



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develop a positive attitude toward the activity. Teachers use a variety of practice opportunities to challenge students to improve newly learned skills.



### **Inappropriate Practice**

Teachers “expose” students to various activities in very short units precluding acquisition of competence. Skill development is minimal as students participate in game play prematurely. Resulting game play is often frustrating or boring for participants because of insufficient skill to execute game strategies.

## **Maximizing Participation**



### **Appropriate Practice**

Teachers provide and facilitate sufficient practice trials that allow students to achieve success. They maintain low student to equipment ratios, making lines and wait time minimal and maximizing practice trials per student. There is a sufficient amount of equipment provided for class participation. Teachers use small-sided games (1 v.1, 2 v.2, etc.) or mini-activities to allow students ample opportunity to participate.



### **Inappropriate Practice**

Teachers organize activities involving large groups or regulation-sized teams. Limited equipment is provided, limiting skill practice and requiring students to wait to participate. Excessive class time is spent on managerial tasks, teacher talk, or disciplining students.

## **Selection of Appropriate Learning Activities**



### **Appropriate Practice**

Teachers select drills, games, and other learning experiences for the contribution they make to student learning. Activities are developmentally appropriate for early adolescent students and aimed at promoting student success. Activities that are too difficult and/or dangerous are not used, nor are those activities that are too easy and/or may lead to student boredom. Teachers provide several levels of tasks so that students may select an appropriate level of difficulty. Games and other tasks allow students to apply discrete skills in a real life situation.



### Inappropriate Practice

Teachers select activities that keep students engaged without a specific learning purpose. Some activity selections force the least skilled students out of the activity and/or opportunities to practice. Teachers select human target games and/or drills that allow aggressive behaviors toward other students in the class. Relays are used for skill practice, which require students to wait for turns to participate.

## Cooperative Activities



### Appropriate Practice

Physical educators teach students to work with others to achieve a common goal in a variety of activities. Learning experiences are designed to help and encourage students to communicate with others, accept individual strengths and differences, and cooperate to solve problems.



### Inappropriate Practice

Teachers fail to teach students the benefits and skills of cooperation and focus on individual achievement. Students with superior strength/power, skill, and experience dominate the class environment.

## Use of Competition



### Appropriate Practice

Teachers demonstrate understanding of the nature of competition by teaching students an appreciation of competition beyond individual or team contests. Teachers help students understand competition with inanimate objects, competition against a record, or competition against a previous performance. Competition is celebrated as a way to increase student motivation and interest. It is seen as a way for students to demonstrate competence and personal accomplishments.



### Inappropriate Practice

Teachers define competition in physical education very narrowly as involving only other teams or individuals. The focus in activities is on having “winners” or “losers” rather than on cooperation, skill improvement, or recognition of contributions by individual students.

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## Forming Groups

### Appropriate Practice

Teachers form teams and squads in ways that preserve the dignity and self-respect of every student. If levels of ability or fitness will be factors in the outcome of the activity/task to be performed, groups are selected prior to the lesson by the teacher. If skill/fitness levels are not an issue, then some random selection item such as birth month, day of the month born, color of clothing, alphabetical according to first names, etc., is appropriate. When students self-select partners or groups, strategies are used to ensure quick, inclusive pairings.

### Inappropriate Practice

Teachers form groups by: allowing student “captains” to publicly select one student at a time, separating by gender, according to fitness levels, or using other ways that alienate or embarrass individuals. Teachers form or allow students to form groups that are of unequal ability and skill, leading to poor learning opportunities for one or more of the groups.

## Feedback

### Appropriate Practice

Teachers give specific instructional feedback that provides the student with information about his/her performance relative to instructional goals and skill improvement. Feedback comes from a variety of sources including the teacher, peers, videotaping, or self-analysis. Feedback statements include descriptive information designed to improve instruction.

### Inappropriate Practice

Students receive little or only general feedback or information concerning performance. Teacher comments may be directed to the class as a whole, rather than to individuals. Feedback contains little information about the quality of the student response or how to improve.

## Establishing Positive Learning Environment

### Appropriate Practice

Teachers use verbal and nonverbal behaviors to promote a positive climate. Teachers recognize effort, treat students with respect, and

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acknowledge individual accomplishments. Discipline practices are fair and consistent and encourage student responsibility for their own behavior. Both the physical and psychological atmospheres foster a feeling of safety and security. Teachers seek to promote enjoyment in physical education.



### **Inappropriate Practice**

The climate is unfriendly, punitive, or apathetic. Teachers use only corrective or negative feedback concerning skill and/or behavior. Students do not feel supported by the teacher and/or other students and are sometimes ridiculed after making mistakes. The rules are unclear and may vary from day to day.

## **Promoting Respect for Self and Others**



### **Appropriate Practice**

Teachers foster self-awareness, leadership, caring for self, respect for others, and other components associated with the affective domain. Students learn to encourage each other and show support through positive reinforcement statements. Students have opportunities to participate in decision-making, and teachers consider what students are saying. Students are willing to share, take turns, and help others.



### **Inappropriate Practice**

Teacher-led activities provide little opportunity for student growth in the affective domain. Students have little or no input into decisions concerning the class. Class members may make negative or sarcastic comments about individuals or groups in the class. Students sense that their opinions are not valued when offered nor does the teacher make an attempt to solicit them.

## **Varying Teaching Styles**



### **Appropriate Practice**

Teachers use a variety of teaching styles depending on the lesson objectives and content and the varied learning styles of the students. Teachers may use a style that ranges from teacher centered (direct instruction model) to student centered (indirect) as well as combinations. Teachers deliberately plan to use different instructional formats to maximize teaching effectiveness. Teachers recognize when students are not learning and modify style and strategies accordingly. Teachers allow

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students guided choices in matters such as equipment, modification of rules, or type of skill practice (e.g., completing individual task sheets or small group instruction). When possible, students are allowed to select between equivalent activities, such as two-team sports, different aerobic workouts/activities, tumbling or apparatus, etc.



### **Inappropriate Practice**

Teachers use primarily a direct teaching style regardless of the learning and student response. Teachers are unwilling to involve students in instruction. The physical education teacher tightly controls the curriculum, and students never have input regarding rules, activities covered, or equipment used for practice.

## **Support for Inclusion and Diversity**



### **Appropriate Practice**

Teacher selection of experiences and instructional strategies provide for the inclusion of all students regardless of skill or fitness levels, gender, race, or ethnic group. Teachers modify activities, game rules, and equipment to ensure a successful experience for each student. Students have choices of activities to ensure maximal interest, motivation, and success. Teachers encourage students to demonstrate understanding and respect for all other people in physical activity settings. Teachers provide equal access to activities for both genders. Activity choices promote diversity and educate students about various cultural groups from around the world. Physical educators continually explore new ways for promoting diverse learning.



### **Inappropriate Practice**

Activity selections tend to exclude individuals or groups of students from participating, competing, or being successful. Teachers directly or indirectly support unequal treatment of gender or ethnic groups. Teachers fail to individualize instruction, requiring all students to do the same activity with no accommodations made for skill and fitness differences or student interest.

## **Warm-Up and Fitness Development**



### **Appropriate Practice**

Teachers provide warm-up activities to prepare students for the activities that will follow. Exercises and activities included in the warm-up

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are safe for the fitness and ability levels of students. Students learn to warm up gradually, without putting strain on joints and/or muscles. Teachers convey correct procedures for developing each component of fitness, and students know several safe exercises for each component and muscle group. Students understand the principle of overload and use it to increase levels of strength and fitness. Teachers monitor students during the exercise regime to ensure safe execution of the exercises performed. Exercises are varied and enjoyable to perform.



### **Inappropriate Practice**

Students warm up as they wish, without guidance or instruction from the teacher. Teachers direct the same warm-up exercises every day, regardless of the upcoming activity. Time allotted for warming up is insufficient to accomplish its purpose, leaving students vulnerable to injury. All students do the same exercises regardless of their fitness levels. Teachers conduct unsafe activities (i.e., ballistic stretches, double leg lifts, deep knee bends, etc.). Students do not learn correct techniques or purposes of exercises.

## **Dressing for Activity**



### **Appropriate Practice**

Teachers monitor student attire to ensure appropriateness for the activity (this includes proper footwear and restrictions on jewelry) and safe participation. When special clothes are used, they are laundered on a regular basis to ensure health and hygiene.



### **Inappropriate Practice**

Students are graded on wearing prescribed clothing and/or are restricted from participating based on dress, regardless of safety issues.

## **Exercise as Punishment**



### **Appropriate Practice**

Teachers promote exercise for its contribution to a healthy lifestyle. All activities done in class have a positive bearing on physical activity. Students are encouraged to participate in physical activity and exercise outside of the physical education setting for enjoyment, skill development, and health reasons.

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## Inappropriate Practice

Teachers assign exercise as a form of punishment for student misbehavior. Teachers select activities/exercises to punish students (i.e., run a mile) rather than for their educational worth.

## Support of Cognitive Learning/ Critical Thinking

### Appropriate Practice

Although the primary purpose of physical education is to develop psychomotor skills, teachers consider cognitive learning a vital part of a child's education, especially in today's ever-changing world. Physical education teachers provide students with experiences that encourage students to apply, analyze, synthesize, and evaluate various concepts related to motor skills, fitness, and physical activity participation. This gives students opportunities to develop and use critical thinking skills. Teachers design assessments and activities that require students to apply the information presented in class and integrate it with knowledge from past experiences.

## Inappropriate Practice

Teachers use tests to evaluate students only on their recall of factual knowledge rather than student ability to apply this information. Teachers make no efforts to determine the degree to which students understand and can apply information presented in class. Students do not learn to make connections between information from class and real world settings.

## Use of Fitness Testing

### Appropriate Practice

Teachers encourage students to develop health-related fitness and use fitness tests as part of a fitness education program within physical education. Teachers use results from fitness testing to plan instruction. Areas of weakness are targeted and appropriate activities are planned to improve fitness in these areas. Fitness tests measure health-related fitness components, and criterion-based standards are used to set student goals. Alternative tests and standards are used to measure fitness for students with disabilities. Teachers implement strategies to help all students reach their targeted goals.



### **Inappropriate Practice**

Teachers administer fitness tests once or twice and do not incorporate results into fitness education planning. All students perform the same fitness tests and are expected to meet the same standard without regard to appropriate modifications/adjustments. Sometimes teachers use norm-referenced standards and grade students on scores.

## **Assessment**



### **Appropriate Practice**

Formative assessment is used throughout instruction to provide feedback to students. Teachers use the information gathered from assessment to diagnose those areas requiring further instruction as they plan future lessons. Assessment is intertwined with instruction, making it difficult to separate the two. Students are informed of assessment results. The primary purpose of assessment is to provide feedback and improve instruction. Assessments are given that may or may not contribute to a student grade.



### **Inappropriate Practice**

Teachers administer tests one time at the completion of instruction (summative). There is no opportunity for students to use assessment results to improve student learning.

## **Reporting Student Progress**



### **Appropriate Practice**

Teachers provide regular reports of student progress to students and parents using continuous, formative evaluations. They use a variety of assessment methods so as to develop a clear picture of student achievement. The assessments include clearly defined criteria, which are articulated to students as part of instruction prior to evaluation. Grading systems reflect the degree to which students achieve the educational/instructional goals set for them.



### **Inappropriate Practice**

Teachers assign grades based on a single skill, fitness, or a written test given at the completion of instruction. Teachers use arbitrary measures (effort; participation) that do not reflect the instructional objectives. Students are uncertain about the levels of achievement necessary for the various grades. Course grades often reflect primarily dress and attendance.



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## Teaching for an Active Lifestyle



### Appropriate Practice

Teachers provide students with opportunities and experiences that expand the scope and learning of the physical education class. Outside assignments give students a chance to practice and apply information introduced in physical education class. Homework may include physical activity, cognitive assignments, or those benefiting the affective domain. Teachers help students to understand that physical activity is an important part of everyday living. They encourage students to include physical activity in their day whenever possible (i.e., climb stairs instead of using an elevator, ride a bike or walk to school, etc.). Teachers help students make room for regular patterns of physical activity in their daily lives. Schools promote and encourage this behavior by making facilities available for student use before and after school and throughout the day. Physical education classes make use of community resources and encourage student use of these facilities. Teachers throughout the school purposely try to model physical activity in their personal lives.



### Inappropriate Practice

Teachers fail to make meaningful homework assignments or show how information learned in class can be applied to other settings. Physical education facilities are only available to students during physical education class. Teachers make no efforts to encourage activity in other aspects of students' lives. No outside assignments are required or suggested.

## Integration with Other Subjects



### Appropriate Practice

To promote the relevance of content and the interrelation of subject areas, which is emphasized in the middle school, physical education teachers consider other curricular areas in planning lessons. Although physical education can be part of a multidisciplinary curriculum, integration should not compromise teaching the concepts important to the development of a physically educated individual.



### Inappropriate Practice

Physical education classes are used to teach cognitive concepts emphasizing other areas of the curriculum at the expense of teaching psychomotor skills or concepts important to the physical education content area.

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## Use of Technology



### Appropriate Practice

Physical educators have access to and use technology in many phases of their programs. Teachers use technology by making web-site addresses available for students to do research and/or homework assignments, videotaping students as a form of skill-related feedback, monitoring heart rates electronically, recording activity patterns with pedometers, recording fitness data using a current software program, or providing impedance readings on body fat. Software designed to enhance student understanding of concepts is used regularly in the curriculum. Teachers have the necessary equipment to provide effective, modern instruction.



### Inappropriate Practice

Teachers avoid the use of technology due to the belief that it is unnecessary and/or inappropriate for the instructional process of physical education. Schools may restrict access of physical education to technology available to other subject areas.

## Monitoring Safety



### Appropriate Practice

Teachers do everything possible to assure student safety. Teachers hold a current standard first aid card and also have current CPR certification. Teachers monitor use of proper safety equipment (i.e., mats, safety goggles, helmet, etc.) when the activity warrants its use. Teachers directly supervise high-risk activities or stations and adhere to safe participation rules.



### Inappropriate Practice

Teachers do not consistently monitor student safety. Students supervise/spot high-risk stations, and several high-risk activities are occurring simultaneously. Safety considerations are not part of the class organization planning process. Students are often allowed to remain in unsafe areas such as standing too close to the batting area in softball, etc.

## Advocacy-Community, Parents, Administrators



### Appropriate Practice

Teachers regularly inform parents, administrators, and the public about the goals and related activities of the physical education program. The physical education program makes numerous contributions to the

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education of early adolescents, and teachers seek opportunities to inform others of these contributions. The physical education teacher is knowledgeable about current guidelines for physical education programming and promotes adherence to guidelines regarding class time and size, adequate equipment and facilities, exemptions, teacher qualifications, etc.

### **Inappropriate Practice**

The physical education program is not a visible part of the school community. The teacher does little to communicate with people in decision-making roles concerning the objectives and goals of physical education and its importance to the development of the whole child. The teacher is not an activist in promoting adequate program support for physical education.

## **Role Modeling**

### **Appropriate Practice**

The physical education teacher is a role model of what a physically educated person should be. The teacher participates in some type of physical activity on a regular basis, thus conveying to students the importance of lifetime physical fitness. Students are aware of the enjoyment and/or satisfaction that activity brings to the teacher's life. Even when aging factors preclude vigorous participation, some type of activity is done.

### **Inappropriate Practice**

The physical education teacher does not lead a healthy lifestyle.

## **Professional Development Activities**

### **Appropriate Practice**

Physical education teachers take advantage of professional development opportunities. Teachers seek administrator support for release time for workshops and conventions, subscriptions to professional journals, memberships to professional organizations, and opportunities to interact/collaborate with colleagues. Teachers seek information about the latest innovations and ideas in their field and implement them in their physical education classes.

### **Inappropriate Practice**

Physical education teachers do not assume any responsibility for their professional growth. Teachers do not participate in opportunities provided or seek administrative support. Teaching practices are stagnant and do not reflect current trends and beliefs.

# Resources

Published by the National Association for Sport and Physical Education for quality physical education programs:

***Moving into the Future: National Standards for Physical Education, 2nd edition*** (2004), Stock No. 304-10275

***Physical Educators' Guide to Successful Grant Writing*** (2005), Stock No. 304-10291

***Ask-PE: Physical Education Concepts Test CD-ROM*** (2004), Stock No. 304-10271P & 304-10271M

***Concepts and Principles of Physical Education: What Every Student Needs to Know*** (2003), Stock No. 304-10261

***Beyond Activities: Elementary Volume*** (2003), Stock No. 304-10265

***Beyond Activities: Secondary Volume*** (2003), Stock No. 304-10268

***National Physical Education Standards in Action*** (2003), Stock No. 304-10267

***On Your Mark... Get Set... Go!: A Guide for Beginning Physical Education Teachers*** (2004), Stock No. 304-10264

***Physical Activity for Children: A Statement of Guidelines*** (2004), Stock No. 304-10276

***National Standards for Beginning Physical Education Teachers*** (2003), Stock No. 304-10273

***Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years*** (2002), Stock No. 304-10254

## Appropriate Practice Documents

***Appropriate Practice in Movement Programs for Young Children***, (2000), Stock No. 304-10232

***Appropriate Practices for Elementary School Physical Education*** (2000), Stock No. 304-10230

***Appropriate Practices for Middle School Physical Education*** (2001), Stock No. 304-10248

***Appropriate Practices for High School Physical Education*** (2004), Stock No. 304-10272

## Opportunity to Learn Documents

***Opportunity to Learn Standards for Elementary Physical Education*** (2000), Stock No. 304-10242

***Opportunity to Learn Standards for Middle School Physical Education*** (2004), Stock No. 304-10290

***Opportunity to Learn Standards for High School Physical Education*** (2004), Stock No. 304-10289

## Assessment Series

***Assessing Concepts: Secondary Biomechanics*** (2003), Stock No. 304-10220

***Assessment in Outdoor Adventure Physical Education*** (2003), Stock No. 304-10218

***Assessing Student Outcomes in Sport Education*** (2003), Stock No. 304-10219

***Authentic Assessment of Physical Activity for High School Students*** (2002), Stock No. 304-10216

***Elementary Heart Health: Lessons and Assessment*** (2001), Stock No. 304-10215

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