
Physical Education Toolkit

More information can be found at
www.HealthierGeneration.org/schools

Physical Education Toolkit

Physical Education Criteria at a Glance

BRONZE LEVEL AWARD	
601	Requires all students at the elementary school level to participate in a minimum of 60 minutes of physical education per week (or 120 minutes of physical education per 2 weeks)
602	Requires all students at the middle school level to participate in a minimum of 90 minutes of physical education per week for the equivalent of one year
603	Requires all students at the high school level to complete the equivalent of one-half year of physical education and allows students of all grades to enroll in additional physical education
	3 Checklist Criteria
SILVER LEVEL AWARD	
	Meets Bronze
604	Requires all students at the elementary school level to participate in a minimum of 90 minutes of physical education per week (or 180 minutes of physical education per 2 weeks)
605	Requires all students at the middle school level to participate in a minimum of 135 minutes of physical education per week for the equivalent of two years
606	Requires all students at the high school level to complete the equivalent of one year of physical education and allows students of all grades to enroll in additional physical education
607	Physical education instructional strategies and other practices meet the diverse needs and interests of all students
	3 additional Checklist Criteria, total of 6
GOLD LEVEL AWARD	
	Meets Silver
608	Requires all students at the elementary school level to participate in a minimum of 150 minutes of physical education per week (or 300 minutes of physical education per 2 weeks)
609	Requires all students at the middle school level to participate in a minimum of 225 minutes of physical education per week for all years of middle school
610	Requires all students at the high school level to complete the equivalent of one and one-half years of physical education and allows students of all grades to enroll in additional physical education
611	Physical education is taught by licensed or certified physical educators at all grade levels
	2 additional Checklist Criteria, total of 8

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CHECKLIST CRITERIA	
612	Students are engaged in moderate to vigorous physical activity at least 50% of physical education class time
613	Physical education classes are appropriately modified or adapted to promote the participation of all students, in particular students with chronic health conditions and/or special needs
614	All teachers who teach physical education participate in annual professional development on effective practices for physical education for a minimum of 6 contact hours
615	All students are assessed in mastery of skills and content in physical education and results are on the report card every term that physical education is required
616	Instruction is based on a written and sequential curriculum that is aligned to the national/state physical education standards
617	School provides fitness education, conducts annual health-related fitness assessments, and utilizes assessment results to direct instruction and create individualized physical activity/fitness plans that include goal-setting and monitoring
618	Student/teacher ratio in physical education is comparable with other classes at all grade levels
619	Physical education requirements are not waived for other activities or classes
620	District or school utilized the CDC's Physical Education Curriculum Analysis Tool (PECAT) to enhance, develop or select an appropriate and effective physical education curriculum

Rationale

Physical education is unique to the school curriculum as the only program that provides students with opportunities to learn motor skills, develop fitness and gain understanding of physical activity and its related health benefits. Benefits gained from the physical activity and content in physical education class include: obesity prevention, disease prevention, safety and injury avoidance, decreased morbidity/premature mortality and increased mental health.

Students spend a considerable amount of their waking hours in school. It is of critical importance that schools become part of the solution in addressing childhood obesity. Physical education programs in schools should meet national standards and provide activities that are shown to improve health and include the opportunity for students to participate in moderate to vigorous activity at least half the time they are in class. Programs should give students the tools they need to take part in physical activity on a lifelong basis. Such classes should be taught by teachers certified to teach, or highly qualified in physical education, and states and school districts should establish such requirements. Physical education should be part of the core curriculum in each state.

Resources

[Alliance Health Education](#)

www.HealthierGeneration.org/PhysicalEducation

Healthy Schools Program Physical Education/Physical Activity Manager

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601 604 608	Requires all students at the elementary school level to participate in a minimum of: <ul style="list-style-type: none">▪ 60 minutes of physical education per week (or 120 minutes of physical education per 2 weeks) (Bronze)▪ 90 minutes of physical education per week (or 180 minutes of physical education per 2 weeks) (Silver)▪ 150 minutes of physical education per week (or 300 minutes of physical education per 2 weeks) (Gold)
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Rationale

School physical education programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle. Physical education teachers assess student knowledge, motor and social skills and provide instruction in a safe, supportive environment. The National Association of Sport and Physical Education (NASPE) recommends that schools provide 150 minutes of instructional physical education for elementary school children and 225 minutes for middle and high school students per week for the entire school year.

The time recommendations are based upon consistent class periods. The recommended amount of time for physical education for elementary students is 30 minutes per day, which equals 150 minutes per week. Best practices indicate that consistently scheduled classes are essential to learning and skill development. All youth should accumulate a minimum of 60 minutes of physical activity per day and physical education can provide a portion of that time. Keep in mind that physical activity is simply movement, while physical education is a planned sequence of instruction and learning that provides the skills and knowledge to be physically active for a lifetime.

Based on sequence of learning, physical education should not be compared to or confused with other physical activity experiences such as recess, intramurals, athletics or recreational endeavors.

Action Steps

- Before asking for more time for physical education, it is imperative to determine the quantity and quality of the program
- Evaluate your current physical education program to determine if students are provided opportunity to learn (time), meaningful content and appropriate instruction
- Determine the number of weekly minutes allocated to physical education in your current school schedule. It is important that your School Wellness Council (SWC) know how many minutes are in the plan and how many minutes are actually delivered to determine any discrepancies. Once a baseline is established, the SWC can set goals for the number of physical education minutes that will be offered each week. It is critical that administrators be involved in this decision, and it is a good idea to also invite other relevant staff (like counselors, physical education teachers and teacher leaders).
- Develop a plan to educate and inform the Board of Education, Parent Teacher Association (PTA) and administrators on the importance of physical education
- Encourage key decision makers, including the Board of Education, to establish policies that require quality, daily physical education for all students K-12 or, at a minimum, require quality physical education for a minimum of 150 minutes per week for students K-5 and 225 minutes per week for grades 6–12

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Recognition Documentation

Elementary Schools—Complete the chart to indicate the number of minutes per week each grade level receives.

Grade	Minutes per Week	Total Minutes Over 2 weeks*
K		
1		
2		
3		
4		
5		
6		

*If any two consecutive weeks during the school year are examined, the total number of minutes will be twice the weekly requirement. For example, one week may require classes to have 30 minutes of PE; the second week requires 90 minutes for a total of 120 minutes over the two week period.

Health education is taught (in a classroom environment) within the physical education class time.

- Yes
 No

Note: If health education occurs during scheduled physical education classes, the health education instructional time cannot be counted toward physical education time.

Resources

- [The Community Guide: What Works to Promote Health – Enhanced School-Based Physical Education](#) (Centers for Disease Control and Prevention)
 - Research that supports physical education
- [Physical Education Program Checklist](#) (National Association for Sport and Physical Education)

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602 605 609	Requires all students at the middle school level to participate in a minimum of: <ul style="list-style-type: none">• 90 minutes of physical education per week for the equivalent of one year (Bronze)• 135 minutes of physical education per week for the equivalent of two years (Silver)• 225 minutes of physical education per week for all years of middle school (Gold)
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Rationale

School physical education programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle. Physical education teachers assess student knowledge, motor and social skills and provide instruction in a safe, supportive environment. The National Association of Sport and Physical Education (NASPE) recommends that middle schools provide 225 minutes per week for middle school students for the entire school year.

The time recommendations are based upon regular class periods. At the middle school level, a minimum of 45 minutes of daily physical education is recommended, which totals 225 minutes per week. These class periods are consistent with traditional scheduling in schools. All youth should accumulate a minimum of 60 minutes of physical activity per day and physical education can provide a portion of that time. Keep in mind that physical activity is simply movement, while physical education is a planned sequence of instruction and learning that provides the skills and knowledge to be physically active for a lifetime.

Based on sequence of learning, physical education should not be compared to or confused with other physical activity experiences such as recess, intramurals, athletics or recreational endeavors.

Action Steps

- Before asking for more time for physical education, it is imperative to determine the quantity and quality of the program
- Evaluate your current physical education program to determine if students are provided opportunity to learn (time), meaningful content and appropriate instruction
- Determine the number of weekly minutes allocated to physical education in your current school schedule. It is important that your School Wellness Council (SWC) know how many minutes are in the plan and how many minutes are actually delivered to determine any discrepancies. Once a baseline is established, the SWC can set goals for the number of physical education minutes that will be offered each week. It is critical that administrators be involved in this decision, and it is a good idea to also invite other relevant staff (like counselors, physical education teachers and teacher leaders).
- Develop a plan to educate and inform the Board of Education, Parent Teacher Association (PTA) and administrators on the importance of physical education
- Encourage key decision makers, including the Board of Education, to establish policies that require quality, daily physical education for all students K-12 or, at a minimum, require quality physical education for a minimum of 225 minutes per week for grades 6–8

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Recognition Documentation

Middle Schools—Complete the chart to indicate the number of minutes per week each grade level receives.

Grade	Minutes per Week	Total Minutes
6		
7		
8		

Health education is taught (in a classroom environment) within the physical education class time.

Yes

No

Note: If health education occurs during scheduled physical education classes, the health education instructional time cannot be counted toward physical education time.

Resources

- [The Community Guide: What Works to Promote Health – Enhanced School-Based Physical Education](#) (Centers for Disease Control and Prevention)
 - Research that supports physical education
- [Physical Education Program Checklist](#) (National Association for Sport and Physical Education)

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603 606 610	Requires all students at the high school level to complete the equivalent of <ul style="list-style-type: none">• one-half year of physical education and allows students of all grades to enroll in additional physical education (Bronze)• one year of physical education and allows students of all grades to enroll in additional physical education (Silver)• one and one-half years of physical education and allows students of all grades to enroll in additional physical education (Gold)
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Rationale

School physical education programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle. Physical education teachers assess student knowledge, motor and social skills and provide instruction in a safe, supportive environment. High school students should be required to take physical education to provide time to master skills, set physical activity and fitness goals and develop fitness plans. All youth should accumulate a minimum of 60 minutes of physical activity per day and physical education can provide a portion of that time. Keep in mind that physical activity is simply movement, while physical education is a planned sequence of instruction and learning that provides the skills and knowledge to be physically active for a lifetime.

Based on sequence of learning, physical education should not be compared to or confused with other physical activity experiences such as recess, intramurals, athletics or recreational endeavors.

Action Steps

- Before asking for more time for physical education, it is imperative to determine the quantity and quality of the program
- Evaluate your current physical education program to determine if students are provided opportunity to learn (time), meaningful content and appropriate instruction
- Determine the number of semesters or credits required by graduation. It is important that your School Wellness Council (SWC) know how much physical education is required and how many credits are actually completed to determine any discrepancies. Once a baseline is established, the SWC can set goals for the number of credits. It is critical that administrators be involved in this decision, and it is a good idea to also invite other relevant staff (like counselors, physical education teachers and teacher leaders).
- Develop a plan to educate and inform the Board of Education, Parent Teacher Association (PTA) and administrators on the importance of physical education
- Encourage key decision makers, including the Board of Education, to establish policies that require quality, daily physical education for all students K-12 or, at a minimum, require quality physical education for a minimum of 225 minutes per week for grades 9–12

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Recognition Documentation

High Schools—Provide documentation that states the physical education requirements for high school graduation.

How many years are students required to take PE?

- the equivalent of 1/2 year
- the equivalent of 1 year
- the equivalent of 1 1/2 years
- the equivalent of 2 years
- the equivalent of 3 years
- the equivalent of 4 years

Please specify the physical education requirement for high school.

All students of all grades levels are allowed to enroll in additional PE classes after finishing required courses.

Note: If health education occurs during scheduled physical education classes, the health education instructional time cannot be counted toward physical education time.

Resources

- [The Community Guide: What Works to Promote Health – Enhanced School-Based Physical Education](#) (Centers for Disease Control and Prevention)
 - Research that supports physical education
- [Physical Education Program Checklist](#) (National Association for Sport and Physical Education)

Physical Education Toolkit

607	Physical education instructional strategies and other practices meet the diverse needs and interests of all students
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Rationale

Diversity is a value that is fundamental to school wellness and which should include the practice of respecting and representing individual differences across all elements of the school health environment. Diversity includes race, ethnicity, socio-economic status, family formation, religion, ability, gender, etc.

All students, regardless of their sex, race/ethnicity, health status, or physical and cognitive ability or disability should have access to physical education programs that meet their needs and interests. Physical education skills and knowledge should appeal to the students in order to maximize participation and activity during class. In addition, physical education programs that overemphasize a limited set of team sports and underemphasize noncompetitive, lifetime fitness and recreational activities may not appeal to the interests of all students.

Girls and boys also perceive different benefits of physical education and physical activity; for example, boys more often cite competition and girls more often cite weight management as a reason for engaging in physical activity. Because boys are more likely than girls to have higher perceptions of self-efficacy and physical competence, physical activity programs serving girls should provide instruction and experiences that increase girls' confidence in participating in physical activity, opportunities for them to participate in physical activities and social environments that support their involvement in a range of physical activities. (Adapted from Morbidity and Mortality Weekly Report, Volume 46, No. RR-6)

Action Steps

One of the most effective ways to strengthen student learning is to change instructional and curricular practices so that they are more culturally responsive. Drawing on the knowledge, skills and experiences of students and the support of family and community members enriches the curriculum and builds family and community support, broadening learning experiences for all students. Teachers must spend time learning about their students, families and communities in order to develop strategies to address the needs of the students.

Suggestions to become a culturally competent teacher:

- Build relationships with your students
- Connect with families and communities to learn about local cultures
- Use culturally responsive teaching to engage students in your content (from Classroom to Community and Back: Using Culturally Responsive, Standards-Based Teaching To Strengthen Family and Community Partnerships and Increase Student Achievement—Northwest Regional Educational Laboratory)
- Develop and employ instructional strategies to reach all students

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Recognition Documentation

Please check at least 5 strategies that are regularly used in physical education:

Strategies:

- Physical education instructional strategies and student assessments include an opportunity for students to express ideas from a perspective that represents their culture, gender, etc.
- Pictures, posters and media resources that are reflective of the diverse cultures and backgrounds of students are utilized.
- Physical education classes provide teambuilding activities that allow the teacher and students to learn more about each individual in the group
- Lessons are designed to allow students to work in varied group configurations (skill, gender, cultural, racial)
- Teach skills, knowledge, activities and games that reflect the diversity of the student population.
- Utilize the languages of the English as a Second Language students
- A variety of examples and explanations are used to teach diverse needs and interests of all students
- Other

Resources

- [Principles and Practices of Culturally Responsive Pedagogy©](#) (cultureNmotion – Brian O. Culp)
 - A Brief Guide to Meeting the Needs of Ethnically Diverse Learners in Health and Physical Activity
- [Classroom to Community and Back: Using Culturally Responsive, Standards-Based Teaching to Strengthen Family and Community Partnerships and Increase Student Achievement](#) (Northwest Regional Educational Laboratory)

Physical Education Toolkit

611	Physical education is taught by licensed or certified physical educators at all grade levels
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Rationale

Highly qualified physical education teachers possess the skills and knowledge to facilitate improved teaching practices, strengthen the quality of physical education instruction and empower students to achieve and maintain healthy, active lifestyles. These teachers provide students a foundation of skills and knowledge that can apply to many activities so that students are willing, able and interested in seeking a lifetime of physical activity (NASPE position paper). Research has shown that qualified physical educators are more effective in increasing the activity level of their students.

Action Steps

- Provide principals appropriate questions to ask physical education teacher candidates (resource below).
- Adopt a district policy that requires physical education teachers to be licensed or endorsed by the state department of education (National Association of State Boards of Education model policy).

Recognition Documentation

List the name of each physical educator, the license or certification area and expiration date.

Teacher Name	License or Certification Area	Expiration Date

Resources

- [Policies to Encourage Physical Activity](#) (National Association of State Boards of Education)
- [Constitutes a Highly Qualified Physical Education Teacher?](#) Position Paper (National Association for Sport and Physical Education)
- [Suggested Job Interview Questions for Physical Educators](#) (National Association for Sport and Physical Education)

Physical Education Toolkit

612	Students are engaged in moderate to vigorous physical activity at least 50% of physical education class time
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Rationale

National experts recommend that children and youth participate in at least 60 minutes of physical activity each day and that a variety of activities be offered to ensure that the youngsters can find an activity they enjoy. Schools should insure that students at all age levels take part in at least 30 minutes of moderate-to-vigorous physical activity (MVPA).

Most traditional physical education classes yield somewhere between 10 and 40 percent of class time in MVPA. Current recommendations are for students to spend at least 50 percent of physical education class time in MVPA. Teachers who utilize modified lesson content and structure and implement aspects of the “new PE” can provide an increased opportunity for students to reach the recommended physical activity levels without adding more classes to existing schedules. The surgeon general recommends that all youth participate in 60 minutes of moderate to vigorous physical activity most or all days of the week and physical education is a venue that can provide some of that time.

The “new PE” focuses more on the acquisition of lifetime skills and knowledge and exposes students to a wide variety of physical activities that can be engaged in for a lifetime. Traditional physical education is centered on team sports and often activities that exclude students who cannot perform at a high level.

Action Steps

- Adopt and implement a curriculum that is designed to increase MVPA (sample resource below)
- Utilize best practice teaching strategies in each physical education class that are known to increase MVPA

Recognition Documentation

Check **at least eight** of the following strategies which are employed on a regular basis in your PE classes to encourage moderate to vigorous physical activity:

- Classes start with an instant activity
- Students warm up during roll call
- Instructions are brief and concise
- Existing activities are altered to increase PA (relays, team sports, elimination games)
- High interest, high activity games/sports/skill practice are added
- Individual or small group practice is utilized
- Student/equipment ratio doesn't exceed 3 to 1 during skill practice or 6 to 1 during game/activity play
- Challenges to motivate students during skill practice/game play are provided
- Equipment is appropriately managed to minimize students waiting to obtain equipment
- There is a focus on lifetime activities
- Teaching is based on research based curriculum
- Other:
- Other:

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Resources

- [Promoting Physical Activity in Children and Youth: A Leadership Role for Schools, A Scientific Statement from the American Heart Association Council on Nutrition, Physical Activity, and Metabolism](#) (American Heart Association)
- [Example Modification of Traditional Activity Modified Into MVPA Activity](#) (SPARK PE)

Physical Education Toolkit

613	Physical education classes are appropriately modified or adapted to promote the participation of all students, in particular students with chronic health conditions and/or special needs
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Rationale

A quality physical education program provides the foundation for a healthy, happy and physically active lifestyle. Students with disabilities have the right to receive the full range of benefits from physical education just as their able-bodied peers. Benefits include the development of motor skills and physical fitness, as well as the opportunity to participate in play, active leisure, aquatics, recreation, outdoor adventure and sport experiences. Physical education activities should be developmentally appropriate while recognizing individual differences in learning styles and rates regardless of age.

Students with disabilities sometimes are overweight and physical education is a critical component that allows them to learn and to be more physically active.

Action Steps

- Provide students with disabilities in general physical education with the opportunity to learn and perform in the physical, cognitive and social-emotional domains
- Actively engage participants in meaningful learning experiences in the general physical education class, not just in the physical proximity or space—for example, inclusion is NOT a student with a disability playing catch with a teaching assistant or peer while the rest of the class is engaged in a game activity such as basketball—the best inclusive environments offer a variety of activities at different levels of difficulty so ALL students can be involved in learning
- Decisions involving the inclusion of students with disabilities into the general physical education program must consider the safety of ALL students, including the students with disabilities— often, safety concerns can be addressed with supplementary aides and supports, and such supplements should be tried before removing the child due to safety concerns
- Meaningfully involve families and student in the Individual Education Plan (IEP) team decision-making process related to the inclusion of their child in the general physical education program
- Regularly evaluate student's progress toward IEP goals
- Provide supplementary aides and services, as well as other instructional support (as needed) to students with disabilities and/or the physical educator
- Provide direct and/or consultative services from qualified professionals in adapted physical education (APE) to support the inclusion of students with disabilities when needed. (Adapted from American Association for Physical Activity and Recreation)

Recognition Documentation

Describe how PE classes are appropriately modified or adapted to promote the participation of all students in PE.

Provide at least one example of how instruction is modified for students with mental disabilities.

Provide one example for students with physical disabilities.

Resources

- [Eligibility Criteria for Adapted Physical Education Services: A Position Statement on Including Students with Disabilities in Physical Education](#) (American Association for Physical Activity and Recreation/National Association for Sport and Physical Education)

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614	All teachers who teach physical education participate in annual professional development on effective practices for physical education for a minimum of 6 contact hours
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Rationale

Educators can benefit from effective professional development to enhance their knowledge and effectiveness. In recent years, physical education has shifted from an emphasis on sports to a focus on lifetime fitness activities. Teachers trained before the advent of the “New PE” receive ongoing professional development to improve their content knowledge and teaching and enable them to help students learn the importance of lifelong physical activity. Physical educators also need to participate in continued professional development in order to keep pace with changing research and practices.

Action Steps

- Plan professional development that enhances effectiveness of physical education instruction and student learning. Be knowledgeable about the process for scheduling sessions into professional development or in-service days
- Promote participation in physical education professional development that includes best practices and current research

Recognition Documentation

Teachers who teach physical education have participated in the following types of professional development this year that included effective practices:

- State level professional development focused on physical education
- District level professional development focused on physical education
- School level professional development focused on physical education
- Professional development sponsored by a local college or university
- Peer observation/mentoring to improve effective practices for physical education
- Participation in physical education curriculum development/revision
- Participation in physical education student assessment development/scoring
- Participation in Physical Education Professional Learning Community
- Participation in the National Board for Professional Teaching Standards certification process in physical education
- Other, please specify:

AND

Complete the chart below. Provide detailed information on professional development. If all classroom teachers in the school participated in the professional development, indicate “all teachers.”

Participant(s)	Name of Event/ Training	Date	# of Contact Hours	Provided by (name, organization)	Topics Covered

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Resources

- [Physical Education Webinars](#) (Alliance for a Healthier Generation)
- [Physical Education Professional Development Opportunities](#) (National Association for Sports and Physical Education)

Physical Education Toolkit

615	All students are assessed in mastery of skills and content in physical education and results are on the report card every term that physical education is required
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Rationale

Assessment of student skills and knowledge of content allows the teacher to evaluate if students are learning what is taught. Assessment refers to the process of testing and evaluating students to determine progress towards program goals. Evaluation is an important part of any sound physical education program because it helps teachers measure students' current levels of knowledge, ability, progress and their own teaching effectiveness and allows assessment to drive instruction. The report card needs to provide more than just a letter grade for physical education. It needs to provide a snapshot for the parents and students of what students know and are able to do. Assessment is different from grading (samples provided in resources below).

Action Steps

- Students should be assessed on performance of a wide variety of physical skills and content knowledge. For example, a kindergarten student may be assessed on his/her ability to hop. By applying a scoring rubric to performance, the teacher and the student can see if the skill has been mastered or if more instruction and practice is necessary. This assessment should not affect the child's grade.
- An effective content assessment will ask students to create a demonstration of their knowledge rather than respond to, or recognize, information provided by the teacher as in traditional testing formats.
- Some content assessment ideas for students:
 - Create a 3-minute instructional videotape about a skill or concept
 - Write and illustrate a brochure about a skill or concept
 - Write a letter/videotape a message to your parents about what you learned in a particular unit
 - Create a mnemonic device to remember critical components of a skill
 - Teach a skill or concept to a younger, or less skilled/experienced student
 - Demonstrate a skill or concept using visual aids to highlight information
 - Create your own game that teaches a skill, concept or strategy

Recognition Documentation

- All students are assessed in mastery of skills and content in physical education
- Results are on the report card every term that physical education is required

Please describe how students are assessed in mastery of skills and knowledge of content:

For example: students' skills are assessed by utilization of rubrics which define levels of competency in performance. Content knowledge is assessed both informally through oral questioning and formally by written work, quizzes and tests.

Describe how grades are determined.

For example: students' grades are a combined score based on student skill performance assessment (teacher/self/peer assessments) and knowledge assessment grades (quizzes/tests/portfolio assignments).

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Resources

- [NASPE Assessment Series](#) (National Association for Sport and Physical Education)
- [Sample of Assessment: Basketball Self-Assessment](#) (SPARK PE)
- [New Hampshire Physical Education K-12 Assessment Document](#) (New Hampshire Department of Education)

Physical Education Toolkit

616	Instruction is based on a written and sequential curriculum that is aligned to the national/state physical education standards
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Rationale

The goal of physical education is to develop individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity, which is critical to the development and maintenance of good health.

The national content standards define what a student should know and be able to do as result of a quality physical education program. They provide a framework for developing realistic and achievable expectations for student performance at every grade level. These expectations are the first step in designing an instructionally aligned program. Many state boards of education, state departments of education and local school boards have adopted their own state- or local-level physical education standards using the National Physical Education Standards as a guide.

A student educated about physical activity has learned skills necessary to perform a variety of physical activities, is physically fit, engages regularly in physical activity, knows the benefits of physical activity and values physical activity and its contribution to a healthy lifestyle.

National Standards for Physical Education

A physically educated person:

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Standard 3: Participates regularly in physical activity.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Source: www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm

Action Steps

- Review the curriculum to ensure that all physical education standards and performance indicators are covered within each grade span.
- Align each student learning outcome/objective to the corresponding standard(s) and performance indicator(s).
- If a standards-based curriculum is not in use, adopt or create a curriculum that is based on state or national physical education standards.

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Recognition Documentation

Complete the chart which includes topic taught each grading period and indicate alignment to state or national standards.

Grade Span (K-2, 3-5, 6-8, 9-12)	Topics/Contents/Units	Standards Addressed
First Grading Period		
Second Grading Period		
Third Grading Period		
Fourth Grading Period		

Resources

- [Sample Physical Education Curriculum Maps](#) (Miami-Dade County Public Schools)

Curriculum Examples:

- [SPARK PE High School Curriculum Information](#) (SPARK PE)
[SPARK Curriculum Discounts](#)
- [Five for Life](#) (Focused Fitness, LLC.)

Physical Education Toolkit

617	School provides fitness education, conducts annual health-related fitness assessments, and utilizes assessment results to direct instruction and create individualized physical activity/fitness plans that include goal-setting and monitoring
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Rationale

Fitness education is the instructional and learning process of acquiring values, knowledge, skills; experiencing regular participation in physical activity; and promoting healthy nutritional choices to achieve life-enhancing health-related fitness.

Action Steps

- Determine the components of health-related fitness that will be assessed (cardiovascular endurance, muscular strength and endurance, flexibility and body composition)
- Create or choose a health-related fitness assessment tool
- Assess students on a regular basis (once or twice a year)
- Provide fitness education to students
- Teach students how to set fitness goals, create fitness/physical activity plans and monitor progress

Recognition Documentation

Complete the checklist:

Physical education program

- provides fitness education (add definition)
- conducts annual health-related fitness assessments
 - Fitnessgram
 - other—please designate
- uses results to direct instruction
- requires students to create individualized PA/fitness plans that includes goal setting/monitoring

Resources

- [Fitnessgram®](#) (Cooper Institute/Human Kinetics)
[Discount Available](#)
- [Physical Best Series](#) (Human Kinetics)
- [Fitness for Life](#) (Human Kinetics)
- [MicroFit](#) (MicroFit, Inc.)

Physical Education Toolkit

618	Student/teacher ratio in physical education is comparable with other classes at all grade levels
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Rationale

The goal is to provide students with the same time and attention in their physical education classes as they receive in their other classes. Efforts to reduce physical education class size require the participation of teachers, administrators and counselors.

The National Association for Sport and Physical Education recommends a student-teacher ratio of 25:1 in elementary physical education classes, and it has been proposed that physical education student to teacher ratios in middle and high schools should be the same as those for other subjects. Large class size is the number one barrier to high-quality physical education according to physical education specialists, and large classes have a detrimental effect on achieving high levels of physical activity in physical education.

Action Steps

- Hire an adequate number of physical educators to provide for appropriate class sizes
- Utilize physical educators to teach physical education
- Work with administrators to utilize flexible scheduling options to maximize available teachers
- Establish a district policy that requires physical education class size to be comparable to core class sizes

Recognition Documentation

All PE classes maintain the same student/teacher ratio as all grade level or core content classes.

Resources

- [Physical Education Matters](#) (The California Endowment)
- [Teaching Large Class Sizes in Physical Education Guidelines and Strategies](#) (National Association for Sport and Physical Education)

Physical Education Toolkit

619	Physical education requirements are not waived for other activities or classes
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Rationale

Physical education is where students learn about benefits gained from being physically active as well as the skills and knowledge to incorporate safe and satisfying physical activity into their lives. The scientific definition of physical activity is “bodily movement that is produced by the contraction of skeletal muscle and that increases energy expenditure.”

Classes and activities that provide physical activity (e.g., marching band, ROTC, cheerleading, school and community sports) have important but distinctly different goals than physical education. Any opportunity for students to participate in sustained periods of meaningful physical activity can be valuable for their health and fitness, but these activities do not provide the content of a comprehensive, standards-based physical education program and thus should not be allowed to fulfill a physical education requirement.

Action Steps

- Evaluate policies and practices relating to physical education requirements and waivers
 - Are athletes exempt from taking physical education classes?
 - Do informal practices exist that are not stated in policies or handbooks?
- Close the loophole for waivers in local school board policies
- Add a no-waiver policy to the Wellness Policy
- Establish guidelines in teacher/parent/student handbook

Note: Many states have laws or policies that allow waivers or substitution for physical education. If your state doesn't allow districts to prohibit waivers, this criterion cannot be met.

Recognition Documentation

District or school policy prohibits substitution of other classes or activities for physical education requirements.

Resources

- [Opposing Substitution and Waiver/Exemptions for Physical Education](#) (Position Paper) (National Association for Sport and Physical Activity)
- [Policies to Encourage Physical Activity](#) (National Association of State Boards of Education)

Physical Education Toolkit

620	District or school utilized the CDC’s Physical Education Curriculum Analysis Tool (PECAT) to enhance, develop or select an appropriate and effective physical education curriculum
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Rationale

The Physical Education Curriculum Analysis Tool (PECAT) will help school districts conduct a clear, complete and consistent analysis of written physical education curricula, based upon national physical education standards. The PECAT is customizable to include local standards. The results from the analysis can help school districts enhance existing curricula, develop their own curricula or select a published curriculum for the delivery of quality physical education in schools. (Centers for Disease Control and Prevention)

Action Steps

- Download or order a free copy of the PECAT from the Centers for Disease Control and Prevention
- Create a district physical education curriculum committee
- Complete the PECAT (usually takes 4-10 hours per curriculum)
- Clarify what gaps exist in your current physical education curriculum
- Assess how closely written curricula align with national and/or state standards
- Identify instructional strategies that improve teaching and student learning
- Identify where revisions might be needed in a locally developed curriculum
- Provide additional perspectives that can help strengthen your curriculum development or selection processes
- Develop a plan to revise, supplement or create a new curriculum
- Revise, supplement or create a new curriculum

Recognition Documentation

Provide the results of the PECAT analysis on the Improvement Plan Worksheet below:

PECAT Committee Members and Titles	Identified Weaknesses Within PECAT Results	PECAT Committee Recommendations	Necessary Actions	Person Responsible and Completion Dates

Resources

- [Physical Education Curriculum Assessment Tool](#) (Centers for Disease Control and Prevention)
- [Frequently Asked Questions regarding the PECAT](#) (Centers for Disease Control and Prevention)