



## National Association for Sport and Physical Education

*an association of the American Alliance for Health,  
Physical Education, Recreation and Dance*

**NASPE Sets the Standard**

# Opportunity to Learn Guidelines for Elementary, Middle & High School Physical Education A Side-by-Side Comparison

The following grid includes key elements in producing high-quality physical education programs at the elementary, middle and high school levels. The grid organizes the programmatic elements into 10 different sections:

1. Highly Qualified Physical Education Teachers
2. Curriculum
3. Health & Safety
4. Class Size
5. Facilities
6. Materials & Equipment
7. Time Allocation
8. Technology
9. Assessment
10. Program Evaluation



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### **NASPE Sets the Standard**

These Opportunity to Learn Guidelines identify essential program elements that provide learning foundations for students in elementary, middle and high School. These programmatic elements support high-quality, daily physical education and are prerequisites for teaching and learning in physical education.

Physical education teachers will benefit from reading these guidelines as they strive to provide quality physical education and promote a physically active lifestyle among their students.

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

School personnel and other stakeholders can use this document to determine the extent to which their programs provide adequate learning opportunities for all students and as a tool to identify strengths and weaknesses. They then can use the findings to develop specific plans for increasing programmatic supports for student learning in physical education.

## Opportunity to Learn Guidelines for Physical Education

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<p><b>1.0</b> <b>Highly Qualified Elementary School Physical Education Teachers</b></p> <p>How established are the following elements of program support for physical education at your school?</p>	<p><b>1.0</b> <b>Highly Qualified Middle School Physical Education Teachers</b></p> <p>How established are the following elements of program support for physical education at your school?</p>	<p><b>1.0</b> <b>Highly Qualified High School Physical Education Teachers</b></p> <p>How established are the following elements of program support for physical education at your school?</p>
<p>1.1. Physical education is taught by a highly qualified teacher with a degree in physical education (elementary school) and a current license to teach physical education from his/her respective state.</p>	<p>1.1. Physical education is taught by a highly qualified teacher with a degree in physical education (middle school) and a current license to teach physical education from his/her respective state.</p>	<p>1.1 Physical education is taught by a highly qualified teacher with a degree in physical education (secondary) and a current license to teach physical education from his/her respective state.</p>
<p>1.2 Each physical education teacher with responsibilities for primary-age children has received formal training in early-childhood development and in children with special needs, and has completed additional coursework in creative movement for young children. Also, the physical education teacher has a thorough knowledge of students with disabilities in regard to movement patterns and safety. Best practices for English-as-a-second-language (ESL) students serve as a foundation for addressing the needs of students with varied learning styles.</p>	<p>1.2 The physical education teacher participates as a member of the team that develops individualized education plans (IEP) and 504 plans for students with special needs, to help set appropriate physical education goals and to be fully informed about each student’s special needs.</p>	<p>1.2 The physical education teacher participates as a member of the team that develops individualized education plans (IEP) and 504 plans for students with special needs, to help set appropriate physical education goals and to be fully informed about each student’s special needs.</p>
<p>1.3 The physical education teacher is fully informed about the needs of each student. Teacher aides are provided for special education classes in physical education.</p>	<p>1.3 The school or district provides and supports annual professional-development opportunities for physical education teachers equal to those of teachers in other disciplines, so that physical education teachers can base their instruction on current and best practices in the field.</p>	<p>1.3 The school or district provides and supports annual professional-development opportunities for physical education teachers equal to those of teachers in other disciplines, so that physical education teachers can base their instruction on current and best practices in the field.</p>

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<p>1.4 The school or district provides and supports annual professional-development opportunities for physical education teachers equal to those of teachers in other disciplines, so that physical education teachers can demonstrate knowledge that is current and teaching that embodies the best current practices. Physical education teachers are encouraged and permitted to pursue a variety of professional-development opportunities (e.g., conferences, workshops and in-service trainings with guest physical education experts).</p>	<p>1.4 The physical education teacher is knowledgeable about and competent in using a variety of teaching strategies and instruction models to enhance student achievement and guide optimal personal growth for students</p>	<p>1.4 The physical education teacher is knowledgeable about and competent in using a variety of teaching strategies and instruction models to enhance student achievement and guide optimal personal growth for students</p>
<p>1.5 Highly qualified physical educators act as advocates for their profession, engaging in local, state and national professional groups, and continually improving teaching and learning through developmentally appropriate movement experiences</p>	<p>1.5 The physical education teacher is knowledgeable about the relationship among physical education curriculum, instruction and assessment, and promotes cross-curricular concepts that involve physical activity and wellness.</p>	<p>1.5 The physical education teacher is knowledgeable about the relationship among physical education curriculum, instruction and assessment, and promotes cross-curricular concepts that involve physical activity and wellness.</p>
<p>1.6 The physical education teacher provides leadership and guidance in the sequential development of curriculum for each grade level. The trained physical education teacher provides the expertise required to teach daily classes in motor acquisition and motor refinement, safe and healthy physical activity for life, and enjoyment of movement through self-expression. The curriculum provides the knowledge, attitudes and dispositions of developmentally appropriate activities and fitness concepts.</p>	<p>1.6 The physical education teacher demonstrates an understanding of middle school students and their unique characteristics.</p>	<p>1.6 The physical education teacher demonstrates an understanding of high school students and their unique characteristics.</p>
<p>1.7 Classroom teachers complement the physical education teacher's efforts by helping to emphasize — and by modeling — physical activity as a part of daily life.</p>	<p>1.7 The physical education teacher is allowed to integrate technology that enhances learning outcomes during students' education-related experiences.</p>	<p>1.7 The physical education teacher is allowed to integrate technology that enhances learning outcomes during students' education-related experiences.</p>
<p>1.8 In schools with coordinated school health programs (CSHP), the physical education teacher helps plan, implement and monitor the program, and is included on the health advisory council.</p>	<p>1.8 The physical education teacher serves as a role model for living a physically active lifestyle.</p>	<p>1.8 The physical education teacher serves as a role model for living a physically active lifestyle.</p>

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
	1.9 The physical education teacher serves as a member of the school wellness policy committee and as an advocate for school-based wellness in a variety of ways.	1.9 The physical education teacher serves as a member of the school wellness policy committee and acts as an advocate for school-based wellness in a variety of ways.
	1.10 The physical education teacher is not over-assigned extracurricular responsibilities that could interfere with his/her academic expectations.	1.10 The physical education teacher is not over-assigned extracurricular responsibilities that could interfere with his/her academic expectations.
	1.11 The physical education teacher is well informed about NASPE's National Standards for Physical Education (2004), as well as state standards, and implements them when planning instruction.	1.11 The physical education teacher is well informed about NASPE's National Standards for Physical Education (2004), as well as state standards, and implements them when planning instruction.
<p style="text-align: center;"><b>2.0 Curriculum</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>2.0 Curriculum</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>2.0 Curriculum</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>
2.1 The school or district has a written, planned, sequential and locally adopted and implemented curriculum, based on NASPE's National Standards for Physical Education (2004), with grade-by-grade performance indicators, as well as on state and national content standards.	2.1 The school or district has designed a written curriculum based on NASPE's National Standards for Physical Education (2004) and state standards that is comprehensive, inclusive, progressive and sequential, and guides developmentally appropriate physical education at all grade levels in school.	2.1 The school or district has designed a written curriculum based on NASPE's National Standards for Physical Education (2004) that is comprehensive, inclusive, progressive and sequential, and guides developmentally appropriate physical education at all grade levels in school.
2.2 The curriculum specifies equitable instruction and participation with regard to students' individual needs. Respect for diversity is taught and practiced.	2.2 The planned curriculum is culturally and geographically relevant to the needs of the population it serves.	2.2 The planned curriculum is culturally and geographically relevant to the needs of the population it serves.
2.3 The primary curriculum emphasizes exploring the movement concepts (effort, space and relationships) and the action of the body and its parts.	2.3 The curriculum for middle school grades includes a yearly plan, instructional units by grade level and activity, and daily lesson plans with specific learning outcomes.	2.3 The curriculum for high school grades includes a yearly plan, instructional units by grade level and activity, and daily lesson plans with specific learning outcomes.

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
2.4 The curriculum develops sequential opportunities for students to practice the fundamental skill themes and builds lessons with instant activity and high time on task.	2.4 Grade-level content standards are challenging, measurable and meaningful to learning essential concepts.	2.4 Grade-level content standards are challenging, measurable and meaningful to learning essential concepts.
2.5 The curriculum allows opportunities for students to develop skills in games/sport, dance/rhythms, cooperative activities, fitness components, gymnastics, lifetime physical activities, and responsible and social behaviors.	2.5 Curriculum delivery includes content specific motor skill development and strategies that provide students with opportunities to become proficient movers in the activity units offered.	2.5 The curriculum includes content-specific motor skill development and strategies that provide students with opportunities to become proficient movers in the activity units offered.
2.6 The curriculum facilitates development of efficient, effective and expressive movement abilities.	2.6 The curriculum provides sufficient opportunities for students to participate regularly in physical activity and to reach and maintain a health enhancing level of physical fitness.	2.6 The curriculum provides sufficient opportunities for students to participate regularly in physical activity and to reach and maintain a health-enhancing level of physical fitness.
2.7 The curriculum integrates kinesthetic experiences that reinforce health, math concepts, language arts, reading, social studies and science.	2.7 The curriculum provides opportunities for students to begin acquiring the skills needed to develop a personal fitness plan.	2.7 The curriculum provides opportunities for students to acquire the skills needed to develop a personal fitness plan.
2.8 The curriculum provides for a variety of fitness activities that introduce all children to the components of health - related fitness.	2.8 The curriculum provides opportunities for students to identify the benefits of regular physical activity and to acquire the knowledge and skills to pursue those benefits outside the physical education class.	2.8 The curriculum provides opportunities for students to identify the benefits of regular physical activity and to acquire the knowledge and skills to pursue those benefits outside the physical education class.
2.9 The curriculum provides for acquiring fundamental movement patterns and specific movement skills, as well as a cognitive understanding of the performance.	2.9 The curriculum provides opportunities for students to participate in a select number of activities aimed at mastering skill objectives and concepts, while enjoying and participating in sport specific content, lifetime activities and individual fitness.	2.9 The curriculum provides opportunities for students to participate in a select number of activities aimed at mastering skill objectives and concepts, while enjoying and participating in sport specific content, lifetime activities and individual fitness.
2.10 The curriculum gives students opportunities to develop critical thinking skills.	2.10 The curriculum allows students to integrate concepts taught in other academic areas (e.g., health education, language arts, mathematics, social sciences, science and technology) with movement experiences.	2.10 The curriculum allows students to integrate concepts taught in other academic areas (e.g., health education, language arts, mathematics, social sciences, science and technology) with movement experiences.

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2.11 The curriculum recommends opportunities for students to enjoy movement and helps them recognize the benefits of regular physical activity.	2.11 Curriculum-related decisions are dependent on adequate time and opportunity for every student to have enough trials and practice to meet lesson objectives.	2.11 Curriculum-related decisions are dependent on adequate time and opportunity for every student to have enough trials and practice to meet lesson objectives.
2.12 The curriculum provides structured recess time, physical activity time and intramural time, <i>in addition to</i> regularly scheduled physical education classes. Activity time is not removed as a means of punishment, nor is exercise used as a disciplinary measure.	2.12 Students are taught — and teachers model — the value of physical activity, respect for self and the diversity of others, and each concept is reinforced throughout the program.	2.12 Students are taught — and teachers model — the value of physical activity, respect for self and the diversity of others, and each concept is reinforced throughout the program.
		2.13 The curriculum offers opportunities for students to select activities competency (e.g., Choice Curriculum or elective courses) in which they are interested and want to develop.
<p style="text-align: center;"><b>3.0</b> <b>Health &amp; Safety</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>3.0</b> <b>Health &amp; Safety</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>3.0</b> <b>Health &amp; Safety</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>
3.1 Outdoor and indoor facilities are clean, safe and free of hazards; are of developmentally appropriate size (110 to 150 square feet per student (AAPAR, 2005); are heated and cooled; and are conducive to moderate and vigorous activity, so that students can participate safely in physical education. Storing nonphysical education items in the gym (e.g., pianos, chairs, desks and books) is not allowed.	3.1 Indoor and outdoor facilities are free of hazards (e.g., tables, chairs, bleachers, rocks, gravel, stakes, potholes, traffic, standing water, construction equipment and debris), so that students can participate safely in physical education.	3.1 Indoor and outdoor facilities are free of hazards (e.g., tables, chairs, bleachers, rocks, gravel, stakes, potholes, traffic, standing water, construction equipment and debris), so that students can participate safely in physical education.
3.2 Teachers continually monitor environmental conditions (e.g., sun exposure, thunder/lightning, heat/humidity, smog, cold and inclement weather) to ensure safety for all students.	3.2 Teachers continually monitor environmental conditions (e.g., sun exposure, thunder/lightning, heat/humidity, smog, cold and inclement weather) to ensure safety for all students.	3.2 Teachers continually monitor environmental conditions (e.g., sun exposure, thunder/lightning, heat/humidity, smog, cold and inclement weather) to ensure safety for all students.

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
3.3 Teaching stations are inspected each period before activity begins to ensure that the space and equipment are safe. Equipment is used for its intended purpose.	3.3 Teaching stations are inspected each period before activity begins to ensure that the space and equipment are safe. Equipment is used for its intended purpose.	3.3 Teaching stations are inspected each period before activity begins to ensure that the space and equipment are safe. Equipment is used for its intended purpose.
3.4 Emergency communication devices (e.g., walkie-talkies, cell phones, buzzers and telephones) are available for indoor and outdoor teaching stations.	3.4 Emergency communication devices (e.g., walkie-talkies, cell phones, buzzers and telephones) are available for indoor and outdoor teaching stations.	3.4 Emergency communication devices (e.g., walkie-talkies, cell phones, buzzers and telephones) are available for indoor and outdoor teaching stations.
3.5 Written emergency plans outline the protocol for emergency responses to injuries and other health-related incidents.	3.5 Written emergency plans outline the protocol for emergency responses to injuries and other health-related incidents in physical education	3.5 Written emergency plans outline the protocol for emergency responses to injuries and other health-related incidents in physical education.
3.6 Accident-reporting protocol and procedures for notifying parents and administration are in place and are practiced.	3.6 Accident-reporting protocol and procedures for notifying parents and administration are in place and are practiced.	3.6 Accident-reporting protocol and procedures for notifying parents and administration are in place and are practiced.
3.7 Information about student health concerns is communicated to the physical education teacher and is used to make decisions regarding physical activity for students with chronic diseases and IEPs or 504 plans. Assistive devices and adapted equipment are available for students with disabilities.	3.7 Information about student health concerns is communicated to the physical education teacher and is used to make decisions regarding physical activity for students with chronic diseases and IEPs or 504 plans. Assistive devices and adapted equipment are available for students with disabilities.	3.7 Information about student health concerns is communicated to the physical education teacher and is used to make decisions regarding physical activity for students with chronic diseases and IEPs or 504 plans. Assistive devices and adapted equipment are available for students with disabilities.
3.8 The school or district creates an environment in which learning is non-threatening and equally free, and occurs in a no-risk atmosphere and/or a no-fault zone. Race, color, religion, national origin, gender and disability are all considered when class groupings are created.	3.8 The school or district creates an environment in which learning is non-threatening and equally free, and occurs in a no-risk atmosphere and/or a no-fault zone. Race, color, religion, national origin, gender, sexual orientation, appearance and disability are all considered when class groupings are created.	3.8 The school or district creates an environment in which learning is non-threatening and equally free, and occurs in a no-risk atmosphere and/or a no-fault zone. Race, color, religion, national origin, gender, sexual orientation, appearance and disability are all considered when class groupings are created.
3.9 Teachers maintain certification in cardiopulmonary resuscitation (CPR) and first aid from a reputable agency (e.g., American Red Cross, American Heart Association), serve as resources to the school community and advocate for a healthy, active lifestyle. First aid supplies are readily available to physical education teachers.	3.9 Teachers maintain certification in cardiopulmonary resuscitation (CPR) and first aid from a reputable agency (e.g., American Red Cross, American Heart Association), serve as a resource to the school community and advocate for a healthy, active lifestyle. First aid supplies are readily available to physical education teachers.	3.9 Teachers maintain certification in cardiopulmonary resuscitation (CPR) and first aid from a reputable agency (e.g., American Red Cross, American Heart Association), serve as a resource to the school community and advocate for a healthy, active lifestyle. First aid supplies are readily available to physical education teachers.



ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
3.10 Adequate, easily accessible restroom facilities and drinking fountains are available before, during and after physical education class.	3.10 Adequate, easily accessible restroom facilities and drinking fountains are available before, during and after physical education class.	3.10 Adequate, easily accessible restroom facilities and drinking fountains are available before, during and after physical education class.
3.11 Once reported, hazardous conditions are repaired or otherwise remedied in a timely manner. Reports are recorded, and maintenance and safety-check records are kept.	3.11 Once reported, hazardous conditions are repaired or otherwise remedied in a timely manner. Reports are recorded, and maintenance and safety-check records are kept.	3.11 Once reported, hazardous conditions are repaired or otherwise remedied in a timely manner. Reports are recorded, and maintenance and safety-check records are kept.
3.12 Safety issues are identified in all lessons and are monitored continually during each lesson/activity.	3.12 Physical education space and equipment are secured (off-limits) during all other times of the school day, unless appropriate supervision is provided.	3.12 Physical education space and equipment are secured (off-limits) during all other times of the school day, unless appropriate supervision is provided.
3.13 Students are never left alone; they are supervised constantly to ensure their personal safety. Physical education space and equipment is secured (off-limits) during all other times of the school day, unless appropriate supervision is provided. Signs are posted stating supervision, security and liability issues concerning after-class use.		
<p style="text-align: center;"><b>4.0</b> <b>Class Size</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>4.0</b> <b>Class Size</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>4.0</b> <b>Class Size</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>
4.1 Physical education class size is consistent with that of other subject areas. Class groupings are flexible enough to provide for differences in students' interests, maturity levels, sizes, abilities and needs.	4.1 Physical education class size is consistent with that of other subject areas. Class groupings are flexible enough to provide for differences in students' interests, maturity levels, sizes, abilities and needs.	4.1 Physical education class size is consistent with that of other subject areas. Class groupings are flexible enough to provide for differences in students' interests, maturity levels, sizes, abilities and needs.
4.2 Physical education class size is proportional to the space allocated for instruction. Even when multiple classes share space, the focus remains on student learning and safety.	4.2 Physical education class size is proportional to the space allocated for instruction. Even when multiple classes share space, the focus remains on student learning and safety.	4.2 Physical education class size is proportional to the space allocated for instruction. Even when multiple classes share space, the focus remains on student learning and safety.

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<p>4.3 Physical education classes for students with special needs are similar to special education classes in other disciplines. Students with special needs receive physical education services in the least-restrictive environment, appropriate to their IEPs or 504 plans. Aides and/or adaptive physical educators are present to help students with special needs and support their participation.</p>	<p>4.3 Physical education classes for students with special needs are similar to special education classes in other disciplines. Students with special needs receive physical education services in the least-restrictive environment, appropriate to their IEPs or 504 plans. Aides and/or adaptive physical educators are available to help students with special needs and support their participation.</p>	<p>4.3 Physical education classes for students with special needs are similar to special education classes in other disciplines. Students with special needs receive physical education services in the least-restrictive environment, appropriate to their IEPs or 504 plans. Aides and/or adaptive physical educators are present to help students with special needs and support their participation.</p>
<p>4.4 Every primary/elementary student is afforded reasonable access to the teacher. To provide optimal instruction, the teacher/pupil ratio in physical education is no greater than 1:25.</p>		
<p>4.5 Maximum teaching loads do not exceed local or state guidelines, nor do they impede the instruction program.</p>		
<p style="text-align: center;"><b>5.0 Facilities</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>5.0 Facilities</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>5.0 Facilities</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>
<p>5.1 Indoor and outdoor facilities are sufficient in each elementary school and are assigned primarily for physical education activities. The physical education teaching space is respected and available at all times, and is dedicated to physical education instruction.</p>	<p>5.1 Indoor and outdoor facilities are sufficient to accommodate the number of class sections and students scheduled during each class period. NASPE suggests that schools offer the following facilities: hard-surface outdoor area, dirt and turf area, gymnasium(s), locker rooms, classroom(s), storage rooms, teacher offices and access to a computer lab. Additional facilities (e.g., aerobic/dance room, tumbling/gymnastics room, swimming pool, ropes course, fitness center, fitness trail, weight room, track and field facility, and a physical education computer lab) can enhance physical education.</p>	<p>5.1 Indoor and outdoor facilities are sufficient to accommodate the number of class sections and students scheduled during each class period. NASPE suggests that schools offer the following facilities: hard-surface outdoor area, dirt and turf area, gymnasium(s), locker rooms, classroom(s), storage rooms, teacher offices and access to a computer lab. Additional facilities (e.g., aerobic/dance room, tumbling/ gymnastics room, swimming pool, ropes course, fitness center, fitness trail, weight room, track and field facility, and a physical education computer lab) can enhance physical education.</p>

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
5.2 The space for physical activity is large enough to accommodate all students of a class moving at the same time.	5.2 Physical education is taught in a dedicated facility that is not shared with other regular activities/classes, and distractions from other sources are limited. The facilities are maintained adequately to ensure safety and learning for all students.	5.2 Physical education is taught in a dedicated facility that is not shared with other regular activities/classes, and distractions from other sources are limited. The facilities are maintained adequately to ensure safety and learning for all students.
5.3 Facilities are maintained adequately to ensure students' safety and learning.	5.3 Indoor and outdoor facilities include appropriate markings that display lanes, circles, courts, etc.	5.3 Indoor and outdoor facilities include appropriate markings that display lanes, circles, courts, etc.
5.4 Adequate space is available for storing equipment properly and safely.	5.4 The space for physical activity at each teaching station is large enough to accommodate all students assigned to that area and to allow safe movement for the entire instruction time. Recommended space: 110 to 150 square feet per student.	5.4 The space for physical activity at each teaching station is large enough to accommodate all students assigned to that area and to allow safe movement for the entire instruction period. Recommended space: 110 to 150 square feet per student.
5.5 Movement space is free from distractions and from other classes or people passing through the physical education classroom.	5.5 Adequate storage space is close to the activity stations and is ventilated for proper maintenance and care of supplies and equipment.	5.5 Adequate storage space is close to the activity stations and is ventilated for proper maintenance and care of supplies and equipment.
5.6 Students have ready access to running water for re-hydration after physical activity, and lavatories are located nearby.	5.6 Locker room design allows for student supervision and safety. Each student enrolled in physical education is provided with a locker. Locker rooms contain restroom facilities and showering areas that are sanitary and secure, and are maintained adequately.	5.6 Locker room design allows for student supervision and safety. Each student enrolled in physical education is provided with a locker. Locker rooms contain restroom facilities and showering areas that are sanitary and secure, and are maintained adequately.
5.7 The physical education teacher has office space adequate for planning and consulting with students and staff.	5.7 Adequate restroom facilities are located near activity stations.	5.7 Adequate restroom facilities are located near activity stations.
5.8 School grounds are designed and managed to promote physical education, physical activity and creative play. Natural play areas are available to allow for creative and exploratory types of play. Grassy areas are available when possible.	5.8 Physical education teachers have offices located close to the locker rooms so that students have access to teachers for assistance.	5.8 Physical education teachers have offices located close to the locker rooms so that students have access to teachers for assistance.

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
5.9 All-weather surfaces are marked properly with circles, lines, etc., to permit participation in a wide variety of activities appropriate for various age levels.		
<p style="text-align: center;"><b>6.0</b></p> <p style="text-align: center;"><b>Materials &amp; Equipment</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>6.0</b></p> <p style="text-align: center;"><b>Materials &amp; Equipment</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>6.0</b></p> <p style="text-align: center;"><b>Materials &amp; Equipment</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>
6.1 Physical education teachers participate with school administrators and subject-area coordinators in developing a budget that provides adequately for physical education supplies and equipment on a yearly basis.	6.1 The department chair, physical education staff and school administrators develop an adequate budget for acquiring equipment and supplies to support the physical education program fully on a yearly basis.	6.1 The department chair, physical education staff and school administrators develop an adequate budget for acquiring equipment and supplies to support the physical education program fully on a yearly basis.
6.2 All equipment is maintained and in good repair. The annual budget provides for repairing and maintaining all equipment used in the physical education program. Repair needs are reported promptly to the supervisor.	6.2 All equipment is maintained and in good repair. The annual budget provides for maintaining equipment and repairing it in a timely manner. All equipment is inspected regularly and is repaired or replaced as needed.	6.2 All equipment is maintained and in good repair. The annual budget provides for maintaining equipment and repairing it in a timely manner. All equipment is inspected regularly and is repaired or replaced as needed.
6.3 Equipment and supplies in various sizes, weights, shapes, textures and colors are sufficient for ensuring that each child can be physically active and maximally engaged in learning. Teachers are encouraged to maximize participation through classroom organization and by eliminating lines and wait time.	6.3 The budget provides for student textbooks to support instruction and learning outcomes.	6.3 The budget provides for student textbooks to support instruction and learning outcomes.
6.4 Appropriate adaptive equipment and supplies are provided for all special-needs students, so that they are physically active and maximally engaged in active learning.	6.4 The budget includes provisions for acquiring references that physical education teachers can use when planning curricular content.	6.4 The budget includes provisions for acquiring references that physical education teachers can use when planning curricular content.
6.5 The physical education staff maintains an accurate inventory of all physical education equipment and supplies.	6.5 The budget includes provisions for acquiring technology hardware (e.g., computers, handheld devices [PDAs], heart rate monitors and pedometers) to support communication, as well as data storage and retrieval.	6.5 The budget includes provisions for acquiring technology hardware (e.g., computers, handheld devices [PDAs], heart rate monitors and pedometers) to support communication, as well as data storage and retrieval.

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<p>6.6 When facilities and/or equipment are shared with community organizations, procedures are in place for repairing or replacing lost, damaged or broken equipment, as well as for cleaning and maintaining facilities and playing fields so that curriculum instruction is not disrupted.</p>	<p>6.6 The budget includes provisions for acquiring technology software to help teachers with recordkeeping, assessment, data storage and communication, and that helps students with research and other projects, as well as with tracking individual competencies.</p>	<p>6.6 The budget includes provisions for acquiring technology software to help teachers with recordkeeping, assessment, data storage and communication, and that helps students with research and other projects, as well as with tracking individual competencies.</p>
	<p>6.7 Ample equipment is provided for each facility. Instruction materials and supplies are provided so that all students are able to maximize time on task and have all the practice necessary for acquiring motor skills and increasing fitness. If equipment is not available in sufficient quantity, the activity is avoided.</p>	<p>6.7 Ample equipment is provided for each facility. Instruction materials and supplies are provided so that all students are able to maximize time on task and have all the practice necessary for becoming competent with skills. If equipment is not available in sufficient quantity, the activity is avoided.</p>
	<p>6.8 The physical education staff maintains an accurate inventory of all physical education equipment and supplies, labeled with the school's name.</p>	<p>6.8 The physical education staff maintains an accurate inventory of all physical education equipment and supplies, labeled with the school's name.</p>
	<p>6.9 Fixed equipment (e.g., hanging basketball systems, volleyball standards, soccer goals) meets manufacturers' guidelines for use and maintenance.</p>	<p>6.9 Fixed equipment (e.g., hanging basketball systems, volleyball standards, soccer goals) meets manufacturers' guidelines for use and maintenance.</p>
<p style="text-align: center;"><b>7.0 Time Allocation</b></p> <p><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>7.0 Time Allocation</b></p> <p><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>7.0 Time Allocation</b></p> <p><b>How established are the following elements of program support for physical education at your school?</b></p>
<p>7.1 Children participate in regular, formal physical education instruction each year that they are in elementary school.</p>	<p>7.1 Students are required to have daily physical education throughout the year.</p>	<p>7.1 Students must meet state requirements for graduation.</p>
<p>7.2 Children participate in an instructional physical education program for a minimum of 150 minutes each week across the school year, in addition to time allotted for free and/or supervised play.</p>	<p>7.2 Students participate in an instructional physical education program for a minimum of 225 minutes each week, or 450 minutes every 10 days on block schedules.</p>	<p>7.2 Students are given the opportunity to enroll in elective physical education courses throughout their high school years.</p>

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<p>7.3 The length of the daily class period is appropriate to learners’ needs and maturation levels, with 30 minutes as a suggested minimum. Physical education instruction lasts a maximum of 30 minutes per class in grades K – 2 and a maximum of 45 minutes per class in grades 3 – 5.</p>	<p>7.3 Students are not allowed to waive or opt out of physical education, nor are they allowed to receive credit by alternative means.</p>	<p>7.3 Students participate in an instructional physical education program for a minimum of 225 minutes each week, or 450 minutes every 10 days on block schedules.</p>
<p>7.4 Primary and elementary-grade classes are scheduled into separate teaching blocks to maximize teaching efficiency.</p>	<p>7.4 Physical education teachers have a daily preparation period to provide time for planning, communication with parents and colleagues, recordkeeping, assessment and cross-curricular planning with teachers of other subjects.</p>	<p>7.4 Students are not allowed to waive or opt out of physical education, nor are they allowed to receive credit by alternative means.</p>
<p>7.5 The daily schedule is designed with input from the physical education specialist, allowing for a daily planning period and assignments equivalent to those of classroom teachers.</p>	<p>7.5 Teachers and students have adequate time to transition among lock rooms, instruction spaces and classrooms that are used for physical education.</p>	<p>7.5 Physical education teachers have a daily preparation period to provide time for planning, communication, record-keeping, assessment and cross-curricular planning with teachers of other subjects.</p>
<p>7.6 Physical education teachers are provided planning time for interdisciplinary work and program development, so that they can meet with other classroom teachers and/or specialists in other disciplines.</p>		<p>7.6 Teachers and students have adequate time to transition among locker rooms, instruction spaces and classrooms that are used for physical education.</p>
<p>7.7 Physical education teachers who must travel among schools are provided adequate time for travel and planning.</p>		
<p>7.8 Children are provided equal opportunities for physical education, regardless of gender, ability or special needs. Students with special needs are integrated into the regular physical education program whenever possible. Students with special needs who can’t be integrated into the regular program receive the same amount of physical education instruction as other students do.</p>		

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<p>7.9 When determining teaching load, administrators consider the following factors: the number of preparations, classroom setup, length of class periods, number of children with whom the teacher will come into contact each day/week, total number of classes, and number of hours in the school day.</p>		
<p align="center"><b>8.0 Technology</b></p> <p align="center"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p align="center"><b>8.0 Technology</b></p> <p align="center"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p align="center"><b>8.0 Technology</b></p> <p align="center"><b>How established are the following elements of program support for physical education at your school?</b></p>
<p>8.1 Technology is incorporated on a regular and continuing basis to enhance students’ cognitive development and to help children learn the health benefits of physical activity. Computer technology is used to assist students in projects designed to stimulate critical thinking and problem solving in regard to their own physical activity behaviors.</p>	<p>8.1 Technology is incorporated on a regular and continuing basis. Physical educators use technology to enhance students’ cognitive development and to help them learn the health benefits of physical activity.</p>	<p>8.1 Technology is incorporated on a regular and continuing basis. Physical educators use technology to enhance students’ cognitive development and to help them learn the health benefits of physical activity.</p>
<p>8.2 Teachers have access to current technology (e.g., pedometers, computers, video cameras, digital cameras, TV/VCRs, DVDs, heart rate monitors) to enhance instruction. The physical education facility is equipped with current technology (e.g., computer, audio system with variable speed operation and speakers capable of projecting music in a large room) to enhance instruction.</p>	<p>8.2 The annual budget provides for acquiring — and training teachers to use — technological devices (e.g., handheld and desktop computers, video/digital cameras, VCR/DVD players, sound systems, heart rate monitors, pedometers, body-composition analyzers and global positioning system devices) that aid teaching, assessment and data collection in the physical education setting.</p>	<p>8.2 The annual budget provides for acquiring — and training teachers to use — technological devices (e.g., handheld and desktop computers, video/digital cameras, VCR/DVD players, sound systems, heart rate monitors, pedometers, body-composition analyzers and global positioning system devices) that aid teaching, assessment and data collection in the physical education setting.</p>
<p>8.3 Computer applications such as word processing, database management, spreadsheets and utility software are available to help teachers plan curriculum and daily lessons, manage student records, determine grades, manage inventory and budget, and assist with developing materials for program advocacy.</p>	<p>8.3 Computer applications such as word processing, database management, spreadsheets and utility software are available to help teachers design daily lesson plans, monitor student records, compute student grades, manage inventory, monitor the budget, develop instruction materials, prepare reports and communications, and develop materials for program advocacy.</p>	<p>8.3 Computer applications such as word processing, database management, spreadsheets and utility software are available to help teachers design daily lesson plans, monitor student records, compute student grades, manage inventory, monitor the budget, develop instruction materials, prepare reports and communications, and develop materials for program advocacy.</p>

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
8.4 Teachers have access to technology that helps students set goals for health-related fitness and assess themselves on the components of health-related fitness.	8.4 Funds are allocated to update and train staff in using software, including word processing, database management, spreadsheets and other fitness-related applications.	8.4 Funds are allocated to update and train staff in using software, including word processing, database management, spreadsheets and other fitness-related applications.
8.5 Teachers use technology to monitor and record student progress toward program objectives and outcomes.	8.5 Computer applications are available to help students set goals, self-assess, maintain personal activity logs and create presentations and reports, and to promote cross-curricular applications and learning.	8.5 Computer applications are available to help students set goals, self-assess and reflect, maintain personal activity logs and create presentations and reports, and to promote cross-curricular applications and learning.
8.6 The annual budget provides for buying CDs, DVDs, videotapes and computer software for teaching and/or assessing learning in the physical education setting.		
8.7 Physical education teachers are kept up to date on the use of technology in the classroom through professional-development opportunities. They are encouraged to disseminate program information to the education community through tools built with technology.		
<p style="text-align: center;"><b>9.0 Assessment</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>9.0 Assessment</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>9.0 Assessment</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>
9.1 Assessment is ongoing and forms a vital part of the physical education program, providing opportunities to evaluate student progress toward learning outcomes. Student assessments include both formative and summative types of assessments and use peer, teacher and self-evaluations appropriate to each student's age. Assessments are aligned with state and national standards.	9.1 Assessment is ongoing within the classroom and forms a vital component of the physical education program. Teachers use assessment to measure what students know and are able to do to participate in lifelong physical activity. Assessment also determines whether students have reached curriculum goals.	9.1 Assessment is ongoing within the classroom and forms a vital component of the physical education program. Teachers use assessment to measure what students know and are able to do to participate in lifelong physical activity. Assessment also determines whether students have reached curriculum goals.



ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<p>9.2 A variety of authentic techniques are used to determine children’s individual differences and needs, and their achievement of learning outcomes. Such techniques might include using class discussion, rubrics, portfolio tasks, knowledge testing, anecdotal records, self-testing tasks and performance assessment of motor skill development and health-related fitness, when appropriate, as well as teacher observation of student attitudes and feelings.</p>	<p>9.2 Assessment is linked with instruction, guides the teaching of concepts and skills to facilitate student understanding, and provides accountability in the psychomotor, cognitive and affective domains.</p>	<p>9.2 Assessment is linked with instruction, guides the teaching of concepts and skills to facilitate student understanding, and provides accountability in the psychomotor, cognitive and affective domains.</p>
<p>9.3 Students understand clearly how they will be evaluated.</p>	<p>9.3 Teachers use assessment tools (e.g., observations, peer and self-assessment, pre- and post-testing, subjective written tests, student logs/journals, role playing/simulations, research/reports, advertisement projects and goal setting) to assess the standards-based curriculum.</p>	<p>9.3 Teachers use assessment tools (e.g., observations, peer and self-assessment, pre- and post-testing, written tests with open-ended questions, student logs/journals, role playing/simulations, research/reports and projects) to assess the standards-based curriculum.</p>
<p>9.4 Evaluating student performance is criteria-based and focuses on changes in the child’s performance. Assessment is meaningful and relevant to developing a lifelong healthy lifestyle, and students view other program goals and assessments as learning tools, rather than merely as a means of evaluation.</p>	<p>9.4 Teachers use authentic assessment as a form of evaluation that motivates students to apply skills, knowledge and dispositions related to physical activity in “real life” situations.</p>	<p>9.4 Teachers use authentic assessment as a form of evaluation that motivates students to apply skills, knowledge and dispositions related to physical activity in “real life” situations.</p>
<p>9.5 Student assessment occurs within the psychomotor, cognitive and affective domains and is based on multiple measures and a variety of methods that are developmentally appropriate.</p>	<p>9.5 Students use self-assessment to reflect on and evaluate their own learning and performance.</p>	<p>9.5 Students use self-assessment to reflect on and evaluate their own learning and performance.</p>
<p>9.6 Evaluation of teaching through self-assessments and collected student data is used to improve teaching and the physical education program overall. Tracking students’ progress as they move from one grade level to the next helps monitor students, as well as the program.</p>	<p>9.6 Regular observation of students’ daily performances is used to provide evidence of their behavior and improved performance over time, and is based on sound, objective criteria, not subjective opinion.</p>	<p>9.6 Regular observation of students’ daily performance is used to provide evidence of their behavior and improved performance over time, and is based on sound, objective criteria, not subjective opinion.</p>
	<p>9.7 Student evaluation is based on multiple measures and on a variety of developmentally appropriate assessment tools.</p>	<p>9.7 Student evaluation is based on multiple measures and on a variety of developmentally appropriate assessment tools.</p>

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
	9.8 Assessment drives planning for future lessons to meet student needs.	9.8 Assessment drives planning for future lessons to meet student needs.
	9.9 Teachers communicate systematic and clearly defined grading criteria to students and parents at the beginning of each course and throughout the semester.	9.9 Teachers communicate systematic and clearly defined grading criteria to students and parents at the beginning of each course and throughout the semester.
	9.10 Assessment procedures respect individual, cultural and ethnic diversity, and are free of cultural, language and/or gender biases.	9.10 Assessment procedures respect individual, cultural and ethnic diversity, and are free of cultural, language and/or gender biases.
	9.11 Results of student performance assessment are kept confidential and are not subject to public display or announcement.	9.11 Results of student performance assessment are kept confidential and are not subject to public display or announcement.
<p style="text-align: center;"><b>10.0</b> <b>Program Evaluation</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>10.0</b> <b>Program Evaluation</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>	<p style="text-align: center;"><b>10.0</b> <b>Program Evaluation</b></p> <p style="text-align: center;"><b>How established are the following elements of program support for physical education at your school?</b></p>
10.1 Teachers, administrators, parents and other qualified people evaluate the total physical education program periodically, giving particular attention to student achievement of the learning outcomes, and the philosophy, instruction, facilities, equipment, administrative support and allocation of school resources that support the full development of each student’s potential.	10.1 The total program (e.g., philosophy, curriculum, instruction, assessment, individual student needs, facilities, equipment, administrative support, school resources and community partnerships) is evaluated annually to ensure effective revision and improvement, resulting in quality physical education.	10.1 The total program (e.g., philosophy, curriculum, instruction, assessment, individual student needs, facilities, equipment, administrative support, school resources and community partnerships) is evaluated annually to ensure effective revision and improvement, resulting in quality physical education.
10.2 The process of program evaluation is used as one means of describing the program to parents and the community, thereby providing a better understanding of education values and outcomes.	10.2 Teachers use assessment and evaluation instruments (e.g., national, state or local standards, and standardized school system assessment instruments) to plan for the instructional program’s accountability and effectiveness.	10.2 Teachers use assessment and evaluation instruments (e.g., national, state or local standards, and standardized school system assessment instruments) to plan for the instructional program’s accountability and effectiveness.

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<p>10.3 Program evaluation includes input from administrators, students, parents and other teachers about program effectiveness, student responses and student progress.</p>	<p>10.3 Program evaluation outcomes are shared with parents and other stakeholders to increase awareness and program effectiveness.</p>	<p>10.3 Program evaluation outcomes are shared with parents and other stakeholders to increase awareness and program effectiveness.</p>
<p>10.4 Program evaluation serves as an indicator of the total physical education program and effective teaching strategies. Teachers use recognized assessment and evaluation instruments (e.g., early-childhood standards, national standards, state or local standards) to plan for accountability and instructional program effectiveness.</p>	<p>10.4 School administrators conduct annual program evaluations to hold teachers accountable for student learning and achievement.</p>	<p>10.4 School administrators conduct annual program evaluations to hold teachers accountable for student learning and achievement.</p>