National Standards for Physical Education

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

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.

Purpose of the National Standards Document

**Standards Provide the Framework for a Quality Physical Education Program**

What is worth teaching and learning in physical education? 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.

**National Standards Provide Guidance for Developing State and Local Standards**

States and local school districts across the country have used the national standards to develop standards, frameworks, and curricula. Others have revised their existing standards and curricula to align with the national standards.

**Standards Increase the Professional Stature of Physical Education**

The national standards demonstrate that physical education has academic standing equal to other subject areas. They describe achievement, show that knowledge and skills matter, and confirm that mere willing participation is not the same as education. In short, national physical education standards bring accountability and rigor to the profession.

The *National Standards for Beginning Physical Education Teachers, 2nd Edition* serves as a guide for teacher educators in colleges and universities as they work to construct quality programs for preparing the beginning teaching professional in physical education. They also provide direction for career-long professional improvement for practicing teachers.

**National Standards for Beginning Physical Education Teachers**
1. **Content Knowledge.** Understand physical education content and disciplinary concepts related to the development of a physically educated person.

2. **Growth and Development.** Understand how individuals learn and develop, and provide opportunities that support physical, cognitive, social and emotional development.

3. **Diverse Learners.** Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.

4. **Management and Motivation.** Use and have an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5. **Communication.** Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical education settings.

6. **Planning and Instruction.** Understand the importance of planning developmentally appropriate instructional units to foster the development of a physically educated person.

7. **Student Assessment.** Understand and use the varied types of assessment and their contribution to overall program and the development of the physical, cognitive, social, and emotional domains.

8. **Reflection.** Understand the importance of being a reflective practitioner and its contribution to overall professional development and actively seek opportunities to sustain professional growth.

9. **Technology.** Use information technology to enhance learning and personal and professional productivity.

10. **Collaboration.** Understand the necessity of fostering collaborative relationships with colleagues, parents/guardians, and community agencies to support the development of a physically educated person.

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**Guidelines for Preschoolers:**

**Guideline 1.** Preschoolers should accumulate at least 60 minutes daily of structured physical activity.

**Guideline 2.** Preschoolers should engage in at least 60 minutes and up to several hours of daily, unstructured physical activity and should not be sedentary for more than 60 minutes at a time except when sleeping.

**Guideline 3.** Preschoolers should develop competence in movement skills that are building blocks for more complex movement tasks.
Guideline 4. Preschoolers should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large muscle activities.

Guideline 5. Individuals responsible for the well-being of preschoolers should be aware of the importance of physical activity and facilitate the child’s movement skills.

FITNESS GRAM

The Physical Best program of the National Association for Sport and Physical Education (NASPE) is a health-related fitness education program for use in conjunction with K-12 physical education curricula. The purpose of Physical Best is to assist physical educators in teaching health-related fitness education, through quality resources and professional development training, with a focus on teaching cognitive concepts and knowledge through activity, enjoyment of physical activity, and inclusiveness of all children.

Program Partners
Physical Best is partnered with The Cooper Institute’s FITNESSGRAM healthrelated fitness assessment program and Human Kinetics publishers, to provide comprehensive fitness education, assessment and quality resources.

Why Choose Physical Best?
The philosophy is in its name….

Practical
Health-related
Youth fitness education
Standards-based
Inclusive
Comprehensive
Age appropriate
Lifestyle emphasis
Behavioral approach
Enjoyable!
Self-responsibility
Teaching energy balance
The Physical

Hersheys track

Event Type:
Local
Event Date:
05/10/2008

Event Time:
9:00 AM

Rain Date:
05/11/2008

Coordinator:
Sue Price

Phone:
918-596-2527

Email:
sprice@cityoftulsa.org

Location:
East Central High School Track
12150 E. 11th
Tulsa, Oklahoma 74128

Communities:
Tulsa Metro

The STARS project identifies and recognizes QUALITY PHYSICAL EDUCATION PROGRAMS that provide meaningful learning opportunities for ALL students. STARS schools exemplify excellence in teaching knowledge and skills of motor development and health related fitness.

The STARS program provides opportunity for a school physical education program to demonstrate quality at two levels of achievement. The first level of STARS exemplifies the NASPE vision of high quality physical education. The second level is called SuperSTARS and application requires achievement of the STARS level with an average score of 2.5 or better.

National Health Crisis

The need for all students to have access to quality physical education programs and instruction has never before been greater. Several issues demand action on the part of teachers, schools and professional organizations to address the grave concerns affecting the health of the youth of our nation by addressing these serious health issues. Critical Indicators that point to the need to overhaul K-12 physical education and professional preparation programs include:

- The epidemic decline in physical activity
- The rise in obesity and serious diseases associated with a sedentary lifestyle
- The physical activity guidelines that have been established by the Surgeon General
- The benefits of physical education as reported in the Report of the Surgeon General on Physical Activity and Health (1996)

Benefits for STARS schools

NASPE has established the STARS program awards to identify quality physical education programs and provide models for others to follow. The STARS criteria can be used as a self study for needs assessment and program improvement by all schools. The criteria also describe the evidence that must be collected to receive STARS recognition. Some of the many benefits of STARS recognition are:

- Improve quality of physical education program in your school
- Share valued components of your program with your school, community, and other schools
• Receive a final report with detailed findings of the study review and level of achievement
• Feedback provides a guide to curriculum review, revision and program improvement
• Experience individual professional growth and staff team building
• Receive recognition, awards and resources to support your program

Recognition and Awards for STARS schools

• National, State and Local Visibility:
  1. AAHPERD national convention award presentation
  2. Media/Press releases
  3. Official award letters sent to school administration, and school and government officials
• School feature page on the NASPE STARS website
• Awards:
  1. School banner
  2. Equipment voucher from official STARS equipment sponsor
  3. Certificates for all teachers
  4. Selected NASPE publications

Reach for STARS for your school

• Conduct a departmental self-study based on 31 criteria.
• Submit a portfolio of evidence to be reviewed by a team of nationally trained reviewers representing all levels of professional involvement – K-12 teacher, curriculum coordinator/director, and physical education teacher preparation professionals.

(CNN) -- As more of America’s school-age children are growing fatter, the physical education curriculum that might help them win the fight is gasping for air, says a recently released report.

The 2006 Shape of the Nation -- jointly conducted by the American Heart Association and the National Association for Sport and Physical Education, a nonprofit organization dedicated to promoting high quality physical education -- concluded that most states are failing to provide students with adequate physical education requirements.

The percentage of students who attend a daily physical education class has dropped from 42 percent in 1991 to 28 percent in 2003, the report says.

The report's findings are compelling in the context of the rise in obesity rates.

The number of kids considered overweight has more than tripled since 1980, according to the Centers for Disease Control. Among those between ages 6 to 19, over 9 million kids -- 16 percent -- are considered overweight.

There is no one single reason for the rise in obesity nor is it an overnight phenomenon, experts say. Changes in eating patterns -- like the portions of food consumed, which have grown over the last 20 years and the types of food now available, like fast food and pre-packaged meals which may be high in fats, sugars and calories -- have played a role in the weight gain, the CDC says.
Modern life has also made Americans more sedentary. "Technology has created many time and labor saving products. Some examples include cars, elevators, computers, dishwashers, and televisions. Cars are used to run short distance errands instead of people walking or riding a bicycle," the CDC says.

Meanwhile, some 41 million American kids participate in organized, extracurricular youth sports like soccer, baseball, and football, which can balance the reported drop in physical activity at school. But, proponents of increased physical activity contend that not every child is able to take part in the sometimes-expensive organized play, making physical education in schools essential.

"With the obesity rates going up and it's in our face, why are we cutting P.E. time? I don't get it," says Garrett Lydic, a physical education teacher at North Laurel Elementary School in Laurel, Delaware and his state's Teacher of the Year in 2006.

"The focus right now is on testing," he said, referring to a series of academic tests now mandated by federal law. "The result is that there's less time to get kids more active."

The curriculum at Lydic's school allows for students to spend about 90 minutes a week with him. Additionally, Lydic's students get a 20-minute recess each day.

**Federal law to blame?**

Critics contend that the very legislation meant to bolster national academic standards -- the No Child Left Behind Act of 2001 -- may be a culprit in the diminishing P.E. curriculum, unintentionally sapping schools of time and resources for exercise as educators focus more and more on test scores and rigorous academic coursework.

The NCLB Act is President Bush's centerpiece education law that, among other things, requires virtually all students to test at their grade level for math and reading. Schools that do not measure up to the standards two years in a row have to provide more tutoring or let students transfer to better schools.

"We acknowledge that while the goals of these educational initiatives -- NCLB included -- are good, our position is that this is not an either/or situation. We should expect both from our schools: physical activity and high academic achievement," says Russell Pate, a professor of exercise science at the University of South Carolina. He is also a co-author of an American Heart Association scientific statement entitled "Promoting Physical Activity in Children and Youth."

"We really feel that a national problem is that P.E. and health education are not included in core curriculum in schools," he says. "I think it is obvious schools are going to understandably pay the most attention to areas where they are evaluated. If we continue to leave P.E. off the accountability records, it will be hard to get schools to incorporate it."

Nearly a third of the states do not mandate physical education for elementary and middle school students, and 12 states allow students to earn required physical education credits through online physical education courses, according to the NASPE report.
While most states require some sort of physical education, a majority of them do not have specific curriculum requirements, leaving crucial decisions like the amount of time spent in P.E. classes, student assessment or class size up to local school districts, individual schools or even teachers, the report said.

High school students seem to fare the worst. The study found that more than a third of young people in grades 9 to 12 do not regularly engage in vigorous physical activity: Sixty-nine percent of ninth-graders participate in vigorous physical activity on a regular basis, while only 55 percent of 12th-graders take part in the same level of activity.

A national study by the Center on Public Education published earlier this year on the implementation of the No Child Left Behind law found that 71 percent of the districts surveyed had elementary schools that cut back on instructional time for a subject to make room for more reading and math -- the primary focus of the law.

Of the four subjects that the districts most frequently cited as having been cut, physical education was the least -- behind social studies, science, and the arts, CPE president Jack Jennings said. "What our data is showing is that there is a cut [in time devoted to physical education], it just isn't as large as academic subjects," he said.

The U.S. Department of Education contends in a newly released study that 99 percent of public elementary schools have some type of physical education built into their curriculum in 2005.

But how often students actually engaged in physical activity varies widely. Between 17 and 22 percent of students attended P.E. each school day. Another 11 to 14 percent scheduled P.E. three or four days a week and 22 percent scheduled P.E. one day a week.

Chad Colby, deputy press secretary for the Department of Education, defended the NCLB's requirements.

"I think you have to look at many other factors when you look at obesity," he said. "To put the blame on a program that requires kids to read and do math at grade level is absurd. It tends to be an excuse, but it is a poor one."

**Physical education privatized?**

Ironically, it may be just that half-hour of recess or ten minutes of running laps that helps boost test scores more than anything else, says Eric Jensen, author of "Enriching the Brain," a book that explores the relationship between physical movement and cognitive learning.

"Exercise creates more alertness in a classroom situation," Jensen said. "It stimulates more of the natural uppers in brain, like dopamine, and it improves working memory and problem solving skills."

Jacalyn Lund, president of National Association for Sport and Physical Education, also contends that not every child has the time or money to play soccer or basketball or take ballet lessons after school.
"Schools are the one thing that kids do each and every day, so if P.E. can become a core subject in the school ... every child can get a strong background, and we know they'll be more likely to participate in physical activity as adults," she said.

Jensen says the trend toward after-school organized sports and away from mandated physical education in public schools has made the playing field uneven.

"The upper echelon in our society will have more access to sports, and the lower income kids will get less and less physical activity. ... (This trend) keeps poverty-stricken kids where they are ... it's not getting better; it's getting worse in our nation," he said.

Pate, the exercise science professor, says the trend has placed more of a burden on families for finding outlets for physical activity.

"I think one interpretation is that we've privatized P.E. -- not intentionally -- but by cutting back on physical education in the schools," he said.

"We've put parents in the position of finding these services elsewhere, and families with resources can get their kids into classes and sports leagues, but transportation issues and safety issues can be greater barriers for less advantaged families."

At North Laurel Elementary School, P.E. teacher Lydic makes the most of the time he has with his elementary students.

One popular activity he uses involves placing large, magnetized math problems all over the rock face of a climbing wall.

When his students arrive to class, he will ask each one to choose an answer out of a box and then climb the wall, solving addition and subtraction problems as they pull themselves along until they find the math problem that matches their answer.

"When you learn something through physical means your brain has a better way of recalling it," Lydic explained. "The kids are already excited about moving, you don't have to get them excited, you just have to get the teachers out of their comfort zones and convince them to take more risks in terms of activities and new ways of learning."