

NBPTS Physical Education STANDARDS



for teachers of students ages 3-18+

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The world-class schools the United States requires cannot exist without a world-class teaching force; the two go hand in hand. Many accomplished teachers already work in the nation's schools, but their knowledge and skills are often unacknowledged and underutilized. Delineating outstanding practice and recognizing those who achieve it are important first steps in shaping the kind of teaching profession the nation needs. This is the core challenge embraced by the National Board for Professional Teaching Standards™ (NBPTS). Founded in 1987 with a broad base of support from governors, teacher union and school board leaders, school administrators, college and university officials, business executives, foundations, and concerned citizens, NBPTS is a nonprofit, nonpartisan organization governed by a 63-member board of directors, the majority of whom are teachers. Committed to basic reform in education, NBPTS recognizes that teaching is at the heart of education and, further, that the single most important action the nation can take to improve schools is to strengthen teaching.

The National Board's mission is to advance the quality of teaching and learning by:

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do,
- providing a national voluntary system certifying teachers who meet these standards, and
- advocating related education reforms to integrate National Board Certification® in American education and to capitalize on the expertise of National Board Certified Teachers®.

Dedication to this mission is elevating the teaching profession, educating the public about the demands and complexity of accomplished teaching practice, and making teaching a more attractive profession for talented college graduates with many other promising career options.

National Board Certification is more than a system for recognizing and rewarding accomplished teachers. It offers an opportunity to guide the continuing growth and development of the teaching profession. Together with other reforms, National Board Certification is a catalyst for significant change in the teaching profession and in education.

The Philosophical Context

The standards presented here lay the foundation for the Physical Education certificates. They represent a professional consensus on the aspects of practice that distinguish accomplished teachers. Cast in terms of actions that teachers take to advance student achievement, these standards also incorporate the essential knowledge, skills, dispositions, and commitments that allow teachers to practice at a high level. Like all NBPTS Standards, this standards document is grounded philosophically in the NBPTS policy statement *What Teachers Should Know and Be Able to Do*. That statement identifies five core propositions.

1) Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students from one another and taking account of these differences in their practice. They adjust their practice, as appropriate, on the basis of observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and respect for learning. Equally important, they foster students' self-esteem; motivation; character; sense of civic responsibility; and respect for individual, cultural, religious, and racial differences.

2) Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subjects is created, organized, linked to other disciplines, and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional resources that can be of assistance. Their instructional repertoire allows them to create multiple paths to learning the subjects they teach, and they are adept at teaching students how to pose and solve challenging problems.

3) Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students. They make the most effective use of time in their instruction. They are adept at engaging students and adults to assist their teaching and at making use of their colleagues' knowledge and expertise to complement their own.

Accomplished teachers command a range of instructional techniques and know when to employ them. They are devoted to high-quality practice and know how to offer each student the opportunity to succeed.

Accomplished teachers know how to engage groups of students to ensure a disciplined learning environment and how to organize instruction so as to meet the schools' goals for students. They are adept at setting norms of social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary setbacks.

Accomplished teachers can assess the progress of individual students as well as the progress of the class as a whole. They employ multiple methods for assessing student growth and understanding and can clearly explain student performance to students, parents, and administrators.

4) Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students—curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences. They demonstrate capacities that are prerequisites for intellectual growth—the ability to reason, take multiple perspectives, be creative and take risks, and experiment and solve problems.

Accomplished teachers draw on their knowledge of human development, subject matter, and instruction, and their understanding of their students, to make principled judgments about sound practice. Their decisions are grounded not only in the literature of their fields but also in their experience. They engage in lifelong learning, which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers examine their practice critically; expand their repertoire; deepen their knowledge; sharpen their judgment; and adapt their teaching to new findings, ideas, and theories.

5) Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

The Certification Framework

Using the Five Core Propositions as a springboard, NBPTS sets standards and offers National Board Certification in nearly 30 fields. These fields are defined by the developmental level of the students and the subject or subjects being taught. The first descriptor represents the four overlapping student developmental levels:

- Early Childhood, ages 3–8;
- Middle Childhood, ages 7–12;
- Early Adolescence, ages 11–15;
- Adolescence and Young Adulthood, ages 14–18+.

The second descriptor indicates the substantive focus of a teacher's practice. Teachers may select either a subject-specific or a generalist certificate at a particular developmental level. Subject-specific certificates are designed for teachers who emphasize a single subject area in their teaching (e.g., Early Adolescence/English Language Arts, Adolescence and Young Adulthood/Mathematics); generalist certificates are designed for teachers who develop student skills and knowledge across the curriculum (e.g., Early Childhood/Generalist, Middle Childhood/Generalist). For some subject-specific certificates, developmental levels are joined

together to recognize the commonalities in teaching students at those developmental levels (e.g., Early and Middle Childhood/Art).

Standards and Assessment Development

Following a nationwide search for outstanding educators, a standards committee is appointed for each field. The committees are generally made up of 15 members who are broadly representative of accomplished professionals in their fields. A majority of committee members are teachers regularly engaged in teaching students in the field in question; other members are typically professors, experts in child development, teacher educators, and other professionals in the relevant discipline. The standards committees develop the specific standards for each field, which are then disseminated widely for public critique and comment and subsequently revised as necessary before their adoption by the NBPTS Board of Directors. Periodically, standards are updated so that they remain dynamic documents, responsive to changes in the field.

Determining whether or not candidates meet the standards requires performance-based assessment methods that are fair, valid, and reliable and that ask teachers to demonstrate principled, professional judgments in a variety of situations. A testing contractor specializing in assessment development works with standards committee members, teacher assessment development teams, and members of the NBPTS staff to develop assessment exercises and pilot test them with teachers active in each certificate field. The assessment process involves two primary activities: (1) the compilation of a portfolio of teaching practice over a period of time and (2) the demonstration of content knowledge through assessment center exercises. Teachers prepare their portfolios by videotaping their teaching, gathering student learning products and other teaching artifacts, and providing detailed analyses of their practice. At the assessment center, teachers write answers to questions that relate primarily to content knowledge specific to their fields.

The portfolio is designed to capture teaching in real-time, real-life settings, thus allowing trained assessors from the field in question to examine how teachers translate knowledge and theory into practice. It also yields the most valued evidence NBPTS collects—videos of practice and samples of student work. The videos and student work are accompanied by commentaries on the goals and purposes of instruction, the effectiveness of the practice, teachers' reflections on what occurred, and their rationales for the professional judgments they made. In addition, the portfolio allows candidates to document their accomplishments in contributing to the advancement of the profession and the improvement of schooling—whether at the local, state, or national level—and to document their ability to work constructively with their students' families.

Teachers report that the portfolio is a professional development vehicle of considerable power, in part because it challenges the historic isolation of teachers from their peers. It accomplishes this by actively encouraging candidates to seek the advice and counsel of their professional colleagues—whether across the hall or across the country—as they build their portfolios. It also requires teachers to examine the underlying assumptions of their practice and the results of their efforts in

critical but healthy ways. This emphasis on reflection is highly valued by teachers who go through the process of National Board Certification.

The assessment center exercises are designed to complement the portfolio. They validate that the knowledge and skills exhibited in the portfolio are, in fact, accurate reflections of what candidates know and can do, and they give candidates an opportunity to demonstrate knowledge and skills not sampled in the portfolio because of the candidate's specific teaching assignment. For example, high school science teachers assigned to teach only physics in a given year might have difficulty demonstrating in their portfolio a broad knowledge of biology. Given that the NBPTS Standards for science teachers place a high value on such capabilities, another strategy for data collection is necessary. The assessment center exercises fill this gap and otherwise augment the portfolio. Each candidate's work is examined by trained assessors who teach in the certificate field.

The National Board for Professional Teaching Standards believes that a valid assessment of accomplished practice must allow for the variety of forms sound practice takes. It must also sample the range of content knowledge that teachers possess and must provide appropriate contexts for assessments of teaching knowledge and skill. Teaching is not just about knowing things; it is about the use of knowledge—knowledge of learners and of learning, of schools and of subjects—in the service of helping students grow and develop. Consequently, NBPTS believes that the most valid teacher assessment processes engage candidates in the activities of teaching—activities that require the display and use of teaching knowledge and skill and that allow teachers the opportunity to explain and justify their actions.

In its assessment development work, NBPTS uses technology for assessment when appropriate; ensures broad representation of the diversity that exists within the profession; engages pertinent disciplinary and specialty associations at key points in the process; collaborates closely with appropriate state agencies, academic institutions, and independent research and education organizations; establishes procedures to detect and eliminate instances of external and internal bias with respect to age, gender, and racial and ethnic background of teacher-candidates; and selects the method exhibiting the least adverse impact when given a choice among equally valid assessments.

Once an assessment has been thoroughly tested and found to meet NBPTS requirements for validity, reliability, and fairness, eligible teachers may apply for National Board Certification. To be eligible, a teacher must hold a baccalaureate degree from an accredited institution; have a minimum of three years' teaching experience at the early childhood, elementary school, middle school, or high school level; and have held a valid state teaching license for those three years or, where a license is not required, have taught in schools recognized and approved to operate by the state.

Strengthening Teaching and Improving Learning

The National Board's system of standards and certification is commanding the respect of the profession and the public, thereby making a difference in how communities and policymakers view teachers, how teachers view themselves, and

how teachers improve their practice throughout their careers. National Board Certification has yielded such results in part because it has forged a national consensus on the characteristics of accomplished teaching practice in each field. The traditional conversation about teacher competence has focused on beginning teachers. The National Board for Professional Teaching Standards has helped broaden this conversation to span the entire career of teachers.

Developing standards of accomplished practice helps to elevate the teaching profession as the standards make public the knowledge, skills, and dispositions of accomplished teachers. However, making such standards the basis for National Board Certification promises much more. Since National Board Certification identifies accomplished teachers in a fair and trustworthy manner, it can offer career paths for teachers that will make use of their knowledge, wisdom, and expertise; give accomplished practitioners the opportunity to achieve greater status, authority, and compensation; and accelerate efforts to build more successful school organizations and structures.

By holding accomplished teachers to high and rigorous standards, National Board Certification encourages change along several key fronts:

- changing what it means to have a career in teaching by recognizing and rewarding accomplished teachers and by making it possible for teachers to advance in responsibility, status, and compensation without having to leave the classroom;
- changing the culture of teaching by accelerating growth in the knowledge base of teaching, by placing real value on professional judgment and accomplished practice in all its various manifestations, and by encouraging teachers to search for new knowledge and better practice through a steady regimen of collaboration and reflection with peers and others;
- changing the way schools are organized and managed by creating a vehicle that facilitates the establishment of unique teacher positions, providing accomplished teachers with greater authority and autonomy in making instructional decisions and greater responsibility for sharing their expertise to strengthen the practice of others;
- changing the nature of teacher preparation and ongoing professional development by laying a standards-based foundation for a fully articulated career development path that begins with prospective teachers and leads to accomplished teachers;
- changing the way school districts think about hiring and compensating teachers by encouraging administrators and school boards to reward excellence in teaching by seeking to hire accomplished teachers.

Although National Board Certification has been designed with the entire country in mind, each state and locality decides for itself how best to encourage teachers to achieve National Board Certification and how best to take advantage of the expertise of the National Board Certified Teachers in their midst. Across the country, legislation has been enacted that supports National Board Certification, including allocations of funds to pay for the certification fee for teachers, release time for candidates to work on their portfolios and prepare for the assessment center exercises, and salary supplements for teachers who achieve National Board Certification. Incentives for National Board Certification exist at the state or local level in all 50 states and in the District of Columbia.

As this support at the state and local levels suggests, National Board Certification is recognized throughout the nation as a rich professional development experience. Because National Board Certification provides states and localities with a way to structure teachers' roles and responsibilities more effectively and to allow schools to benefit from the wisdom of their strongest teachers, National Board Certification is a strong component of education reform in the United States.

There is substantial evidence of the health benefits of regular physical activity. Various medical studies have reported that regular exercise can improve cardiovascular health, reduce the incidence of certain types of cancer, help maintain optimum body weight, and reduce mental stress. Studies have also shown that children who acquire healthy exercise habits are more likely than their sedentary counterparts to grow into adults who lead physically active lives.

But there is more to be gained from physical education than the health benefits of physical fitness. Physical education can teach students confidence; social skills such as sportsmanship, fairness, and cooperation; and physical abilities that will serve them well throughout life as they enjoy physical activity and respect for their bodies. Motor development has even been correlated to cognitive maturation. Accomplished teachers of physical education combine the art and the science of teaching in the development of skilled movers and socially adjusted individuals. The success of accomplished physical education teachers is measured not by the number of professional athletes or Olympic gold medalists they count among their former students but by their students' having the skills, knowledge, confidence, and enjoyment of movement to continue a physically active, healthy lifestyle throughout their lives.

Accomplished teachers of physical education also facilitate students' becoming independent learners, lifelong learners, and responsible people—people who have enough respect for themselves to respect and value all other people. These teachers are student-centered; they foster positive self-esteem and self-acceptance; they build self-confidence while providing students opportunities to develop a positive self-image and to accept and value individual differences; and they provide opportunities for fun and joy and exhilaration. Accomplished physical educators therefore address the whole person.

Accomplished physical educators understand that physical education is a means by which they empower young people to function successfully in the world, not an end unto itself. Accomplished physical educators welcome opportunities to serve as advocates, role models, and advisors to all their students. They recognize and accept their responsibility to play a critical role in fostering lifetime activity and encouraging individuals to enjoy activity in a variety of forms. Teachers open doors for their students to a wide range of activity possibilities and future options, engaging them in and expanding the boundaries of their physical abilities and stretching their interests in physical activity and the means by which to achieve and maintain healthy lifestyles.

Many physical educators work in environments that pose great challenges to achieving their professional goals. Such issues as class size and class load, limited time for contact with students, less-than-optimal facilities and equipment, and curricular demands can present obstacles to student success. Yet accomplished teaching occurs even in the context of such daunting challenges. Accomplished teachers work to bring about positive change, improve their teaching practice, and strengthen the quality of physical education instruction, even under the most challenging conditions.

Accomplished physical education teachers genuinely care for and appreciate all their students. They expect all students to achieve. Skilled diagnosticians and clinicians, they tailor instruction, as appropriate, to the strengths and limitations of their students. They pay particular attention to students with special needs, recognizing that appropriate instruction in physical education is key to such students' developing self-esteem and confidence. Accomplished teachers base instructional decisions on students' individual requirements and characteristics in order to promote growth and learning.

The Educational Context

Accomplished physical education teachers provide students of all abilities and interests with a foundation of movement experiences designed to help them lead active and healthy lifestyles. Teachers' instructional objectives and approaches form a continuum of essential skills, knowledge, attitudes, and behaviors that students need to be healthy, productive individuals.

The practice of accomplished physical educators has broadened from a focus on competition, games, and sports to a greater emphasis on individual needs and matters of personal and social responsibility and on the promotion of lifetime participation in physical activity. Teachers emphasize cooperative learning and problem solving to enable individuals to integrate the physical, cognitive, and social aspects of physical activities; such opportunities for students to cooperate as well as to compete with one another help them function in and respond appropriately to a variety of situations.

Physical education is a wide-ranging, complex field that should influence and involve learning in other academic areas. Physical education classes can provide laboratories in which to apply concepts from other subjects, such as social studies, psychology, physics, mathematics, biology, chemistry, literature, and theatre. The very breadth of the field confirms the special integrative function of physical education, which occurs not only at the individual level but also on a larger curricular level.

Developing High and Rigorous Standards for Accomplished Teaching

In 1997, a committee of physical education teachers and other educators with expertise in this field began the process of developing advanced professional standards for teachers of students ages 3–18+. The Physical Education Standards Committee was charged with translating the Five Core Propositions of the National Board for Professional Teaching Standards into a standards document that defines outstanding teaching in this field.

This NBPTS Standards document describes in observable form what accomplished teachers should know and be able to do. The standards are meant to reflect the professional consensus at this point about the essential aspects of accomplished practice. The deliberations of the Physical Education Standards Committee were informed by various national and state initiatives on student and teacher standards that have been operating concurrently with the development of NBPTS Standards. As the understanding of teaching and learning continues to evolve over the next several years, *Physical Education Standards* will be updated again.

An essential tension of describing accomplished practice concerns the difference between the analysis and the practice of teaching. The former tends to fragment the profession into any number of discrete duties, such as designing learning activities, providing quality explanation, modeling, managing the classroom, and monitoring student progress. Teaching as it actually occurs, on the other hand, is a seamless activity.

Everything an accomplished teacher knows through study, research, and experience is brought to bear daily in the classroom through innumerable decisions that shape learning. Teaching frequently requires balancing the demands of several important educational goals. It depends on accurate observations of particular students and settings. And it is subject to revision on the basis of continuing developments in the classroom. The professional judgments that accomplished teachers make also reflect a certain improvisational artistry.

The paradox, then, is that any attempt to write standards that dissect what accomplished teachers know and are able to do will, to a certain extent, misrepresent the holistic nature of how teaching actually takes place. Nevertheless, the fact remains: Certain identifiable commonalities characterize the accomplished practice of teachers. The 13 standards that follow are designed to capture the craft, artistry, proficiency, and understandings—both deep and broad—that contribute to the complex work that is accomplished teaching.

The Standards Format

Accomplished teaching appears in many different forms, and it should be acknowledged at the outset that these specific standards are not the only way it could have been described. No linearity, atomization, or hierarchy is implied in this vision of accomplished teaching, nor is each standard of equal weight. Rather, the standards are presented as aspects of teaching that are analytically separable for the purposes of this standards document but that are not discrete when they appear in practice.

The report follows a two-part format for each of the 13 standards:

I. Summary of the Standard—This is a succinct statement of one vital aspect of the practice of the accomplished physical education teacher. Each standard is expressed in terms of observable teacher actions that have an impact on students.

II. Elaboration—This passage provides a context for the standard, along with an explanation of what teachers need to know, value, and do if they are to fulfill the standard. The elaboration includes descriptions of teacher dispositions toward students, their distinctive roles and responsibilities, and their stances on a range of ethical and intellectual issues that regularly confront them.

The National Board does not believe that there is a single “right” way to teach. There are many different ways accomplished practice can be achieved, and this standards report gives examples of some of those ways. The standards presented in this report characterize and offer exemplars of the outstanding practice of accomplished physical educators; it is not meant to serve as a prescriptive handbook of correct practice.

Physical Education STANDARDS

(for teachers of students ages 3–18+)

OVERVIEW

The National Board for Professional Teaching Standards has developed the following 13 standards of accomplished practice for physical education teachers. The standards have been ordered as they have to facilitate understanding, not to assign priorities.

They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of teaching. The standards serve as the basis for the National Board Certification in this field.

I. Knowledge of Students (p. 7)

Accomplished physical education teachers use their knowledge of students to make every student feel important. They communicate through a humane, sensitive approach that each child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.

II. Knowledge of Subject Matter (p. 11)

Accomplished physical education teachers have a deep and broad understanding of the content and principles of physical education, which enables them to devise sound and developmentally appropriate instructional activities.

III. Sound Teaching Practices (p. 15)

Accomplished physical education teachers possess a thorough comprehension of the fundamentals of physical education and a broad grasp of relevant principles and theories that give their teaching purpose and guide them as they carry out a flexible, yet effective, instructional program responsive to students' needs and developmental levels.

IV. Student Engagement in Learning (p. 19)

Through their own passion for teaching and their personal example, accomplished physical education teachers inspire their students to learn and to participate in and appreciate physical education.

V. High Expectations for Learners (p. 23)

Accomplished physical education teachers tenaciously maintain a stimulating, productive setting that encourages participation, discovery, goal setting, and cooperation and that holds all students to the highest expectations.

VI. Learning Environment (p. 25)

Accomplished teachers of physical education create and sustain a welcoming, safe, and challenging environment in which students engage in and enjoy physical activity. They establish an orderly atmosphere with established protocols and expectations conducive to providing maximum learning for all students.

VII. Curricular Choices (p. 29)

Accomplished physical education teachers select, plan, and evaluate curriculum in a continuous process meant to ensure a sensible, properly structured, positive physical education program that meets students' needs and results in student learning.

VIII. Assessment (p. 33)

Accomplished physical education teachers design assessment strategies appropriate to the curriculum and to the learner. They use assessment results to provide feedback to the learner, to report student progress, and to shape instruction.

IX. Equity, Fairness, and Diversity (p. 37)

Accomplished physical education teachers model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.

X. Reflective Practice and Professional Growth (p. 41)

Accomplished physical education teachers participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism.

XI. Promoting an Active Lifestyle (p. 45)

Accomplished physical education teachers recognize the multiple benefits of a physically active lifestyle and promote purposeful daily activities for all students that will encourage them to become lifelong adherents of physical activity.

XII. Collaboration with Colleagues (p. 49)

Accomplished physical education teachers do not work in isolation but function as members of a large learning community. Recognizing that their responsibilities extend beyond their own classrooms, they contribute purposefully to enhancing instructional programs and improving the professional culture of their field.

XIII. Family and Community Partnerships (p. 53)

Accomplished physical education teachers create advocates for physical education by providing opportunities for family involvement and the involvement of the broader community in the physical education program.

The pages that follow provide elaborations of each standard that discuss the knowledge, skills, dispositions, and habits of mind that describe accomplished teaching in the field.

Standard I: Knowledge of Students

Accomplished physical education teachers use their knowledge of students to make every student feel important. They communicate through a humane, sensitive approach that each child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.

Students entering a physical education class demonstrate a wide array of physical skills, abilities, and attitudes about physical activity. Understanding the value of students' prior achievements and experiences, accomplished physical education teachers continually learn about their students and use this information to shape instructional decisions. Practically everything about the learner is relevant information in physical education instruction, including an awareness and appreciation of the student's cultural, linguistic, and ethnic heritage; family setting; socioeconomic status; prior learning experiences; abilities and disabilities; and personal interests, needs, and goals. Although class size and teaching load affect the depth of knowledge that teachers can acquire about students, accomplished teachers do their best to find out about their students as individuals. The relationships that teachers¹ develop with their students not only support student learning and development but also provide teachers with perspectives from which to view aspects of students' character, values, interests, and talents. Accomplished physical educators therefore make an effort to know each student as a whole person, not just as a subject for motor-skill development.

Accomplished teachers employ various means to learn about students, their communities, and their social and cultural environments. They listen to and observe students actively and willingly in various settings in which students express themselves. They offer opportunities for students to share personal information and experiences and to establish an emotional rapport. Teachers enhance their

understanding of students through discussions with family members and colleagues. They use the information they gather, including their identification of students with exceptional talents, needs, or disabilities, to ensure that they unquestionably meet the unique and common needs of all students.

Teachers incorporate their knowledge of the physical, cognitive, social, and emotional developmental aspects of their students in their lessons; effective lessons meet the needs of all the students in a class and demonstrate objectives that value each individual. While striving to meet goals that set high expectations for all their students, teachers modify and extend instruction appropriately for individual learners, adapting lessons as necessary to address students' developmental and skill-level differences. A student with an extensive youth soccer background, for example, should be presented with challenges and expectations in a kicking lesson that are different from those given to a student with minimal kicking experience. Understanding students allows teachers to shape effective and appropriate instruction and makes teachers knowledgeable in ways that will facilitate instruction. Changes in a student's behavior or attitude might indicate to the teacher who knows the student that the teacher should consider some type of intervention strategy. Similarly, when confronting the sensitive issue of touching students in such situations as gymnastics, archery, or self-defense instruction, teachers who have established strong relationships with students will know what is acceptable before proceeding and will act appropriately.

1. All references to teachers in this report, whether stated explicitly or not, refer to accomplished physical education teachers.

Standard II: Knowledge of Subject Matter

Accomplished physical education teachers have a deep and broad understanding of the content and principles of physical education, which enables them to devise sound and developmentally appropriate instructional activities.

Accomplished teachers exhibit as the foundation of their practice a broad body of knowledge. With a solid grasp of this body of knowledge and of the effective methods by which to communicate it to students, teachers are well prepared to meet the needs of all students while working toward measured class outcomes. Vital to teachers' knowledge of subject matter is the fact that teachers understand the importance of higher-order thinking skills, such as discovery, critique, analysis, synthesis, and creation.

Motor Development and Motor Learning

Teachers understand that the acquisition of motor skills lies at the core of the developmental physical education program. They have a thorough comprehension of the components and development of motor skills. Thus, they can and do actively engage students in learning how to foster more mature (i.e., more effective and efficient) motor patterns. They know how to proceed from the initial stages of motor learning into the application of refined, mature motor skills and capably guide students through the process of gradual motor skill development. Teachers understand modeling as it applies to the development of basic and refined motor skills. Furthermore, they know how to assess and evaluate the physical and motor skills they teach. For example, teachers can design rubrics that specify desired outcomes for students and provide teachers a means by which they can measure their own performance.

Teachers use developmentally appropriate progressions for teaching motor skills, focusing

on the mechanics of movement as the sequence is experienced by the learner. For young children, teachers design lessons that use fundamental movement skills to develop motor patterns; for the older learner, the lessons of accomplished teachers accommodate the adaptation and application of mature patterns in complex, dynamic settings.

Exercise Science

Teachers are knowledgeable about the organic, skeletal, and neuromuscular structures of the human body and know how these structures contribute to motor performance. Fundamentally, teachers understand and can communicate to students how the human body functions and moves. They understand how principles of biomechanics and exercise physiology relate to a broad range of movement activities. They apply movement concepts and principles to the teaching of motor skills and help students understand how motor skills are learned. Teachers know how flexibility, strengthening, and recovery relate to motor performance, and they comprehend the effects of exercise on bodily systems. They are knowledgeable about the principles of force, time, and flow as they relate to movement activities.

Teachers understand components of health-related physical fitness, such as body composition, cardiovascular endurance, flexibility, muscular endurance, and muscular strength, and such skill-related fitness components as agility, balance, coordination, power, reaction time, and speed. Teachers know how to apply principles of physical training to the teaching of all fitness components. They also know how to teach the methods and practices of personal



physical activity as an integral part of healthy, productive lifestyles.

Physical Activity and Wellness

Accomplished teachers recognize that wellness involves a dynamic and deliberate effort to stay healthy and achieve one's optimal well-being. They acknowledge and understand the interrelated dimensions of wellness and the links between optimal wellness and physical activity; they utilize that knowledge in planning and carrying out their program of instruction in physical education, designing activities that promote behaviors that enhance health and the quality of life in the present as well as in the future.

Teachers know that high-level wellness clearly means more than just the absence of disease and the attainment of optimal fitness, encompassing also such considerations as adequate physical activity, proper nutrition, substance abuse avoidance, regular physical examinations, personal safety, and emotional health and well-being. Further, they understand that achieving wellness requires adopting positive lifestyle behaviors that lead to improved health and quality of life as well as to prolonged life. Through their daily interaction with students and in their instructional practices, teachers therefore set the stage for students to choose appropriate behaviors leading to healthy lifestyles.

Movement Forms and Concepts

Accomplished teachers are knowledgeable in a wide variety of movement forms specific to the age group they teach. Early- and middle-childhood teachers need a knowledge base of basic movement themes; fundamental motor skills; fitness activities; games, both traditional and nontraditional and competitive as

well as cooperative; dance and rhythms; and gymnastics. Teachers of early adolescents and young adults include in their curriculum such fitness activities as aerobic conditioning, resistance training, and stretching; sports—individual, dual, and team; aquatics; dance; outdoor education and adventure activities; lifetime sports; and game structure and game strategy, which refine students' understanding and encourage independence on the part of learners. In teaching all developmental levels, teachers understand that the appropriate modeling of various movement forms is an important part of the instructional process. This knowledge of movement forms and concepts, coupled with an awareness of developmentally appropriate practice, guides curriculum choices and teaching.

Sociology and Psychology of Movement

Teachers understand sociological and psychological principles as they relate to physical activity and sport. They acknowledge the association between successful performance and self-esteem. They design challenging and effective activities and tasks that create an environment for student success in developing their individual identities, expressing themselves in positive ways, and learning self-discipline. Teachers understand the ethical practices associated with physically active settings, for instance, fair play, sportsmanship, team selection, cooperation, personal responsibility, and respect for oneself and others.

Teachers are familiar with the roles of physical education, movement activities, and sports in establishing and maintaining social mores and institutions. They are aware of the important economic concerns associated with wellness and understand that physical activity is a major consumer-related issue. Teachers therefore prepare students to make informed, mature decisions regarding health-related products and services.

History, Philosophy, and Current Issues of Physical Education

Teachers are conversant in the history, philosophy, and trends of physical education as they affect the goals and components of instructional programs and as they relate to current issues in the field. They stay informed of current social, political, and economic issues influencing physical education instruction in their immediate areas and are also aware of the manner in which such issues affect the profession at state, national, and global levels.

Teachers also have personal philosophies regarding the importance of developing a healthy, active lifestyle and the role that physical education should play in the total education of students. These philosophies guide decisions teachers make in choosing curriculum and in daily practice.

Legal and Safety Issues

Accomplished teachers know how to prevent injuries related to movement and teach their students how to engage in physical activity safely. For instance, they might teach students how to warm up properly before engaging in physical activity. Teachers model safe participation in sport and movement, demonstrating correct technique and the use of safety equipment, such as weight belts, fencing masks, goggles, and bicycle helmets.

Teachers stress as a paramount concern the safety of their students within a physically active setting; they therefore uphold safe practices and procedures. They teach students how to use equipment properly. They understand the necessity of inspecting and maintaining equipment and ensure the safety of students within the facilities used for instruction. They have an emergency plan discussed and rehearsed with students and colleagues, and they keep records in emergency situations.

Teachers stay current with CPR and first aid practices. They are familiar with local procedures to handle blood-borne pathogens.

Accomplished teachers have the knowledge to recognize detriments to wellness, such as substance abuse, child abuse, eating disorders, or poor nutrition. They comply with local regulations and employ professional resources effectively when such concerns arise.

Teachers are familiar with safety factors associated with particular disabilities and contraindicated movements of their students. They are familiar with liability and negligence issues as related to school law and know the legal implications of such regulations as Title IX, Section 504, of the Rehabilitation Act, the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA). Physical education teachers understand the issues associated with inclusion of students with disabilities. They know the importance of their role as team members in the Individualized Education Program (IEP) process for students with disabilities and in facilitating appropriate physical education placement and program modifications.

Technology

Accomplished physical education teachers stay abreast of technological advances in their field as part of their dedication to professional growth and utilize the most current technological resources available to enhance their teaching practice. They are familiar with and, where applicable and available, display competence in the use of appropriate technological tools, such as computer software, video-recording equipment, and fitness testing equipment in lesson-plan development, instruction, record keeping, assessment, research, and a variety of other tasks.



Standard III: Sound Teaching Practices

Accomplished physical education teachers possess a thorough comprehension of the fundamentals of physical education and a broad grasp of relevant principles and theories that give their teaching purpose and guide them as they carry out a flexible, yet effective, instructional program responsive to students' needs and developmental levels.

Accomplished physical educators use their deep and broad understanding of the principles of physical education to make the subject matter meaningful to their students. Teachers understand techniques for generating students' interest in the tasks at hand. They have a rich repertoire of methods to engage students productively in learning, and they make careful and appropriate decisions about when to use each. Accomplished teaching includes purposeful planning; accomplished educators know their reasons for structuring their lessons as they do and can articulate those reasons. Teachers make students aware of what they are expected to learn, knowing that they will value physical education activities that have meaning in their lives. A teacher, for example, might encourage cardiovascular endurance by putting it into an easily understood context such as the ability to play a sustained game of tag or to ride a bicycle a long distance. Accomplished physical educators use sound teaching practices that result in student learning.

Accomplished physical education teachers are well versed in the characteristics of learners; they have a thorough comprehension of the means by which learners construct knowledge to develop physical skills, and they assess this process in order to design and implement appropriate instruction. Teachers integrate many aspects of effective practice and employ a variety of teaching strategies to match the learners' needs and to communicate content. Teachers modify goals and strategies as necessary to meet the challenges offered by students' interest, competence, age, and ability

levels. To accommodate a variety of skills in a throwing lesson, for example, a teacher may set up learning stations in which mature throwers pass to teammates while defended; others could work on lead passes while beginners throw against a wall. The practice of accomplished teachers recognizes the varied learning styles of all students; as appropriate, teachers employ visual, auditory, and kinesthetic approaches in communicating their subject matter.

Accomplished physical educators design instruction appropriate to the multiple needs and experiences of special student populations. A student who propels a wheelchair may participate in basketball dribbling by wheeling with the ball held in the lap; a student with cerebral palsy who has difficulty isolating and controlling leg movement may roll a soccer ball instead of kicking it. Teachers who work with students with disabilities apply their knowledge of contraindications to achieve effective instruction; for example, strength and endurance activities for a student with Duchenne muscular dystrophy may be counterproductive, and a forward roll or high-impact jump may be extremely dangerous to a student with Down syndrome who has atlantoaxial instability. Accomplished teachers recognize these unique circumstances and adjust their instruction accordingly.

Because the acquisition of motor skills is a progressive process, teachers sequence motor skill development logically, teaching skills in the appropriate context, in combination with the development of other skills. Teachers design instruction effectively, looking for clear



progression on the part of students but dealing with developmental variations as they occur. A teacher might design catching activities, for example, that progress from collecting a rolled ball to controlling a bounced ball to catching a ball in flight. Teachers offer practice time in the correct relationship to skill instruction and provide students with opportunities for success at the appropriate level of difficulty.

Teachers use demonstrations appropriately in instruction, helping learners to see the application of a particular skill in a dynamic situation and breaking down complex skills to simpler levels for purposes of explanation and presentation. In teaching the forearm pass in volleyball, for example, the teacher may demonstrate the proper form and explain that the ball would actually be directed to a teammate; however, the teacher might initiate practice with beginners by directing them to pass the ball directly to a tosser. Teachers' verbal explanations and directions clearly communicate what students are to do. Teachers know when and how to employ instructional cues to elicit student response and build on the conceptual base of previous learning. They also understand the function of timely and effective reinforcement. Concise, positive teacher responses guide the learner toward self-direction, deeper learning, and optimal skill development. Experts in their field and in their knowledge of children, accomplished teachers are familiar with instructional analogies and metaphors to which their students relate.

Accomplished physical educators utilize the physical setting of their classroom as an effective tool of instruction. They carefully select and use appropriate instructional resources, including specialized equipment. Teachers utilize specialized equipment as necessary in assisting students with disabilities to attain meaningful participation and heightened degrees of independence and self-mastery. Teachers are knowledgeable about the care and maintenance of all equipment and resources and reinforce the appropriate care and use of equipment by students.

Well aware of the importance of personal factors in the learning process, teachers of physical education strive to protect students' privacy and to eliminate from the instructional program activities that undermine students' self-image. For instance, a teacher might allow students to maintain records of skill progress on cards kept in the teacher's office instead of posting scores for all to see.

Teachers provide opportunities for students to involve themselves directly in the learning process. For example, they may allow them to participate in setting goals and deciding on the means by which to achieve such goals; at all levels, such an approach encourages student independence.

Teachers effectively employ a variety of grouping strategies to optimize learner outcomes. Depending on the specific instructional purpose at hand, they are equally comfortable with whole-class, one-on-one, or other grouping approaches. In an activity unit, for example, accomplished teachers recognize when group instruction is appropriate. When opportunities arise, they use stations to enhance instruction by challenging each student at an individual level of performance. Teachers recognize that effective grouping strategies always preserve the dignity and self-respect of all students and benefit students by enhancing social interaction among them, respecting their developmental levels, facilitating maximum participation, and creating teachable moments. Teachers choose grouping activities that promote cooperation and then present opportunities for individual and group problem solving, for individual students to analyze their roles within a group, and for individuals to develop positions of leadership. Grouping sets up scenarios for student success and involvement and helps students make sense of their learning.



Standard IV: Student Engagement in Learning

Through their own passion for teaching and their personal example, accomplished physical education teachers inspire their students to learn and to participate in and appreciate physical education.

Accomplished physical education teachers combine their enthusiasm for and knowledge of their field with their knowledge of students; consequently, their students are constructively engaged in sustained activity and express their active, spirited involvement in and appreciation for physical education. Teachers are passionate and serious about their field; they exhibit a contagious enthusiasm in their teaching. Students perceive through their teacher's example that physical education is a genuine source of enjoyment, gratification, and well-being—an endeavor that is intrinsically rewarding.

Physical educators are experts at balancing their knowledge of the cognitive aspects of physical education instruction with the teaching of skills and concepts. They are also adept at combining their expertise as technicians in a complex field with their enthusiasm for teaching young people. Illuminating their practice is their concern for their students as individuals, a facet of their understanding of the needs of the class as a whole. Their understanding of the subject and their advocacy for young people ensure that accomplished physical educators deserve and retain the respect of their students. As part of their purposeful engagement in physical education, students willingly accept the challenges posed by tasks with which they are unfamiliar; they cooperate enthusiastically with classmates and share in the success of the group as they reflect on their own progress in learning.

Accomplished physical educators bring to their practice a vision of excellence and a

method of achieving it. Teachers invest a great deal of energy and enthusiasm in their field, always cognizant that they teach students as well as a subject. Physical education is the means by which they teach important skills and concepts to young people, not an end unto itself. They create ways to involve themselves in instructional activities with their students, constantly communicating their interest in students' success and enjoyment. By balancing their understanding of students' individual needs with their knowledge of the needs of the group as a whole, accomplished physical educators demonstrate their belief in the importance of the subject, make it possible for every student to succeed as part of a larger entity, and illustrate how individuals function to make a group strong. In such a manner, accomplished teachers clearly express their care for their students and place physical education within a larger context that is meaningful to those students.

Teachers communicate to all students a vision for their success that students might not have for themselves. Teachers possess a knowledge of students as individuals that they cultivate to engage students and to structure learning activities that stretch and build on students' interests and experiences. Teachers understand that sheer effort is an important ingredient in physical education and that expecting excellence motivates students to do their best. Therefore, they recognize honest efforts in various ways that encourage students to engage in physical education activities both in and out of the physical education setting.

Standard V: High Expectations for Learners

Accomplished physical education teachers tenaciously maintain a stimulating, productive setting that encourages participation, discovery, goal setting, and cooperation and that holds all students to the highest expectations.

Accomplished teachers of physical education are committed to creating mature, independent learners—students capable of carrying out their responsibility to establish healthy, physically active lifestyles that lead to lifelong wellness. Providing choices for students encourages them to reflect on and analyze what they learn and to assume responsibility for their own learning. By doing so, teachers constantly redirect all students toward the next level of achievement and empower them to become involved in setting high and realistic goals. Accomplished physical educators understand that such goals involve more than quantitative product—more than, for instance, improving from doing one pull-up to doing two or making nine of ten free throws. Valid goals improve the quality of movement and help students learn about learning. For example, dribbling to avoid a defender is an important goal in basketball; asking students to set up a challenging dribbling course and requiring them to dribble in angular pathways allow students to participate in setting instructional goals and to make choices about their learning.

Just as accomplished teachers are committed to each student's achieving the highest skill level possible, they also commit themselves to promoting critical thinking and personal and social responsibility in all students. Teachers are not content with only the development of motor skills and the promotion of physical activity and fitness; they also involve all students in the highest level of thinking: discovery, critique, analysis, synthesis, and creation. Accomplished teachers challenge

their students cognitively by asking questions that promote the development of problem-solving skills at both individual and group levels; for example, problem solving in an adventure initiative might involve an analysis of options available to overcome a challenge first for an individual, then for two people, and then for a group. Teachers pose problems that allow students to synthesize knowledge in order to derive solutions; in learning to play volleyball, students might be asked to provide alternative styles of attack to circumvent an opponent who blocks a spike repeatedly. Accomplished physical educators ask students to reflect on prior knowledge and experiences within the physical domain; for example, students might be asked to consider how techniques used successfully against opponents in one game may apply to similar situations in another game. Teachers encourage improvisation and experimentation on the part of students; they may, for instance, challenge students to establish a pattern of movements using specific props, steps, or music.

Teachers, as facilitators, therefore direct students toward high standards; assist in personal evaluation; and promote intellectual, as well as physical, mastery of material. Their students move beyond basic skills to their optimal levels of cognitive thinking and skill application in a variety of settings and become advocates for lifelong physical activity and active, healthy lifestyles.



Standard VI: Learning Environment

Accomplished teachers of physical education create and sustain a welcoming, safe, and challenging environment in which students engage in and enjoy physical activity. They establish an orderly atmosphere with established protocols and expectations conducive to providing maximum learning for all students.

To create an appropriate learning environment in which students engage in learning, enjoy physical activity, and have opportunities to develop competence in skills, accomplished physical education teachers establish a culture of trust, responsibility, and mutual respect. They do so while affirming their passion for their subject and demonstrating that they are caring and supportive of each student's well-being. Teachers readily celebrate students' achievements through praise and positive responses. In their classrooms, students willingly take acceptable risks, confident that they can meet with success. For example, in an adventure activity initiative called a *trust fall*, a student falls into the arms of classmates; this activity utilizes trust, responsibility, and mutual respect. The challenge focuses not so much on the physical act of the fall as on the confidence of the faller in the catchers.

Accomplished physical educators master a large repertoire of teaching strategies and class-management skills that create a learning environment in which students function at the highest level of expectations. Because physical education is a complex field in which teachers face constraints of time, space, and equipment, accomplished physical education teachers strive to be organized and prepared. They maximize resources such as materials, space, and instructional time. They understand that they are responsible for class management, and they strive to make their students' learning environment efficient. They establish orderly and workable routines to maximize student engagement and participation. These routines ensure that students know what is expected of them and are confident and willing to participate.

Accomplished physical education teachers recognize teachable moments as they arise and accommodate such opportunities to enhance instruction. They know when to extend the time devoted to an activity and, just as important, when to stop ineffective activity. To help maintain a task-oriented environment, teachers provide purposeful and focused explanations and demonstrations during instruction, and they cue students clearly and accurately as necessary.

As keen observers, teachers are aware of differences among their students and therefore employ developmentally appropriate practices and activities to provide for student success. As necessary, accomplished physical educators guide student practice during skill learning, maximizing student engagement. Students will more readily attempt activities they at first believe are difficult, and teachers can work toward the goal of creating motivated independent learners who value physical activity by presenting students with challenges well suited to them. When teaching students with disabilities, accomplished physical education teachers modify the learning environment to encourage achievement while providing appropriate challenges and ensuring the safety of the students. Such modifications are structured seamlessly into the instructional routine and become a natural part of the manner in which the class functions.

Teachers adjust their use of time, equipment, grouping, and space as necessary to enhance learning, to match the individual learner's developmental needs, and to provide active and equitable instructional experiences. Teachers employ group work to provide opportunities

Standard VII: Curricular Choices

Accomplished physical education teachers select, plan, and evaluate curriculum in a continuous process meant to ensure a sensible, properly structured, positive physical education program that meets students' needs and results in student learning.

Accomplished physical education teachers are familiar with curriculum models and theories relevant to the field and make curricular choices that are defensible and purposeful. Curricular choices encourage learners to experience physical education positively, incorporating such themes as motor-skill development, movement concepts, health-related fitness, participation in physical activity, social responsibility, diversity in physical-activity settings, and the values of physical activity. Thus, curricular choices recognize the complexities of physical education as a subject area and reflect the highest goals of physical education, which go far beyond enhancing movement skills and playing games to creating physically educated, independent learners.

Effective curriculum choices encourage learners to experience the joy of physical activity in a variety of settings. A sound curriculum gives students choices that are appropriate, structured, and designed to nurture them as individuals who will grow into independent learners. The curriculum is designed to help students reflect on their own status in relation to physical activities and fitness and apply their knowledge of the subject area to their own choices regarding a physically active lifestyle. Teachers know that creating physically educated people involves empowering students to experiment with their knowledge in a wide range of physical activities.

Accomplished teachers make curricular choices that focus on students' needs, independent of the teachers' personal preferences about favorite activities or games. Keeping in mind students' individual differences, and

that accomplished teaching maintains relevance to students' lives outside the school setting, teachers design curriculum that links physical education to experiences of students. By doing so, teachers inculcate in their students knowledge, skills, and attitudes that become natural parts of the students' experiences because they relate to real-life situations. The curriculum choices of accomplished physical education teachers thus help achieve their goal of developing students' competence in many movement forms and proficiency in a few, encouraging students to maintain a healthy fitness level in lifelong physical activity. Moreover, accomplished physical educators are well aware of the opportunities provided by the communities and geographic areas in which they teach and their students live; teachers recognize that they may need to expand curricular choices to reflect community interests and natural resources in order to promote lifelong physical activity.

Accomplished teachers set curricular goals that ensure appropriate learning experiences. They recognize that their goal of developing mature motor patterns in their students must begin very early and progress from mastery of basic skills to application in authentic, dynamic situations. Sound curriculum includes logical transitions from the teaching of movement concepts and basic mechanical patterns to strategies encouraging social interactions, group problem solving, and critical-thinking skills—relevant, for instance, to strategies of offense or defense—at more sophisticated levels. One of the notable characteristics of accomplished physical education teachers is

Standard VIII: Assessment

Accomplished physical education teachers design assessment strategies appropriate to the curriculum and to the learner. They use assessment results to provide feedback to the learner, to report student progress, and to shape instruction.

Teachers view assessment as an integral part of their instruction benefiting both the teacher and the student, not just as a process by which to determine grades. Every student assessment derives from the goals and directions of the instructional program. Appropriate assessment clarifies whether students have achieved designated objectives and provides evidence of the effectiveness of instruction.

Accomplished physical education teachers command a wide range of assessment methods and strategies within their teaching repertoire, both formal and informal, both spontaneous and structured. Effective strategies for assessment are essential for physical educators working with large numbers of students. Teachers identify critical components of skills to be assessed and skillfully incorporate opportunities for assessing students into daily instruction. Astute observers of students, they spot problems and offer specific, corrective criticism or praise to enhance learning. Using both formative and summative evaluations, teachers willingly reshape their instructional planning to meet students' needs.

Accomplished physical educators employ various means of assessment, depending on class needs and instructional requirements. For example, debriefing is an effective process in which activity stops and the teacher directs students to analyze what is happening; students' reflections enable them to assess their performance and help teachers reinforce student learning. Nontraditional activities such as adventure education offer opportunities to assess affective skills. Rubrics identify sequential steps that should be completed in order to perform skills correctly. Teachers analyze assessment results and make adjustments to their curriculum and instruction that are consistent with their findings.

Thus, assessment indicates when to reteach, when to refine, when to move forward, and when to apply learning; this continuing modification of instruction helps make possible maximum student learning.

Teachers know that developing their students' ability to assess their own progress is essential to fostering their growth as independent learners. Thus, teachers identify early in the teaching process the learning they hope that students will achieve, share these expectations with students, and engage students in self-assessment activities through which they evaluate their progress and that of their classmates. For example, students may be taught elements of form relating to walking and changing direction on a balance beam and then observe partners to identify elements that need further practice. In making assessment meaningful, teachers often seek student involvement, giving them opportunities to select from a number of assessment methods—such as portfolios, journals, multimedia presentations, Internet research, charts, and graphs—to design their personal assessment packages. Personal portfolios allow students to record, for example, fitness results over time and to analyze their individual progress rather than measure themselves in comparison to state or national standards. Such self-assessment for students enhances personal assessment of physical activities and contributes to future choices important to healthy lifestyles.

Teachers use assessment results to provide specific information to students, parents, and school officials about each learner's progress. Toward that end, accomplished physical education teachers employ appropriate methods for collecting, summarizing, and reporting assessment data to demonstrate the learning that occurs.

Standard IX: Equity, Fairness, and Diversity

Accomplished physical education teachers model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.

All teachers must dedicate themselves to understanding and meeting the needs of heterogeneous populations as society becomes more culturally diverse, as gender-based stereotypes dissipate, and as the philosophy of inclusion becomes the norm in physical education. Promoting fairness and equity is particularly important to physical educators, whose unique professional position places them in situations in which students of diverse backgrounds have many opportunities to interact with one another in dynamic situations as they work together to meet common goals. Physical educators therefore confront issues of diversity proactively to promote equality and to ensure that their students—regardless of race, nationality, ethnic group, primary spoken language, socioeconomic class, age, religion, ability, physical stature, sexual orientation, or gender—receive equal opportunities to select, participate in, enjoy, and benefit from a variety of physical activities. They actively and positively challenge students who interject sexist and derogatory comments or who express inappropriate perspectives on others.

Accomplished physical education teachers create learning environments in which high expectations and fairness for all students exist. They value diversity and the richness of cultural groups and promote respect for others by modeling appreciation for the differences among students. They are particularly sensitive to family and cultural issues that affect students' attitudes toward physical education. They recognize and address relevant diversity issues affecting instruction, class management, and student participation. They are aware of the special attention that must at times be given

to students whose first language is not English in order to involve them in purposeful physical activity. Accomplished teachers strive to educate themselves about their students' cultures; they might, for instance, learn about physical activities unique to a certain culture and plan an instructional unit that teaches all the students in the class the activity, sport, or dance of that particular group.

The manner in which physical educators establish a climate of fairness and respect is planned and purposeful. Accomplished physical education teachers welcome the responsibility they have of being able to create situations in which students must demonstrate personal and social responsibility in dynamic, pragmatic contexts. Teachers deliberately challenge students on ethical issues of fairness and responsibility through such means as honor games and self-refereeing; they encourage the development of skills relevant to teamwork, cooperation, and effective communication. Teachers appreciate that such skills are not merely key to the educational process within the physical-education setting but are valuable aspects of citizenship having to do with the ability to function purposefully with others to achieve common goals. Consistent classroom procedures and protocol, established with the involvement of students, assist teachers in their efforts to teach and put into effect important life skills.

Because teachers know that the attitudes they manifest set powerful examples for young people, they conscientiously demonstrate appropriate behaviors they wish to inculcate in their students. Gender equity is a major concern for accomplished physical educators.



Regardless of the makeup of a particular class, accomplished physical education teachers demonstrate a level of comfort with both sexes by maintaining high expectations for all learners, regardless of gender. They select activities and approaches to instruction that ensure equitable participation by both females and males. Activities might include such units as dance, adventure activities, cross-country skiing, ultimate Frisbee, rope jumping, soccer, and team handball. When students are given the opportunity to select courses or activities, teachers ensure that the choices available are not gender-biased.

Accomplished physical education teachers transcend stereotypes by teaching content areas once regarded as the domain of a particular gender. For example, a male physical educator might teach a class that includes field hockey or dance units, and a female might teach flag football or weight training units.

Accomplished physical education teachers understand and comply with legislation, including federal requirements, such as Title IX, and state and local policies relevant to fairness and equity. In situations in which, because of policy, teachers know about or find themselves instructing classes that violate principles of fairness and equity, they take appropriate actions to communicate to school administrators or local authorities the necessity for ensuring that physical education classes provide equal opportunities for all students.

Accomplished physical education teachers are aware of the challenges involved in providing physical education to students with disabilities and use appropriate strategies to address these students' unique needs. In making certain that the student with disabilities is meaningfully involved, physical educators model appropriate interactions. They use the inclusion

of students with disabilities as a learning experience for other students; for example, teachers can discuss alternative sports programs such as wheelchair basketball and emphasize that everyone has particular strengths and weaknesses. Accomplished physical educators willingly accommodate and involve students with disabilities and advocate for individuals with disabilities in and beyond the school setting.

Accomplished physical educators understand how to modify curriculum and adjust their teaching style to meet, in the regular physical education setting, the special needs of students with disabilities. Rather than attempting to cover all skill areas in a unit, for example, teachers might select certain skills or substitute alternative skills most appropriate for the learner's individual requirements. Reducing the number of skills taught allows students with learning difficulties to focus on important goals and increases the likelihood of mastery of the material. Task analysis of skills assists students with cognitive delay. As necessary, teachers develop alternative assessment procedures that reflect their curriculum modifications.

Teachers comply fully with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and state and local policies concerning students with unique challenges. Knowing that specialists and support personnel have valuable insights into students' abilities and about how to facilitate learning, teachers willingly team with them to address the needs of students with disabilities and to ensure that all students achieve success in their individualized physical education goals and objectives.



Standard X: Reflective Practice and Professional Growth

Accomplished physical education teachers participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism.

Teachers who set the highest standards for themselves as they reflect on their practice contribute positively to professional standards with impact beyond the individual classroom. For the accomplished physical education teacher, every classroom experience provides an opportunity for reflection and improvement. As careful observers of students, teachers constantly rethink instructional choices, analyzing the relationship between their practice and student learning. They examine their students' needs in relation to the lesson at hand and long-term objectives, and they evaluate ways to address valued learner outcomes. By developing the habit of introspective self-assessment, accomplished teachers reflect on their teaching practice, constantly challenge themselves to become better teachers, take responsibility for their own professional growth and development, and reinvigorate themselves professionally. Students reap benefits from teachers whose reflective practice leads them to evaluate curriculum decisions and teaching strategies, and the physical education profession as a whole benefits from the contributions of a lifelong learner.

Key to accomplished teachers' professional self-assessment is their realization of the necessity of modeling ethical behavior. They examine their practice to display ethical behavior in their interactions with parents, students, teachers, administrators, and community members. Teachers are able to extend their knowledge of ethics to others and recognize opportunities to reinforce ethical behavior.

As part of their dedication to reflective practice, accomplished physical educators take pride in the creative means they employ to

overcome difficulties and meet challenges. They understand the advantages of maintaining a positive outlook, which enables them to view problems as opportunities for instructional innovation rather than as impediments to effective teaching. They seek new ideas and use their wide range of professional experience to derive solutions to problems that seem unsolvable, perhaps adapting familiar methods of accomplishing tasks to new situations. Creativity characterizes the practice of accomplished physical education teachers, particularly in situations in which they find themselves limited in the availability of instructional materials and resources. They innovate, they modify and create equipment as necessary, and they use space creatively. They regard innovation as a means by which to bring about positive change, knowing that improvement to instruction could result.

In their quest for self-renewal, teachers interact effectively with other professionals. They avail themselves of professional resources; they participate in advanced education programs. They collaborate with education researchers or other colleagues to examine their practice critically and seek help from colleagues to continue to develop as both teachers and learners. They serve as mentors to novice teachers, employ peer observers to assist in self-evaluation, or observe other effective teachers. They attend seminars, conferences, and workshops; they propose, design, and carry out staff development opportunities in physical education. They are members of professional organizations and assert themselves as advocates for their practice.

Accomplished teachers are models of lifelong learners who continually work to increase

Standard XI: Promoting an Active Lifestyle

Accomplished physical education teachers recognize the multiple benefits of a physically active lifestyle and promote purposeful daily activities for all students that will encourage them to become lifelong adherents of physical activity.

As well as teaching the knowledge of how to pursue physical activity, teachers strive to instill within their students the intrinsic values of lifelong physical activity. Engaging students in the process of a physically active life is an important goal of physical education instruction. Accomplished teachers understand that students can learn the habit of regular activity and that attitudes begun during youth determine health and fitness later in life. Knowing that youths who maintain relatively high activity levels will reap benefits later, accomplished physical educators promote regular, purposeful physical activity for young people.

To meet their goal of promoting a wide range of possibilities for achieving an active lifestyle and for meeting the physical requirements of daily life, accomplished teachers offer positive experiences in their classes that encourage students to succeed in and enjoy physical activity. Physical educators understand that voluntary long-term exercise will more likely result when students find pleasure in what they do. Teachers individualize activity experiences, allowing students choice and encouraging them to take responsibility for their own activity decisions. Accomplished physical educators know that students who become competent in a wide variety of movement forms early in their lives will have a greater propensity to remain active as adults. Devoting time to skills instruction increases the chances that students will use the skills throughout life and will maintain health and fitness in such skill-based activities as tennis, swimming, golf, volleyball, and dance. Aware

that classroom experiences create a foundation from which later attitudes toward physical activity arise, teachers provide positive feedback to all students. Accomplished teachers acknowledge all students who are involved, who do their personal best, and who participate regularly; such feedback encourages young people to extend their participation habits outside the physical education setting.

Accomplished physical educators coordinate and promote physical activity for students beyond classroom experiences. Teachers can initiate opportunities for supervised physical activity before, during, and after the school day. For example, they could foster students' physical activity at home by monitoring programs that involve families in students' individual activity experiences; they could encourage students to discuss their participation in local youth sports leagues or publicize recreational opportunities within the community.

Accomplished teachers set and actively pursue goals in their own lives that exemplify the best attributes they wish to impart to their students and that focus on lifestyle behaviors that benefit physical wellness. Physical educators understand that the attitudes and behaviors they display regarding physical activity speak loudly about the value of fitness and can positively influence students to maintain an active lifestyle. Therefore, they demonstrate their dedication to physical vitality by participating, when appropriate, in activities with students; by discussing the benefits of fitness and being physically active; by being active during their own leisure time; and by sharing with students how regular physical activity can be included in a

Standard XII: Collaboration with Colleagues

Accomplished physical education teachers do not work in isolation but function as members of a large learning community. Recognizing that their responsibilities extend beyond their own classrooms, they contribute purposefully to enhancing instructional programs and improving the professional culture of their field.

Though the nature of teaching physical education sometimes limits opportunities for teachers to meet face-to-face with colleagues from their own and other disciplines, accomplished physical educators aggressively employ their knowledge of the school culture to seek opportunities to emphasize the value of physical education in the context of the school's academic pursuits. Teachers affirm that because physically active, healthy children generally are effective learners, the physical wellness of students is a schoolwide concern, and physical activity should hold a prominent position in the educational process.

Accomplished physical education teachers communicate the value of the field by making clear that the development of critical-thinking skills is a key component of physical education instruction and by sharing their positive instructional experiences with coworkers. They invite colleagues from other disciplines to observe their classes, and they design and participate in special activities that focus attention on the goals and accomplishments of physical education. For instance, a physical education teacher could collaborate with other specialists or generalists to create a lesson on the impact of certain sports figures and advertising on society. Or, physical education teachers could work with colleagues from other disciplines to design and implement lessons dealing with movement concepts in physical education. As effective advocates for physical education with equal standing to those involved in other subject areas, accomplished physical education teachers thus engender support for their instructional programs.

Accomplished physical education teachers honor all disciplines and show sensitivity to the needs and concerns of other subject areas. Teachers establish partnerships with colleagues throughout the school to integrate other disciplines into physical education instruction and vice versa and to emphasize their commitment to the well-being of the institution as a whole. For instance, a teacher might incorporate vocabulary words into a movement activity or help teach counting systems or measurement and graphing of fitness components. The teaching of an Olympic Games unit, for example, would provide the accomplished teacher the opportunity to address issues relevant to social studies, language arts, and mathematics. A third-grade class studying natural and human-made boundaries in a geography lesson might learn in physical education class about boundary rules in a game. At upper levels, a physical educator might team with a physics teacher to demonstrate the biomechanical factors that contribute to the velocity of throwing. The accomplished teacher thus becomes a knowledgeable resource in many academic areas that relate to physical education.

As equal members of the educational community with a unique and valued perspective, accomplished physical education teachers—like classroom teachers, guidance counselors, resource teachers, and specialists—participate in a team effort to identify and assist students with special instructional requirements and to meet all students' needs. Furthermore, accomplished physical education teachers, as trained observers, recognize students with problems deriving from substance abuse, poor nutrition, eating disorders, and other issues relevant to



wellness. Teachers carry out their important responsibility to help these students (in accordance with local guidelines) by working with specialized personnel within the school and social services organizations, knowing that such a team approach contributes to meeting the goals of the physical education program.

Physical education teachers act as resources for colleagues in other disciplines in promoting issues related to physical activity and healthy lifestyles. Teachers encourage and may initiate wellness programs to meet the individual needs of faculty members; such an effort helps develop a positive image for physical activity and for physical education instruction.

Accomplished physical education teachers know what they need for their programs and know how to fill those needs. They understand that benefits accrue to physical education instruction when the teacher becomes actively involved in the total school program. For example, intrusions on time spent by students in physical education decline when colleagues treat physical education as an integral part of school curriculum.

In addition to cooperating in improving schoolwide programs, teachers work with their colleagues within the subject area to strengthen their teaching and actively involve themselves in professional growth opportunities. They invite observation by other teachers from within and outside the school or by colleagues who teach other levels. They observe and study other teachers' practices and serve as mentors to beginning teachers. They engage colleagues in discussions about professional issues. They design professional development activities and serve on education policy committees or councils. Accomplished teachers become involved in local, state, and national conferences relevant to the profession and participate in professional development opportunities such as workshops and in-service programs to improve their practice and acquire knowledge they can share with colleagues.



Reflections on Standard XII:

Standard XIII: Family and Community Partnerships

Accomplished physical education teachers create advocates for physical education by providing opportunities for family involvement and the involvement of the broader community in the physical education program.

Physical education teachers work within a culture that regards health and fitness as important but does not always value formal physical education instruction because it has traditionally been viewed as being in competition with or unrelated to academic goals. Accomplished physical education teachers know that healthy, physically active children will likely be better students and that personal wellness is a concern at the community and national levels. Not passive observers, accomplished teachers therefore become advocates for their instructional programs beyond the confines of the school, actively seeking and participating in opportunities to promote enthusiasm among families and within communities for healthy, active lifestyles. Through such means as wellness fairs, open houses, family fun nights, newsletters, demonstrations, performances, and Web sites, teachers employ their best communication skills in a public relations capacity as proactive spokespeople for the benefits of physical education.

These teachers understand that active, involved, informed families create a network that supports vital, effective physical education programs. Teachers therefore actively enlist the aid of families as partners in the physical education of their children, using frequent and candid communications in the form of telephone calls, school newsletters, individual progress reports, and memos to encourage family input into the educational process and to provide parents opportunities to evaluate program effectiveness and help determine future directions for improved instruction.

Accomplished teachers recognize that families have experiences and insights that, once

tapped, can enrich the quality of education for students. Involvement with families and an awareness of their culture as well as their prior experiences with physical education give teachers insight into parental expectations and aspirations for their children. Teachers treat families with respect and understanding. They communicate to parents the benefits of physical education instruction and elicit ideas about their children's interests and ways to motivate them. In so doing, teachers deal as effectively as possible with family concerns. Such partnerships with families cultivate interests that extend beyond the school setting.

An important responsibility of teachers is to help the community at large understand the role and characteristics of quality physical education instruction. Consequently, teachers reach out to the broader community, working to help the community become involved in the physical education program of the school and ensuring that the school physical education program represents the needs, interests, and ideas of the community. Accomplished teachers recognize that partnerships with community resources can enrich the quality of their students' physical education. Teachers know how to deal with such entities as local sports teams, universities, and corporations and with community organizations, such as recreation leagues, that contribute to students' physical education and that should be regarded as partners in developing events and special occasions to further the physical well-being of the community.



The 13 standards in this report represent a professional consensus on the characteristics of accomplished practice and provide a profile of the accomplished physical education teacher. Although the standards are challenging, they are upheld every day by teachers like the ones described in these pages, who inspire and instruct the nation's youth and lead their profession. By publishing this document and offering National Board Certification to physical educators, NBPTS aims to affirm the practice of the many teachers who meet these standards and challenge others to strive to meet them. Moreover, NBPTS hopes to bring increased attention to the professionalism and expertise of accomplished physical educators and in so doing, pave the way for greater professional respect and opportunity for these essential members of the teaching community.

In addition to being a stimulus for self-reflection on the part of teachers at all levels of performance, *Physical Education Standards* is intended to be a catalyst for discussion among administrators, staff developers, and others in the education community about accomplished practice in this field. If these standards can advance the conversation about accomplished teaching, they will provide an important step toward the NBPTS goal of improving student learning in our nation's schools.

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The development of the NBPTS *Physical Education Standards*, the basis for National Board Certification in the field of Physical Education, represents a singular achievement—the first time physical educators have come together to forge a consensus about the characteristics of accomplished practice in their field. This effort was led by the Physical Education Standards Committee, an energetic and dedicated group of educators assembled by NBPTS. In the course of constructing the standards of accomplished practice for their field, the committee exemplified the collegiality and professionalism that are hallmarks of accomplished teachers and were altogether a pleasure to work with.

The Physical Education Standards Committee's efforts were guided by numerous others; among them, the Standards and Professional Development Working Group of the NBPTS Board of Directors, a diverse group of educators who reviewed the standards document at different points in its development, made suggestions about how it could be strengthened, and gave their approval to publish the final version. Representing the NBPTS Board of Directors as liaison to the Physical Education Standards Committee was the chair of the board, Barbara Kelley, who arranged her demanding schedule as chair and full-time elementary physical education teacher so that she could attend every meeting of the standards committee. Barb contributed greatly to the work of the standards committee and helped to communicate NBPTS' appreciation to the committee.

Hundreds of individuals not associated with NBPTS aided the development of this document. Teachers and other scholars, state and local officials, and representatives of education organizations reviewed a draft of the standards when it was disseminated nationwide during a public review period. Kent Harris, a teacher of high school English language arts and writer for the committee, proved himself a remarkable listener and scribe, accurately capturing the rich conversation of the standards committee in his prose. Holly Cutting Baker, working as a freelance editor for NBPTS, lent her eagle eye and superlative editorial judgment in the publication process. Judy Young, a representative of the American Alliance of Physical Education, Health, Recreation, and Dance, provided invaluable assistance as an advisor to the standards committee. Angela Duperrouzel, a high school biology teacher and consultant to NBPTS, served as an onsite coordinator of standards committee meetings.

Among the NBPTS staff, David Merline, Administrative Assistant, handled desktop production and printing of the draft standards. Jacqueline Olkin, Manager, Certification Standards and Teacher Development, planned standards committee meetings and managed the editing and production of the standards documents. The ever-organized Glowena Harrison, Assistant Office Manager, supported the work of the standards committee by arranging travel and preparing meeting materials and mailings.

In presenting these standards for accomplished teaching in the field of Physical Education, the National Board for Professional Teaching Standards recognizes that this publication would not have come into being without the considerable contributions of numerous individuals and institutions.

Charles E. Cascio
Vice President, Certification Standards and Teacher Development
1999



The core propositions of the National Board for Professional Teaching Standards

- 1) *Teachers are committed to students and their learning.*
- 2) *Teachers know the subjects they teach and how to teach those subjects to students.*
- 3) *Teachers are responsible for managing and monitoring student learning.*
- 4) *Teachers think systematically about their practice and learn from experience.*
- 5) *Teachers are members of learning communities.*