

# Best Practices in *Physical Education—Climate*

Best Practice	Developing	Effective	Highly Effective
<b>Students are greeted</b>	<ul style="list-style-type: none"> <li>Greeting is overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>Students greeted as a group.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses individual greetings, smiles, enthusiasm, and sincerity.</li> </ul>
<b>Students are engaged, challenged, successful, and enjoying activity</b>	<ul style="list-style-type: none"> <li>Tasks could offer more challenge and success opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Students participate/practice without repeated prodding from teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Students enjoy practicing activities.</li> <li>Students experience enjoyment in physical activity.</li> <li>Students express personal satisfaction in their accomplishments.</li> </ul>
<b>Teacher demonstrates respect when speaking with students</b>	<ul style="list-style-type: none"> <li>Teacher occasionally uses negative tone in statements to students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher shows some demonstrations of respectful tone and expressions while interacting with students, but some opportunities are missed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's tone of voice and expressions used are consistently courteous and genuine; no opportunity is missed, as observed from beginning to end of lesson.</li> </ul>
<b>Teacher promotes positive social skills and caring for self and others</b>	<ul style="list-style-type: none"> <li>Promoting social skills and caring for self and others is avoided or excluded.</li> </ul>	<ul style="list-style-type: none"> <li>Promoting social skills and caring for others is left for "teachable moments."</li> </ul>	<ul style="list-style-type: none"> <li>Positive social skills and caring for self and others are nurtured through intentionally designed activities.</li> </ul>
<b>As a role model, teacher...</b>	<ul style="list-style-type: none"> <li>Models a healthy lifestyle and participation in activity is minimal.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally participates in physical activity and a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates enjoyment in daily physical activity and leads a healthy lifestyle.</li> </ul>
<b>Students get into activity quickly</b>	<ul style="list-style-type: none"> <li>Organizational planning is incomplete, creating loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>Organizational planning is evident, but not all transitions are smooth or quickly achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher instructions are concise and effective; transitions are smooth and quickly achieved.</li> </ul>
<b>Learning environment is presented in a positive manner</b>	<ul style="list-style-type: none"> <li>Teacher rarely looks for ways to improve the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses resources sparingly to improve the learning space.</li> </ul>	<ul style="list-style-type: none"> <li>Students are safe in an orderly environment and inspired to pursue many learning opportunities.</li> </ul>

# Best Practices in *Physical Education—Efficient Class Management*

Best Practice	Developing	Effective	Highly Effective
<b>Teacher begins each class efficiently with attendance, dress, and pre-instruction routines</b>	<ul style="list-style-type: none"> <li>Teacher attends to non-teaching situations at the beginning of class.</li> <li>Teacher may dwell on the negative as a way to motivate lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional routine actively engages all students quickly.</li> <li>Music is appropriate and used as an incentive/motivator.</li> <li>Teacher posts daily expectations.</li> <li>Teacher memorizes announcements and is thorough.</li> </ul>	<ul style="list-style-type: none"> <li>Students begin participation at level of readiness (if applicable).</li> <li>Transition times are efficient.</li> <li>Teacher plans for a multitask lesson, special education and diverse populations, inclement weather and specializes equipment to maximize instruction time.</li> <li>Obvious routines are present through the entire class time.</li> </ul>
<b>Students not participating are engaged in learning</b>	<ul style="list-style-type: none"> <li>Students are removed from the physical education class instead of being engaged.</li> <li>Not many alternatives planned for non-dresser or inappropriate dresser.</li> </ul>	<ul style="list-style-type: none"> <li>Alternative activities are planned, monitored, and assessed.</li> <li>Documentation of plans is apparent.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher collaborates with the behavior plan on an individual basis, if needed.</li> <li>Productive alternatives are planned ahead of time.</li> <li>Teacher follows up with school nurse, doctor, or parent for suitable alternate activities if injury warrants.</li> <li>Teacher has assessment modifications in place.</li> </ul>
<b>Teacher implements behavior management plan</b>	<ul style="list-style-type: none"> <li>Language becomes a barrier to parent communication.</li> <li>Inconsistent consequences are given.</li> <li>Posted expectations are not visible to students.</li> <li>Parent follow-up is not a high priority, positive or negative.</li> <li>Student documentation is incomplete with few specific details of behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers posts language-appropriate expectations.</li> <li>Physical education teachers collaborate on best strategies.</li> <li>Teacher practices home phone communication.</li> <li>Teacher practices gender equity appropriately in daily lesson planning.</li> </ul>	<ul style="list-style-type: none"> <li>Copy of class expectations is sent home to parents, signed, and returned.</li> <li>Teacher talks directly to parents in a timely manner as incidents occur.</li> <li>Teacher is versed on school discipline policy and implements steps correctly.</li> <li>Collaboration with core and special education teachers, social workers, nurses, or student advisors is practiced as needed.</li> <li>Teacher provides teaching experiences to recognize both physical and cognitive skills.</li> <li>It is apparent to students that class expectations are consistently implemented.</li> <li>To keep students motivated and challenged, teacher increases or decreases activity level.</li> </ul>
<b>Teacher monitors and assesses students during activity</b>	<ul style="list-style-type: none"> <li>Teacher stands and monitors warm-ups without making corrections or comments.</li> <li>Teacher has back to students or allows sun to be in students' eyes.</li> <li>Teacher may overlook cooperative behavior and appropriate social skills.</li> <li>Teacher may use a single performance or incident for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher actively monitors students by moving around instructional area.</li> <li>Teacher states needed improvement during activities to the class.</li> <li>Teacher practices gender-neutral statements.</li> <li>Teacher sets short-term and long-term goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides students with positive, specific feedback, including compliments and corrections.</li> <li>Teacher states needed improvement personally so body alignment during activities is not compromised.</li> <li>Teacher knows how to analyze data and modify lessons.</li> <li>Teacher includes numerous assessment indicators for daily lessons.</li> <li>Engaged students observe and repeat critical performance elements.</li> </ul>
<b>Teacher groups students in activities</b>	<ul style="list-style-type: none"> <li>Teacher uses the same large group selection procedure.</li> <li>Captains choose teams publicly.</li> <li>Class time is wasted as selection process is not activity appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher ensures that all students are welcomed into groups.</li> <li>Teacher uses captain, leader, or specialist as learning tool.</li> <li>Teacher divides students that help or hinder lesson.</li> <li>Teacher plans ahead to use student assistants in activities when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses a variety of group selection, rotating as needed without compromising integrity and self-respect of students.</li> <li>Teacher recognizes good leadership, teamwork, sportsmanship, and strategy as groups develop.</li> <li>Teacher continually assesses the grouping process for improvement.</li> </ul>

# Best Practices in *Physical Education—Instruction*

Best Practice	Developing	Effective	Highly Effective
<p><b>Instruction</b></p>	<ul style="list-style-type: none"> <li>Students are exposed to limited kinds of activity (i. e., only team sports or fitness activities), with little regard for students' diverse needs and interests.</li> <li>Little evidence of progression or prior learning is seen in lessons.</li> <li>Teacher introduces minimal skills and concepts during daily lessons.</li> <li>Teacher occasionally works with individual students to help them apply concepts from the day's lesson.</li> <li>Game play without adequate skill development dominates activity.</li> <li>Teacher minimizes student learning due to lack of instructional focus, established student protocols, and instructional planning.</li> </ul>	<ul style="list-style-type: none"> <li>Instruction is brief and concise.</li> <li>Cues for performance are verbalized.</li> <li>Instruction is developmentally appropriate.</li> <li>Obvious progression in lesson, lesson appears part of a larger progression.</li> <li>Demonstrations for skills, drills, and games are provided.</li> <li>Teacher individualizes instruction.</li> <li>During practice time, teacher actively monitors students and uses feedback related to lesson cues.</li> <li>Organizational planning is evident, but not all transitions are smooth or quickly achieved.</li> <li>Protocols are evident for only part of the class; some instructional time is used to distribute and collect equipment.</li> <li>Formal and/or informal closure occurs at the conclusion of the day's lesson.</li> <li>Some evidence exists of teacher assessing student growth for future lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Student achievement is connected to past, present, and future learning and/or performance. Learning evolves outside the school day.</li> <li>Teacher brings a variety of activities to students beyond teacher preference and/or competencies.</li> <li>Lesson cues are linked to other learning.</li> <li>Teacher frequently alters instruction according to individual students' needs and classroom make-up.</li> <li>Protocols to distribute and collect equipment are efficient and evident from beginning to end of the lesson.</li> <li>Practice activities are at increasing or decreasing difficulty levels to keep students interested and involved; students choose their level.</li> <li>Teacher uses a variety of instructional approaches that may include visual aides, such as word walls and video demonstrations and recordings, pedometers, heart rate monitors, and computers.</li> </ul>

# Best Practices in *Physical Education—Activity Time*

Best Practice	Developing	Effective	Highly Effective
<b>Warm-ups</b>	<ul style="list-style-type: none"> <li>Teacher provides a few warm-up activities.</li> </ul>	<ul style="list-style-type: none"> <li>Exercise and activity are safe for students' fitness and ability levels.</li> </ul>	<ul style="list-style-type: none"> <li>Exercises and activities prepare students for activities to follow.</li> </ul>
<b>Student/Equipment ratio</b>	<ul style="list-style-type: none"> <li>A ratio of 6 to 1 is used during skill practice and 12 to 1 during game play.</li> </ul>	<ul style="list-style-type: none"> <li>Ratio does not exceed 3 to 1 during skill practice or 10 to 1 during game play.</li> </ul>	<ul style="list-style-type: none"> <li>A ratio of 1 to 1 during skill practice or 6 to 1 during game play is used.</li> </ul>
<b>Practice trials</b>	<ul style="list-style-type: none"> <li>Students have equal opportunities to learn and be active (similar numbers of turns and touches).</li> </ul>	<ul style="list-style-type: none"> <li>Students are given many successful/appropriate practice trials.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent, meaningful, and developmentally appropriate practice trials to develop movement concepts and skills are provided.</li> </ul>
<b>Activity time</b>	<ul style="list-style-type: none"> <li>Students are physically active at least 25% of class time.</li> </ul>	<ul style="list-style-type: none"> <li>Students are physically active at least 50% of class time.</li> </ul>	<ul style="list-style-type: none"> <li>Students are physically active more than 50% of class time.</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>Teacher frequently uses whole class games.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher modifies games to be more active (e.g., smaller groups, more balls, larger boundaries).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher selects, designs, sequences, and modifies games to maximize the attainment of specific learning, skill enhancement, and enjoyment.</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>Teacher infrequently uses challenges during skill practice and/or game play.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher consistently uses challenges during skill practice and/or game play.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher varies difficulty levels of challenges to motivate students during skill practice and/or game play.</li> </ul>
<b>Inclusion</b>	<ul style="list-style-type: none"> <li>Boys and girls are sometimes in separate groupings during physical activity and games.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher involves all students in activities to allow them to participate actively.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher facilitates equal access by girls and boys to individual, partner, small group, and team activities.</li> </ul>
<b>Closure</b>	<ul style="list-style-type: none"> <li>Closure occurs inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>Short closure is included.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher facilitates reflection.</li> </ul>

# Best Practices in *Physical Education—Environment*

Best Practice	Developing	Effective	Highly Effective
<b>Visually inviting</b>	<ul style="list-style-type: none"> <li>No posters are displayed.</li> <li>Area is cluttered, dirty, and not organized for day's activities.</li> </ul>	<ul style="list-style-type: none"> <li>Posters and some organization are evident.</li> </ul>	<ul style="list-style-type: none"> <li>Colorful and appropriate displays that are supportive of all students, regardless of race, gender, ethnic origin, religion, or ability are evident.</li> <li>Area is neat and organized.</li> </ul>
<b>Helps communicate goals and standards</b>	<ul style="list-style-type: none"> <li>No goals or standards are posted.</li> </ul>	<ul style="list-style-type: none"> <li>All information is written so it can be seen.</li> <li>Clear expectations are posted.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional information and objectives for the day are clearly and positively stated and promote individual student success and responsibility.</li> </ul>
<b>Behavior expectations</b>	<ul style="list-style-type: none"> <li>Behavior expectations are not posted or inappropriate for physical education.</li> <li>Teacher fails to address harassing remarks, physically harmful activities, and behavior that is hurtful to others</li> <li>Teacher ignores or is unaware of the need to intentionally establish a positive learning environment. The resulting environment is inconsistent in supporting learning and students show lack of self-control and respect for others.</li> </ul>	<ul style="list-style-type: none"> <li>Behavior expectations are posted, clearly stated, and promote student success and responsibility.</li> <li>Teacher intentionally establishes a positive learning environment.</li> <li>Rules are consistent from class to class,</li> <li>There is a expectation of respect for self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Behavior expectations are prominently posted in more than one place, clearly and positively stated, and promote individual student success and responsibility.</li> <li>Discipline practices are fair and consistent and encourage student responsibility for their own behavior.</li> <li>Students feel physically and emotionally safe and supported by teacher and classmates.</li> <li>Teacher uses verbal and nonverbal behaviors to promote a positive environment of respect and high expectations for students.</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>Students do not have adequate space to move freely and safely.</li> <li>There is difficulty in hearing instructions.</li> <li>Equipment is limited and not in good repair.</li> </ul>	<ul style="list-style-type: none"> <li>Students have adequate space for movement learning.</li> <li>Students have space to move freely safely and without obstructions.</li> <li>Acoustics allow them to hear instruction, if adjustments are made.</li> </ul>	<ul style="list-style-type: none"> <li>Students have more than adequate space for movement learning.</li> <li>Students have space to move freely and safely.</li> <li>Acoustics allow students to clearly hear instructions.</li> <li>Teacher provides safe equipment and immediately removes equipment that becomes unsafe.</li> <li>Teacher ensures off-campus settings conform to high safety standards (e.g., bowling, swimming pools, driving ranges, golf courses, recreation centers).</li> </ul>
<b>Use of safety rules</b>	<ul style="list-style-type: none"> <li>Use of safety rules is not evident in the surrounding environment, activities, and equipment usage.</li> </ul>	<ul style="list-style-type: none"> <li>Use of safety rules is evident most of the time, in the surrounding environment, activities, and equipment usage.</li> </ul>	<ul style="list-style-type: none"> <li>Use of safety rules is evident in the surrounding environment, activities, and in equipment usage.</li> </ul>