

# Physical Education Lifeline

Curriculum and Instruction Resource for Physical Education Educators



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## **Preface**

Since 1923, Minnesota educators have been engaged in teaching and promoting Physical Education. Now, in the year 2005, it has become apparent that the 2500 physical education instructors in Minnesota are in need of a Best Practices document to support quality Physical Education. As a result, this manual has been developed to provide assistance to school districts and teachers to help them maintain and increase quality K-12 Physical Education programs.

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# Introduction

Physical Education builds a foundation of appropriate instructional practices to promote and facilitate the attainment of movement skills, physical fitness, and the development and improvement of physical activity that can be maintained throughout life.

It is not uncommon for adults to believe that a child's physical development "naturally" occurs during the process of growing. As a consequence, numerous physical education classes have been planned as "free-play" or a time for students to "release some energy." However, it is important to cite the research which states that mature fundamental movement skills do not develop on their own (Gallahue & Ozmun 1995; Robertson & Halvorson, 1984; Seefeldt, 1986). "To deny students the opportunity to reap the many benefits of regular vigorous physical activity is to deny them the opportunity to experience the joy of efficient movement, the health benefits of physical activity, and a lifetime as confident, competent movers" (Gallahue, 1995).

## The Goal of Physical Education

"The goal of Physical Education is to empower learners to actualize a vision of themselves as competent movers with the skills, knowledge and desire to become life-long participants in physical activities."

Physical activity is critical to the development and maintenance of good health. The goal of Physical Education is to develop physically educated individuals who have knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. (NASPE, 2004)

According to NASPE, a physically educated person:

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

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

Standard 3: Participates regularly in physical activity.

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

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

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

# Overview of Minnesota Physical Education

Physical educators throughout Minnesota are responsible for helping children and youth acquire the knowledge, skills, and self-confidence they need to participate in a wide variety of physical activities during their school years and beyond. The Minnesota Benchmarks Project was developed from the National Association for Sport and Physical Education's (NASPE) National Standards for Physical Education and designed to describe what students should know and be able to do as a result of instruction in school. The standards also provide a guide for pre-service preparation and continuing education of physical education teachers and elementary education teachers who frequently are called upon to provide some physical education activities.

The first and perhaps most important aspect of physical education is the direct bearing it has on children's physical, mental, and social well-being. The Center for Disease Control and Prevention, in its Dietary Guidelines for Americans in 2005, recommends that children and adolescents participate in at least 60 minutes of moderate intensity physical activity most days of the week, preferably daily. The child who is well-educated physically is likely to become a healthy adult who is motivated to remain healthy. Educators can help motivate students to make a commitment to be physically active by aligning instruction with these standards for physical education, and creating curriculum and activities designed to instill within students a desire to be active for life. The Minnesota Physical Education Benchmarks are the foundation to build meaningful physical education experiences for all students.

A comprehensive, developmentally appropriate K-12 program includes promotion of physical activity among youth and motivation to pursue lifelong active participation that ensures optimal quality of life. Research shows people who are physically active on a regular basis are healthier than those who are not. However, despite numerous studies linking a sedentary lifestyle to health problems such as heart disease, high blood pressure, and obesity, the 1996 Surgeon General's Report indicated that nearly half of American youth ages 12 to 21 are not vigorously active on a regular basis. Daily participation in high school physical education classes dropped from 42% in 1991 to 32% in 2001 (CDC, 2002). In addition, participation in all types of physical activity declines strikingly as age or grade in school increases. This should be a critical challenge especially to all middle and high school physical educators. They must play a key role in reversing this trend by designing programs that:

- Teach students motor skills necessary to participate in a wide variety of physical activities.
- Design programs that stress enjoyable participation in lifetime physical activities such as walking, biking, and dancing, not just the traditional competitive sports.
- Help students understand the link between physical activity and good health. It has the immediate benefits of reducing stress, building self-esteem, and controlling weight, as well as being fun and inexpensive.
- Encourage all children, regardless of disability, ethnicity, gender, native language, race, religion, or sexual orientation the opportunities not only to succeed in physical education, but also to develop a lifelong commitment to the pleasure and the health benefits of physical activity.

The second reason for the importance of physical education today is its direct link with academic learning. The healthy, physically active child is more likely to be academically motivated, alert, and successful. In the preschool and primary years, there are direct links between active play, physical agility and coordination, and academic success. As children grow older and enter adolescence, healthy physical activity becomes integral to their self-concept and their ability to take on new intellectual, social, and emotional challenges. Throughout, physical education promotes the social skills and cooperation that are increasingly viewed by educators today as essential for success in school. Just as any well-planned academic curriculum takes into account a wide range of learning modes and styles, the physical education curriculum, as described in this framework, emphasizes a variety of cognitive, affective, and psychomotor teaching and learning strategies. (Wisconsin Dept. of Ed.)



# **I. The Vision for Minnesota Physical Education**

Minnesota's vision is that all children and youth will display the skills and practices of a physically active lifestyle, will be physically fit, and will have a mindset that values physical activity and the knowledge that physical activity sustains a healthy lifestyle.

## **Beliefs**

It is our belief that providing children and youth with physical activity opportunities both in and out of school is critical. Helping them to develop knowledge and skills to select and participate in physical activity safely, competently, and with personal satisfaction is a responsibility of physical education. Physical education should teach students to value physical activity. (Siedentop, 1996).

From kindergarten through grade 12, students in Minnesota should have the opportunity to participate in quality physical education. It is the unique role of quality physical education programs to help all students develop health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles. Quality physical education programs are also important because they provide learning experiences that meet the student's developmental needs, which in turn will improve their mental alertness, academic performance, and readiness and enthusiasm for learning.

## **Why Physical Education?**

Physical Education programs give students the skills, knowledge, and disposition to live a physically active lifestyle. Physically active youth and adults experience a better quality of life. Participation in physical activity provides opportunities for:

- Performing physical skills that develop and maintain a health-related level of fitness;
- Finding personal meaning and enjoyment in physical activity;
- Advocating the benefits of and encouraging a healthy and active lifestyle;
- Interacting positively with others in social settings; and,
- Implementing and maintaining a personal fitness and wellness program.

Physical activity is necessary to sustain health. According to the surgeon general's report on physical activity and health for 1996, regular physical activity:

- Reduces the risk of dying prematurely;
- Reduces the risk of dying from heart disease;
- Reduces the risk of dying from diabetes;
- Reduces the risk of developing high blood pressure;
- Helps to reduce blood pressure in people who already have high blood pressure;
- Reduces the risk of developing colon cancer;
- Reduces feelings of depression and anxiety;
- Helps control weight;
- Helps build and maintain healthy bones, muscles, and joints;

- Helps older adults become stronger and better able to move about without falling; and,
- Promotes psychological well being.

Promoting and fostering enjoyment of movement and motor skill confidence and competence at an early age helps to ensure healthy development and later participation in physical activity. Evidence supports that children and adolescents who are physically active tend to become active adults. Physical activity increases fitness; improves muscle tone; aids respiration, circulation and dietary control; benefits digestion; promotes rehabilitation after illness; and has a positive effect on energy expenditure and energy balance. The positive effect of motor stimulation on brain and neural connections in early childhood and elementary education is a key influence on problem-solving ability and academic achievement. (Jensen, 1998, p. 35) (NASPE, 2004).

To pursue a lifetime of healthful physical activity, a physically educated person:

- Has** learned skills necessary to perform a variety of physical activities;
- Knows** the implications of and the benefits from involvement in physical activities;
- Does** participate regularly in physical activity;
- Is** physically fit; and,
- Values** physical activity and its contributions to a healthful lifestyle. (NASPE, 2004)

### **Quality Physical Education Programs**

Quality physical education instruction does not reduce standards; rather, it addresses individual differences through instructional processes. The very nature of physical education provides a laboratory for the social and personal development of each student. In addition to psychomotor development, the intellectual, social, and emotional growth of the student receives high priority. A solid framework is based on:

- A well-planned physical education program that is sequential, developmental, and age-appropriate;
- An effective physical education program that is governed by a vision that does not consist of just games and sports;
- An effective physical education program that balances and contributes to a child's academic learning; and,
- A physical education program that helps children develop lifelong commitment to their own physical well-being, health, and fitness.

### **Myths about Physical Education Programs**

#### **Myth 1: Physical education is a frill, not an integral part of the school's curriculum.**

A carefully planned physical education program contributes to the personal, social, cognitive, and physical development of the child in a way that no other program can. Physical education is education through movement and about movement, for a lifetime of physical activity. Physical education is a unique and essential part of the education of the child. (South Carolina, Department of Education)

**Myth 2: Physical education programs are designed for the athletically talented.**

The goal of physical education is to make every student a participant in physical activity. All students have the potential to become physically educated and an effective physical education program will reach all children regardless of talent, skills, or limitations.

**Myth 3: Physical education stresses too much competition.**

Quality physical education programs recognize that competition in and of itself is neither good nor bad. Quality physical education programs stress self-improvement, cooperation, and competition at appropriate levels. They attribute success to effort and they use the area of competition with others when students are ready to challenge and test themselves against other individuals or against a standard.

**Myth 4: Physical education and health are the same thing.**

While the goals of physical education can contribute to those of a health program, the two programs have very different objectives. Physical education is the only program in the school designed to give students the skills and knowledge for an active lifestyle. Comprehensive health programs have their own valuable curricula and should not be limited to knowledge about physical activity.

**Myth 5: Physical education and athletics are the same thing.**

Skill in a sport is only one facet of a good physical education program. Good programs develop skills in a variety of movement forms and develop the abilities, knowledge, and values for a lifetime of physical activity. Physical education programs emphasize self-improvement, participation, and cooperation instead of winning and losing.

**Myth 6: Students learn to move and acquire physical skill during recess.**

Quality physical education programs are instructional. Their intent is to improve students' abilities, knowledge, and attitudes. They are designed for all children to succeed. Recess programs are not instructional in nature and are not designed to help students improve their performance. Many physical activity programs outside the school are not designed for all students, nor are they designed to be comprehensive in their objectives.

## II. The Effective Physical Education Program

The Effective Physical Education Program will include the following:

Curriculum

Instruction

Instructional adaptations for students with diverse needs

Program Organization and Administration

Policies and Procedures

Physical Education Faculty

Facilities and Equipment

Appropriate and Inappropriate Practices

### Curriculum

**The effective physical education program has clear expectations for student learning that are specifically defined in writing for each grade level.**

The effective physical education program has high and clear expectations for what students are expected to know and be able to do. Motor skill, cognitive, affective and fitness outcomes are defined specifically for all grade levels and are consistent with NASPE standards.

**The effective physical education program has a written curriculum to achieve the outcomes defined in the curriculum. This written document should:**

- reflect NASPE standards;
- be coordinated at the district level pre K–12;
- include a statement of philosophy;
- include clearly defined performance standards for all age levels;
- include suggested scope and sequence of learning experiences;
- include a description of how each performance standard is to be assessed;
- be used to plan instruction;
- be revisited on a regular basis; and,
- be distributed to all teachers who teach physical education (pre K–12).

**The effective physical education program takes a lifespan approach to the development of standards.**

The current and long-term needs of students are considered in the development of skills, fitness, attitudes, and values toward physical activity.

**The motor content of the effective program is consistent with "best practice."**

**Primary School**

The curriculum for the primary school includes body management, manipulative and game skills, educational dance, and fitness.

**Middle School**

The curriculum at the middle school includes opportunities for students to become proficient in a wide variety of movement forms (net/racket, target, team, outdoor pursuits, individual, aquatic, strength and conditioning, and dance) at modified levels of skill and complexity and to acquire beginning knowledge related to assessing and developing personal fitness programs.

**High School**

The curriculum at the high school provides opportunities for students to become competent and proficient in several movement forms (net/racket, target, team, outdoor pursuits, individual, aquatic, strength and conditioning, and dance) elected from a variety of choices. In the high school curriculum, students will also be able to design and develop a personalized physical fitness program, participate regularly in health-enhancing physical activity beyond the physical education class, and meet the gender and age group health-related physical fitness standards.

**The effective physical education program addresses both the cognitive and the affective dimensions of learning, directly and specifically as content, and indirectly as products of processes.**

Both affective learning and cognitive learning are products of the teacher's methods and approaches to teaching content and definitive learning experiences designed for specific outcomes in these domains.

**The curriculum of the effective physical education program is designed to be developmentally appropriate for each grade level including students with special needs.**

The curriculum should differentiate among the grade levels. A clear developmental sequence should be evident throughout the planned pre K–12 curriculum.

**The curriculum of the effective physical education program is integrated into and coordinated with the school curriculum rather than existing apart from it.**

School and district policy and goals are reflected in the physical education curriculum. The goals of the physical education program are reflected in school and district goals and planning materials.

**The effective physical education program is developed with and shared with the community.**

The school board approves the curriculum as a whole, and the standards are shared with the community.

**The curriculum of the effective physical education program includes clear strategies and materials for student assessment and program assessment.**

Decisions as to how students will be assessed and how the program will be evaluated on a regular basis should be included in the curriculum.

**The curriculum of the effective physical education program offers opportunities for participation and encourages students to participate in physical activities beyond the required physical education program available to all students.**

These are a few examples of additional physical activities in which students may become involved:

- "Jump Rope for Heart," "Hoops for Heart"
- youth leagues, church leagues
- community recreation
- YMCA programs
- intramurals
- early-morning/after-school programs
- field days
- community education

## **Instruction**

**Effective instruction in physical education provides students with educationally rich learning experiences that:**

- have the potential to improve motor performance;
- are rich in affective and cognitive content;
- provide maximum participation; and,
- are appropriate to the age and level of development of each learner.

**Effective instruction in physical education is planned to help students reach specific learning outcomes that are both consistent with the curriculum and developmentally appropriate for all students, including those with special needs.**

- The teacher has a written plan for each lesson.
- Plans are written separately for different developmental levels.
- Written plans include specific learning objectives, learning experiences, and assessment criteria and procedures.
- Individualized Education Plans (IEPs) are written for each student with special needs.

**Effective instruction in physical education establishes and maintains a positive learning environment with clear and shared expectations and consequences.**

- Off-task or inappropriate behavior is at a minimum.
- The teacher has clear expectations for student learning.
- Expectations for appropriate behavior and consequences for inappropriate behavior are shared with students and are reinforced.
- Students can work independently as well as cooperatively in a focused manner.
- The teacher in an effective instructional environment in physical education presents and communicates tasks to learners effectively and accurately.

**Effective instruction in physical education develops content in a manner that gradually leads the learner to increasing levels of ability with the content.**

- Content development in instruction includes refining, extension, and application/assessment tasks.
- Content is developed so students can be successful and see improvement.
- Learning experiences are modified appropriately to increase or decrease difficulty on an individual basis so that the proper level of challenge and success is provided for all students.

**Effective instruction in physical education provides a maximum opportunity to learn.**

- Content is chosen and developed to provide maximum practice time with the intended learning.
- Students are organized into groups to provide maximum practice.
- Sufficient equipment is available for maximum practice.
- The teacher manages instruction so that he or she spends as little time as possible on organization.
- The teacher uses all available time for instructional purposes.

**Effective instruction in physical education uses a variety of instructional strategies.**

- Direct and indirect teaching strategies are used.
- Teacher-centered and student-centered strategies are used.
- Different delivery systems for instruction are used (e.g., station teaching, interactive teaching, peer teaching).

**Effective instruction in physical education maintains a physically and psychologically safe environment for students.**

- The teacher arranges facilities and instructional equipment for safe participation.
- The teacher teaches students how to participate safely and reinforces safe participation.
- The teacher creates a supportive social and interactive environment for all students.
- The teacher creates opportunities for all students to experience success and challenge.

**Effective instruction in physical education incorporates assessment experiences into instruction.**

- The teacher shares expectations with students prior to instruction.
- Formative assessment is used to provide students and the teacher with information on student progress.
- Informal application/assessment experiences are designed as part of the development of content with students.

**Program Organization and Administration**

The characteristics below describe the organizational and administrative aspects of an effective school physical education program.



**All students should have daily physical education throughout pre K–12.**

All students at the preschool, elementary, and middle school level should participate in an instructional program of physical education on a daily basis. Throughout the high school level, students should have the opportunity to participate in physical education in a scheduling format equivalent to other subject areas.

**The needs of students and not the needs of teachers determine the class time allocated for daily physical education.**

With some flexibility for content and daily situations, the following durations of a class period are appropriate for students of different age levels:

20 minutes	preschool
30–45 minutes	elementary
50–90 minutes	middle school
50–90 minutes	high school

**Physical education is scheduled so that the objectives of the program are supported.**

- The ratio of students to teacher in any single physical education class is no greater than the ratio in other academic classes and safety is first priority.
- Team teaching is considered an occasion to enhance opportunities for student learning and not to reduce the instructional responsibilities of the teacher.
- The use of itinerant teachers in a school and district should be limited.
- Students are not allowed to substitute other curricular or extracurricular activities for the required physical education program.
- The placement of students with special needs is considered in terms of the least restrictive environment and the needs of all students within the school. Federal 504 plans include physical education and the multi-disciplinary/IEP teams write IEPs for students with special needs.
- A master schedule of teaching stations, as well as faculty and class assignments, is available.

**Policies and Procedures**

**Policies and procedures that support the program are established and distributed in clear written form.**

- Mechanisms for communication with school administration about the physical education program are in place.
- Procedures for emergencies have been established and are shared in written form with all faculty and students.

- Established policies and practices give physical education classes priority over the use of physical education facilities.
- The physical education program is a part of the strategic planning of the school.

**Clear policies for grading students as well as excusing students from physical activity or class are established and circulated in clear written form.**

- Students are graded on the achievement of program objectives.
- It is rare that students who are healthy enough to come to school are not healthy enough to participate in physical education.

### **Physical Education Faculty**

**Only licensed physical education faculty are permitted to teach physical education in Minnesota.**

- The teaching load of each teacher is commensurate with the loads of other teachers in the school.

**The primary responsibility of the physical education faculty is to teach and not to coach.**

- Teachers who also coach or perform other extracurricular duties are held accountable for their teaching. Teachers who also coach are given adequate release time from their teaching responsibilities so that they are able to perform both teaching and coaching jobs effectively.

**Physical Education faculty are expected to maintain and upgrade their skills and are supported in their efforts at professional growth.**

Professional growth is a part of the short- and long-term plans of the school. The school/district provides teachers with opportunities to improve their skills through financial compensation, travel funds, and substitute availability. Faculty are active in improving their professional competence in teaching physical education and are involved in at least some of the following pursuits on a regular basis:

- attending district in-service programs;
- participating in MAHPERD programs and learning opportunities;
- continuing to take course work;
- attending professional physical education conferences and/or meetings;
- visiting model/demonstration schools; and,
- obtaining additional endorsements.

### **Physical Education faculty is evaluated on a regular basis.**

Faculty assessment is part of a planned teacher development program designed to hold teachers accountable for effective teaching practices as well as to contribute to their professional growth. An observer with a clear notion of effective teaching in physical education, using criteria specific to the field of physical education, should do assessment.

### **Facilities and Equipment**

#### **Adequate equipment and appropriate facilities are provided to implement the curriculum.**

- An adequate budget for physical education is provided on a yearly basis apart from the athletic program.
- An adequate number of indoor and outdoor teaching stations are available for the number of students.
- Classroom space is available for high school physical education programs (fitness instruction, viewing videotapes).
- Equipment and facilities are clean and safe and are inspected on a regular basis.

### **Appropriate and Inappropriate Practices**

There are many appropriate and inappropriate ways to practice our discipline. The Council on Physical Education for Children (COPEC) through NASPE has helped define some common appropriate and inappropriate practices in Physical Education for elementary, middle, and high school students. Below are areas where specific guidelines are designed to help to identify instructional practices that are in the best interest of the students. Examples are included for each area. To obtain the hard copy of these three booklets, contact AAPERD at: [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

- Appropriate Practices for Elementary School Physical Education
- Appropriate Practices for Middle School Physical Education
- Appropriate Practices for High School Physical Education

### III. Supporting Quality Physical Education Programs

#### Qualified Teachers

The National Association for Sport and Physical Education (NASPE) identifies the following for a qualified physical education teacher:

1. Physical education must be taught by a qualified teacher with a degree in physical education and a current license to teach physical education from the state of Minnesota.
  2. The physical education teacher takes part in developing the Individual Education Plan (IEP) for special-needs students in order to help set realistic goals for physical education and to be fully informed about the special needs of students in each class.
  3. The physical education teacher participates in professional development opportunities in order to stay abreast of current research and best practices in the field.
  4. The physical education teacher is knowledgeable and competent in using a variety of teaching methods and instructional strategies to enhance student achievement and guide optimum personal growth.
  5. The physical education teacher is knowledgeable about the relationship among curriculum, instruction, and assessment.
- (NASPE, 2004)

The requirements for Minnesota physical education teachers are cited in the Minnesota Rule 8710.4700.

#### **TEACHERS OF PHYSICAL EDUCATION. Minnesota Rule 8710.4700**

Subpart 1. **Scope of practice.** A teacher of physical education is authorized to provide to students in kindergarten through grade 12 instruction that is designed to enhance physical growth and development through learning to move and learning through movement.

Subp. 2. **Licensure requirements.** A candidate for licensure to teach physical education to students in kindergarten through grade 12 shall:

A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;

B. demonstrate the standards for effective practice for licensing of beginning teachers in part [8710.2000](#); and,

C. show verification of completing a Board of Teaching preparation program approved under part [8700.7600](#) leading to the licensure of teachers of physical education.

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of physical education must complete a preparation program under subpart 2, item C, which must include the candidate's demonstration of the knowledge and skills in items A to C.

A. A teacher of physical education understands and applies the skills necessary to perform varied physical activities including:

- (1) essential elements and sequencing of basic motor skills;
- (2) individual, dual, and team activities; lifetime fitness activities; fundamental gymnastics; rhythms and dance, for example, singing games and folk, square, ballroom, creative, contemporary, and modern dance; low organization, lead up,

and cooperative games; aquatics; aerobics, body mechanics, conditioning exercises, and strength training;

(3) appropriate instructional cues and prompts for basic motor skills and physical activity; and,

(4) how to support and encourage learner expression through movement.

B. A teacher of physical education understands disciplinary knowledge of physical activities and well being, including:

(1) the organic, skeletal, and neuromuscular structures of the human body and how these structures adapt and contribute to physical activity, motor performance, fitness, and wellness;

(2) concepts and strategies related to physical activity and fitness;

(3) disciplinary concepts and principles to skillful movement and physical activity;

(4) interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from multiple subject areas;

(5) organization and administration of physical education programs;

(6) etiquette, sportsmanship, and officiating;

(7) selection and use of appropriate supplies and equipment;

(8) safety issues to consider when planning and implementing instruction;

(9) appropriate emergency procedures;

(10) safety, CPR, first aid procedures, and prevention and care of injuries;

(11) the relationship among physical activity, fitness, and health including developmental adaptive physical education programs;

(12) historical, philosophical, sociological, and psychological factors associated with varied physical activities; and,

(13) health-related concepts, concerns, assumptions, debates, processes of inquiry, and personal hygiene central to the study of physical activity.

C. A teacher of physical education must demonstrate an understanding of the teaching of physical education that integrates understanding of physical education with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of physical education to children, preadolescents, and adolescents must:

(1) understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;

(2) understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;

(3) understand the benefits and implications of, and how to, promote lifelong physical recreation;

(4) develop curriculum goals and purposes based on the central concepts of physical education and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

(5) understand the role and alignment of district, school, and department mission and goals in program planning;

(6) understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;

(7) know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;

- (8) understand the role and purpose of co-curricular and extracurricular activities in the teaching and learning process;
- (9) understand the impact of reading ability on student achievement in physical education studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read physical education content materials; and,
- (10) apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, middle level, and high school students within a range of educational programming models.

Subp. 4. **Continuing license.** A continuing license shall be issued and renewed according to the rules of the Board of Teaching governing continuing licensure.

Subp. 5. **Effective date.** The requirements in this part for licensure as a teacher of physical education are effective on September 1, 2001, and thereafter.

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The requirements for Minnesota special education: developmental adapted physical education teachers are cited in the Minnesota Rule 8710.

### **TEACHERS OF SPECIAL EDUCATION: DEVELOPMENTAL ADAPTED PHYSICAL EDUCATION. Minnesota Rule 8710.5330**

Subpart 1. **Scope of practice.** A teacher of special education: developmental adapted physical education is authorized to provide specially designed instruction in physical education to students with identified disabilities in pre-kindergarten through grade 12 who have special education needs in the areas of physical fitness and gross motor skills, and to collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized physical educational program plans for the students.

Subp. 2. **License requirements.** A candidate for licensure as a teacher of special education: developmental adapted physical education to teach pre-kindergarten through grade 12 students who need an individualized physical education plan shall:

- A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;
- B. hold or apply and qualify for a valid Minnesota physical education teaching license;
- C. demonstrate core skill requirements in part [8710.5000](#); and,
- D. show verification of completing a Board of Teaching preparation program approved under part [8700.7600](#) leading to the licensure of teachers of special education: developmental adapted physical education in subpart 3.

Subp. 3. **Subject matter standard.** A candidate for licensure as a teacher of special education: developmental adapted physical education must complete a preparation program under subpart 2, item D, that must include the candidate's demonstration of the knowledge and skills in items A to E.

A. A teacher of special education: developmental adapted physical education understands the central concepts, tools of inquiry, history, and context of developmental adapted physical education. The teacher must understand:

- (1) historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to and the education of students with identified disabilities as the issues apply to physical fitness and gross motor skills;

- (2) current educational definitions, identification criteria and labeling issues, and entrance and exit criteria for services pertaining to individuals who have disabilities relating to physical fitness and gross motor skills;
- (3) theoretical foundations and sequences of typical and atypical motor learning, motor development, and motor skills acquisition from birth to adulthood relating to physical fitness and gross motor skills;
- (4) lifespan implications of medical, health, skeletal, and neurological conditions on motor learning and development from typical and atypical perspectives;
- (5) principles of anatomical structure, physiology, and kinesiology across the lifespan from a typical and atypical development perspective;
- (6) how disabling conditions and behaviors with single- and cross categorical disabilities interrelate with motor functioning and motor skill acquisition; and,
- (7) impacts of atypical motor development and function on the educational, social, and psychological well-being of students.

B. A teacher of special education: developmental adapted physical education understands referral, assessment, planning, and placement procedures specific to teaching students with disabilities in physical fitness and gross motor skills.

The teacher must understand:

- (1) referral and intervention procedures;
- (2) use, limitations, ethical concerns, administration, and interpretation of formal and informal assessments for students with identified disabilities in physical fitness and gross motor skills and how to effectively communicate the results to the students, families, teachers, and other professionals;
- (3) how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with disabilities in physical fitness and gross motor skills;
- (4) health-related aspects of physical fitness and their implications for students with disabilities;
- (5) the mechanics and application of assistive devices toward the acquisition of physical fitness and motor skills;
- (6) various educational placement options and the selection of appropriate options based on the needs of the individual; and,
- (7) how to design individual plans that integrate assessment results and family priorities, resources, and concerns that incorporate, when appropriate, academic and nonacademic goals and the appropriate use of adaptive, augmentative, and assistive technologies in the physical education setting.

C. A teacher of special education: developmental adapted physical education understands how to use individual education program plans to design and implement developmentally appropriate instruction for students with disabilities in the areas of physical fitness and gross motor skills. The teacher must understand how to:

- (1) develop, select, adapt, and use a variety of instructional resources, strategies, and techniques to implement developmental adapted physical education services as part of a student's accommodation plan or individual educational program plan;
- (2) select and adapt equipment essential to instruction in physical fitness and gross motor skills;

- (3) establish learning environments that enable students with disabilities to safely and actively participate in motor programming;
- (4) apply techniques for communicating with students who are nonverbal or have limited verbal expression;
- (5) apply strategies for teaching self-advocacy and functional life skills relevant to independence, social skills, community and personal living, and employment;
- (6) provide students with learning experiences that will enable them to be life-long participants in physical recreation and leisure activities; and,
- (7) monitor, summarize, and evaluate the acquisition of outcomes stated in the individual plans.

D. A teacher of special education: developmental adapted physical education communicates and interacts with students, families, other teachers, and the community to support student learning and well-being. The teacher must understand:

- (1) how to assist students and their parents in making choices that impact academic and occupational decisions;
- (2) sources of unique services, networks, agencies, and organizations for students with identified disabilities who have special education needs in physical fitness and gross motor skills;
- (3) educational roles and responsibilities of other teachers and support personnel in providing educational services to students with identified disabilities in physical fitness and gross motor skills;
- (4) roles of occupational therapists and physical therapists in relationship to delivering developmental adapted physical education services;
- (5) how to collaborate with caregivers to locate community and state resources for further participation in leisure and recreational activities for children and youth with disabilities; and,
- (6) how to access information relevant to the field of developmental adapted physical education through consumer and professional organizations, publications, and journals.

E. A teacher of special education: developmental adapted physical education applies the standards of effective practice in teaching students who have special education needs in the development of the students' physical fitness and gross motor skills through a variety of early and ongoing clinical experiences with pre-kindergarten, kindergarten or primary, intermediate or middle level, and high school students across a range of service delivery models.

Subp. 4. **Continuing licensure.** A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

Subp. 5. **Effective date.** Requirements in this part for licensure as a teacher of special education: developmental adapted physical education are effective on September 1, 2001, and thereafter.

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### **Time Allocation**

To maintain a quality physical education program, instructional time should include the following:

**Minnesota Compulsory Education Law** – See Appendix A: Commissioner’s Memo



Recommendations include:

- Instructional periods totaling 150 minutes per week for elementary and 225 minutes per week for middle and secondary students;
- With a qualified physical education specialist providing a developmentally appropriate program;
- Using adequate equipment and facilities;
- The physical education teacher has a daily preparation period to provide time for planning, communication, record keeping, assessment, and cross-curricular planning with teacher of other subjects; and,
- Adequate time is provided for teachers and students to travel to and from community physical activity facilities that are used for physical education.

### **Class Size**

Classes should be:

- The same size as other content areas;
- Include the same number of students with special needs as other content areas;
- Homogeneously group students by grade level; and,
- Heterogeneously group students by gender.

### **Technology**

Students and teachers should have available:

1) Annual budget should provide for:

- Staff training on technology (camcorders and VCR equipment for assessment of instruction, self-assessment, and teacher assessment, as well as the development and playback of instructional media);
- DVD video for instruction;
- Instructional media in the form of videotapes, loop films, and graphic art for teachers to present learning experiences in a wide variety of content areas;
- Heart-rate monitors for instructional work in fitness to monitor amount of time spent in the target heart rate, maximal heart rate during exercise, and recovery heart-rate time;
- Computers and computer programs for student and teacher use in record-keeping, individualization of programs, and both formative and summative assessment and to link to web based fitness programs;
- Pedometers for instructional use, self-assessment, progress toward fitness goal, and to measure student effort;
- PDA's – used for attendance, assessment, fitness testing, daily grading;
- Timers and stop watches to time various types of fitness activities;
- Blood Pressure Cuff for use by students, staff, and parents;
- Body Fat Analyzers for use by students, staff, and parents to determine body composition to more accurately assess individual fitness goals; and,

- Pulse Meters to help students determine their heart rate before, during, and after exercise.
2. Computer applications are available to help teachers design daily lesson plans, monitor student records, average student grades, manage inventory, monitor the budget, develop instructional materials, prepare reports and communications, and develop materials for program advocacy.
  3. A variety of software and hardware is available to students in order to enrich the curriculum; promote cross-curricular applications and learning; and assist in goal setting, self-assessment, reflection, and projects.
  4. Technology is used to monitor and record student achievement of curriculum standards.
  5. Students develop projects using technology to demonstrate their understanding of skills and concepts in physical education, physical activity, and physical fitness, which address physical education standards.

## **Facilities**

### **Provide facilities that are clean, safe, and adequate for the number of students.**

The facility needs for students in physical education differ; the following are recommendations appropriate to the grade level of the student.

#### **Early Elementary School Facilities**

Students of this age need an indoor and outdoor facility for each class. The indoor facility should have minimally 2,500 square feet (one half of a basketball court) of clear uncluttered space, with 20-foot ceilings and unobstructed wall space with no windows, if possible. When two classes are expected to share an indoor space, each class should have available a space equivalent to 2,500 square feet and should have a private teaching station or one that can be made private. The outside facility should include both a hard surface as well as a level grass field. The grass field area should be large enough for students to run safely for a period of time (50 yards x 50 yards).

#### **Upper Elementary School Facilities**

Upper elementary school students need more space than lower elementary school students because of their body size and the nature of the program. The indoor facility should have minimally 4,200 square feet of clear uncluttered space (one basketball court) with 20-foot ceilings and unobstructed wall space with no windows, if possible. When two classes are expected to share an indoor space, each class should have available a space equivalent to 4,200 square feet and should have a private teaching station or one that can be made private. The outside facility should include both a hard surface as well as a grass field. The grass field area should be large enough for students to run safely in group activities (100 yards x 100 yards).

## High School/Middle School Facilities

High schools/middle schools need one indoor and one outdoor teaching station for each class that meets during one instructional period. Indoor teaching stations should be made available to handle a normal class size for the following activities:

<i>indoor facility</i>	<i>types of activity supported</i>
large gym	basketball, volleyball, team handball
smaller facility	dance, gymnastics, wrestling, judo
specialized smaller space	weight training/fitness
classroom	fitness (and rainy-day indoor facility)

The gym should be at least the size of one basketball court and should be able to be divided into two private teaching stations. The smaller facility and weight training facility should be built to accommodate a full class size.

<i>outdoor facility</i>	<i>types of activity supported</i>
field space (100 yds. x 50 yds.)	soccer, ultimate Frisbee, field hockey, football, lacrosse, golf
tennis courts	Tennis
track and jumping pits	track and field

Schools are encouraged to develop specialized facilities for a wide variety of activities (i.e., swimming, outdoor pursuits, track and field, climbing walls, racquetball, beach volleyball, paddle tennis). A program budget that allows travel to appropriate community sites for various activities may be necessary.

**Provide equipment that is safe, supports a comprehensive program, and is adequate for the number of students in each class.**

The equipment needs for physical education vary by grade level and should minimally include the following to meet student needs:

### Elementary School Equipment

#### Manipulative Equipment

- balls—a variety of sizes, weights, and materials (whiffle, foam, yarn, rubber) should be available (one of each ball for every student in a class);
- sport equipment—modified basketballs, soccer balls, volleyballs (and trainers), softballs, Frisbees™, and footballs should be available (one of each ball for every two students in a class);

- rackets, bats, sticks (hockey, paddles, golf, or lacrosse)—several versions of modified lightweight rackets, bats, and sticks should be available (one racket, bat, or stick for each student in a class);
- jump ropes, hoops, scoops—one piece of equipment for each student in a class;
- gymnastics—mats (one mat for every two students in a class), boxes, and benches (one box or bench for every two students in a class);
- fitness—sufficient equipment to administer a fitness test;
- dance—variable speed record/tape/CD player with remote and a collection of music for folk dance, creative dance, and rhythms; and,
- additional needs—traffic cones, bases, volleyball/badminton nets and standards, pinnies, batting tees, domes, flat markers.

### **Middle School Equipment**

- sport balls—modified basketballs, soccer balls, volleyballs (and trainers), softballs, and footballs should be available (one of each ball for every two students in a class);
- rackets, bats, sticks (hockey, golf, or lacrosse)—modified lightweight rackets, bats, and sticks should be available (one racket, bat, or stick for each student in a class);
- gymnastics mats (one for every two students in a class);
- large equipment—beam, ropes, rings, vaulting box, vaulting horse, parallel bars, uneven bars (one large piece of apparatus for every four students in a class );
- fitness—sufficient equipment to administer a fitness test, heart-rate monitors;
- dance—variable speed record/tape/CD player with remote and a collection of music for folk dance, creative dance, and rhythms; and,
- additional needs—traffic cones, bases, volleyball/badminton nets and standards, pinnies, breakaway flags, hoops, clubs, ropes, flat markers.

### **High School Equipment**

Regulation equipment should be available to teach a variety of movement forms, including at least one from each of the following:

- team sports (basketball, football, soccer, softball, volleyball, team handball);
- outdoor pursuits (adventure/ropes, canoeing, backpacking, orienteering);
- dance (jazz, folk, aerobic, modern, creative, line, Western, square);
- individual and dual activities (gymnastics, archery, self-defense, weight training, golf, wrestling, bowling, track and field); and,
- fitness (heart-rate monitors, fitness test equipment, treadmills, bikes).

Enough equipment for one class should be provided so students do not have to wait for a turn at a learning opportunity. This usually implies a racket, club, bow, etc., for every

student; a ball for every two students; and sufficient pieces of large equipment for various activities (canoeing, gymnastics, dance).

## **Assessment**

Assessment, in many ways, is the driving force behind content and instructional methodology in the classroom. It affects the way students view themselves; the way parents/guardians, community, and governing bodies evaluate schools and districts; and the way citizens of this nation compete with those of other nations in the worldwide marketplace. Assessment is the collection of information that will be used to evaluate student learning. The specific evidence of learning that we use and the methods we employ for measuring learning must accurately reflect what we want students to know and to be able to do.

Assessment in physical education has not received a great deal of attention until recently. Student, teacher, and program accountability has forced physical educators to provide evidence of children's learning at the program level. Newer ideas in assessment have also helped physical educators to appreciate the importance of assessment as a critical part of the instructional process.

How can educators identify what students know and can do? What kinds of assessments are best? As with most important issues, the answers are complex and must be based on the purposes of the assessment, which differ across classroom, school, district, and state levels.

### **Purposes of Classroom Assessment**

- to inform students of their strengths and weaknesses
- to provide the teacher with information for the improvement of instruction
- to provide parents/guardians with information needed for active support of the students' efforts and achievements
- to measure student progress toward meeting school, district, state, and national standards

### **Purposes of School and District Assessment**

- to promote fairness, consistency, and quality in physical education programs
- to monitor and adjust physical education curriculum and instruction
- to identify areas needing technical and financial support and to provide that support at the district level
- to provide accountability data to the community and governing bodies

## **Principles of Assessment**

### **Assessment should include measures of student performance.**

Although knowledge of concepts related to physical education is important, students in physical education should be assessed in terms of what they do.

### **Assessment should measure what it intends to measure as directly as possible.**

Assessment in physical education normally involves both assessments of motor skill ability and fitness. Motor skill and fitness assessment at the summative level should be authentic. Students should be assessed at the highest level of application appropriate for a given developmental level (e.g., how middle school students play soccer in a 7-vs.-7 game situation, not how well they kick a soccer ball; whether students can plan a personal fitness program, not whether they know the instructions on how to plan a fitness program).

### **Assessment should measure student achievement over a period of time.**

Observing student performance on "test day" may not be reflective of where that student is developmentally. Observations of performance over a period of time during many different kinds of tasks are more appropriate. For example, the teacher might look at how a student throws a ball at a target, how students throw to a partner, and how they throw in a game situation.

### **Assessment should be ongoing and integrated with instruction.**

Growth in physical abilities and physical skills occurs over time and usually means that the student is increasing his or her ability to use skills in more complex situations. When assessment is ongoing, it confirms student progress over time and gives the teacher information that allows the teacher to adjust instruction appropriately.

### **Assessment should guide future instruction.**

Teacher instruction must be guided by the needs of students. As teachers consider their district curriculum and the state standards, they have great flexibility regarding what to teach and when to teach it. If students are to learn, teachers must use assessment information to plan instruction students have many opportunities to practice and demonstrate what they can do.

### **Assessment, curriculum, and instruction should focus on important learning.**

Before instruction begins, teachers need to examine their curriculum and ask, "What is important here?" The limited program time in physical education makes it critical for teachers to focus their instruction and assessment on what is most important. What is most important should be guided by the content standards developed at the state and national levels.

### **Assessment should involve students and parents/guardians.**

Teachers are often considered the people who assess student work. However, assessment of student performance is even more effective when it includes students and parents/guardians. Being able to monitor and assess one's own work is part of becoming self-sufficient. For that reason, it is important for students to be able to identify strengths and needs in their own work and strive for improvement. In addition to self-evaluation, students can help each other through peer evaluation. Feedback from their classmates allows students to see whether they are reaching their classroom audience. Involving parents/guardians and other community members in student assessment widens the opportunity for students to test the effectiveness of their work. Adults who are productive and competent have learned to monitor and assess their own work, but they also know that they have help from colleagues and supervisors. It is important for physical education teachers to establish for students the same kind of support system that comes into play when many people provide helpful feedback.

### **Student expectations need to be communicated at the beginning of a task, not at the end.**

Students can focus their learning on important issues when they know what is expected of them. Teachers should use information on scoring guidelines (rubrics) and samples of work as models of different levels of performance. This communication actually becomes a part of instruction as students discuss the rubrics and models with the teacher. Students see right at the start what an excellent product looks like compared to a product that is average or only fair. As students work, they can continually ask themselves if their performance measures up.

### **Assessment Options in Physical Education**

Teachers in physical education can gather information on student performance in many ways. Some of these methods are more useful for program assessment and some are more useful for assessment that is being used primarily as part of the learning process. Self-assessment and peer assessment on a self-designed rating scale, for example, are very useful options for assessment being used as part of the instructional process. More care and time must be spent in selecting the criteria, communicating the criteria, and learning how to use observation tools reliably when the data will be used outside the instructional setting.

Assessment and evaluation experts usually talk about the validity and reliability of tools and techniques of assessment. While validity and reliability issues are important to all types of assessment, they tend to be more important when the information collected will be used to make decisions on policy and will be used for student permanent grades and less important when the primary reason for collecting information is instructional in nature.

## **Performance Assessment of Student Knowledge and Skills**

Performance assessment is a direct measure of a student's ability to use his or her knowledge and skills. Perhaps the oldest known form of assessment, performance assessment has been used extensively in physical education. Performance assessments are authentic assessments if they simulate real-world situations. The use of skills in a game/performance situation is an authentic physical education experience.

In a performance assessment, students show their work; therefore, both process and product can be evaluated. Use of performance assessment engages students in a discussion of learning and scoring expectations (the rubric).

### **Performance Tasks**

Tasks are short-term activities lasting from a few minutes to several class periods. They call for students to focus on a carefully defined activity. A performance assessment task always includes a scoring guide (rubric).

Examples of performance assessment tasks include:

- developing a sequence of moves in gymnastics or dance;
- conducting a survey for a report or project;
- interviewing someone for a project or report;
- preparing and presenting to classmates a research report on a particular topic; and,
- designing a game.

### **Projects**

Projects are activities that may require as much as several weeks or longer to complete, although not every class session has to be devoted to the project. More complex than tasks, projects are often composed of several tasks. Students need to focus both on the individual components of the project and on putting those components into a sensible, total project. A performance assessment project includes a scoring guide.

Examples of projects include:

- developing a personal fitness program;
- monitoring and describing learning in an activity; and,
- preparing and presenting research on facilities and programs available for a sport or activity.

### **Portfolios**

A portfolio is a purposeful collection of student work gathered across grading periods, semesters, or years. It is not simply a folder of all of the student's work. In addition to showing student progress over time, portfolios are maintained to demonstrate and foster students' ability to evaluate their own work; therefore, portfolios should contain samples



of student evaluations of their own work and frequently encourage students to select their own best pieces of work for inclusion. A good portfolio provides an authentic documentation of student learning because it contains evidence of the application of knowledge and skills (performance tasks and projects) in real-world situations.

The components of a portfolio will vary according to the content, type, or purpose of the portfolio and the grade level of the student. Portfolios may be maintained in an individual sport/skill or an activity or fitness, or they may combine or integrate content. Portfolios in physical education often include a videotape of performance. Portfolios vary in physical appearance and manner of storage, depending on the needs and preferences of the teacher and student, the contents, and the technology available. The portfolio materials might be stored in a manila folder, a larger accordion folder, or a box. Many physical education teachers store portfolios in a crate for each class.

Portfolios can be used for a variety of purposes:

**An instructional portfolio** contains student work that is helpful to teachers as they modify present or plan future instruction and provides evidence of growth and feedback for students and/or parents/guardians. The teacher may evaluate some of the pieces in this kind of portfolio, but the primary purpose is instructional; the portfolio as a whole is not assessed. A variation of the instructional portfolio is the showcase portfolio, which displays only the best work of the student.

**An assessment portfolio** is used as the basis for student assessment and may be passed to the teacher in the next grade. Assessment portfolios are scored with one or more rubrics (scoring guidelines). For example, a fitness portfolio might include scores on a fitness test over time, a self-designed fitness program, and a record of outside participation in physical activity. A variation of the assessment portfolio is a project portfolio, which provides evidence of progress in a project over a period of time and is evaluated with a final score.

As indicated earlier, the specific contents of any portfolio will also vary with grade level. However, much of the evidence of skill/fitness/concept development is similar across portfolios. The following examples might be found in an instructional or assessment portfolio in physical education.

### **In the lower grades**

- pre- and post-observations of skills gathered throughout the year or unit;
- written or oral evidence of the students' ability to evaluate their own fitness levels or motor skill performance;
- videotapes of students in an authentic performance setting;
- teacher observation checklists and anecdotal observations documenting student performance;
- parent/guardian response to student work;
- other evidence of learning such as certifications received (e.g., Red Cross, swimming); and,

- skill test/written test grades.

### **In the higher grades**

- videotapes of students in an authentic performance setting;
- research papers (original notes and first and final drafts);
- tests (short-answer, essay, fill-in-the-blank, multiple choice, motor skill, fitness);
- records of teacher observations over time;
- samples of the students' evaluations of their own performance;
- investigative project on an activity;
- videotape of class presentation;
- parent/guardian response to student work; and,
- a letter to a teacher in the next grade explaining what the students think they learned this past year and want to work on during the coming year.

### **Checklist**

Checklists can be used to provide an observational record of whether a student meets or does not meet particular performance criteria.

### **Anecdotal Record**

An anecdotal record provides a running narrative description of performance that is observed. Anecdotal records should use language that does not make an evaluative judgment about what is observed.

### **Rating Scale**

Rating scales are used to determine the degree to which criteria have been met in an observed performance.

### **Written Tests**

Written tests in physical education are useful to assess whether the student has knowledge of how to perform or knowledge related to an activity. Written tests cannot assess whether the student can use his or her knowledge in actual activity. Written tests should be designed at the appropriate reading and comprehension level of the student.

### **Skill Tests**

Skill tests are good measures of performance in physical skills, and validated skill tests are also good measures of how well the student would use the skill in a game situation. Skill tests are generally more reliable measures than observational tools, and many are easily administered by the teacher, peer, or student.

## **Peer Assessment**

Peer assessment is an assessment technique that utilizes a peer student as the assessor. Peers can play simple roles such as counting the number of curl-ups or more complex roles such as using a scoring rubric to assess performance. The key to making peer assessment successful is to teach students how to assess and to hold them responsible for their role as the assessor.

## **Self-Assessment**

Students assess their own performance based on recall or observational data collected on videotape.

## **Interview**

The interview is a useful way for teachers to collect information on the attitudes, values, and perceptions of students about themselves and physical education.

## **Student Log**

Student logs in physical education are largely written records of participation or behavior over time. They are particularly useful for recording what a student does outside the physical education class.

## **Student Journal**

The journal records over time the student's feelings, attitudes, knowledge, participation, and so on. Journals are a useful way for teachers to access individual student responses and collect information that is very difficult to get in other ways. Student journals that are to be used for assessment purposes are evaluated with a clearly defined scoring rubric.

## **Students can write in their journals**

- what they most liked/disliked about class
- how good they think they are in an activity and why
- what their feelings are about particular activities
- what their goals are for participating in a particular activity
- what they know about how to become skilled in a particular activity
- what they can do to improve their diet and eating habits

## **Parental Reports**

Parental reports submitted by an adult who has some responsibility for a student (e.g., guardian, coach, parent, or youth director) to verify that student's participation, progress, or performance in a particular activity.

## **Evaluating Student Performance**

Many students in physical education are currently assessed and graded on criteria other than those that focus on their actual performance. Preparation for class, subjective assessments of student participation, and student effort are the primary criteria used in evaluating students. While it is reasonable to assume that each of these criteria can be defended as a small part of a student's grade, it is unreasonable to assume that a student's performance, or improvement in performance, should not be a major part of his or her grade.

Assessing student performance should be a major part of the instructional process and a good program. A continuous and regular program of assessment plays many roles beyond the assigning of grades in the teaching-learning process. Some of these roles are:

- enhancing the learning process through assessment activities that are student-process oriented (e.g., student self-assessment or peer);
- providing students with information on their progress toward meeting the expectations of the standards;
- providing the teacher with information on student progress toward meeting the expectations of the standards; and,
- providing the teacher, administrators, and other policy makers with information on the extent to which students meet the expectations of the standards for a given program.

## **Program Evaluation**

1. Periodic evaluations of the total program are conducted in order to assure effective program revisions and improvements that will result in a quality physical education program. Areas of evaluation include philosophy, curriculum, instruction, assessment, student needs, facilities, equipment and supplies, administrative support, school resources that support student achievement, learning environment, and community partnerships in physical education.
2. The evaluation process includes input from students, parents, physical education staff, administrators, and other teachers about program effectiveness, student accountability, and student progress.
3. Teacher's use recognized assessment and evaluation instruments (e.g., national, state, or local standards, standardized school system assessment instruments) in planning for accountability and effectiveness of the instructional program.
4. The process of program evaluation is utilized as one means of describing the program to parents and the community in order to provide for better understanding of educational values and outcomes.

## IV. Professional Development and Essential Support Systems for Physical Education Programs

### Introduction

Although the individual teacher must ultimately bear the major responsibility for his or her own success in teaching physical education, the influence of other factors on the professional development of the teacher and support for physical education programs cannot be denied. Some of the influences and support systems for physical education are:

- Teacher Preparation Institutions
- Physical Education Teachers
- State Agencies
- School Districts
- Professional Organizations
- Administrators and School Boards
- Parents, Guardians and Citizens
- Additional Support Groups

### Teacher Preparation Institutions

Teacher preparation institutions have a primary responsibility for the competence of the beginning teacher. All institutions in Minnesota that prepare physical education teachers should be accredited by the National Council for Accreditation of Teacher Education (NCATE) or an accrediting agency with similar standards. NCATE is the teaching profession's mechanism to help to establish high quality teacher, specialist, and administrator preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching, teachers, school specialists and administrators. NCATE believes every student deserves a caring, competent and highly qualified teacher (NCATE Mission Statement).

The *National Standards for Beginning Physical Education Teachers, 2nd Edition* (NASPE, 1995) serves as a guide for teacher educators in colleges and universities as they work to construct quality programs for preparing the beginning teaching professional in physical education. They also provide direction for career-long professional improvement for practicing teachers.

### National Standards for Beginning Physical Education Teachers

**Content Knowledge.** Understand physical education content and disciplinary concepts related to the development of a physically educated person.

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

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

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

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

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

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

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

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

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

### **Physical Education Teachers**

Although schools, states, and professional organizations play a primary role in making opportunities for professional development available to teachers, it is the individual teacher who has the primary responsibility for his or her own professional development. Professional teachers will seek opportunities for their own growth and will hold themselves accountable for *best practice*.

Teachers who are professionally motivated will:

- Be reflective teachers who are continuously engaged in professional improvement;
- Have the skill to identify their own weaknesses and seek out opportunities to correct those weaknesses;
- Seek out other professional teachers with whom they can interact;
- Read professional journals and newer materials to stay up to date;

- Attend professional meetings at the local, state, and national level that are related to physical education;
- Seek leadership opportunities in the community, district, school, and professional organizations that are related to physical education;
- Use their expertise to provide services to the State and their community; and,
- Seek an advanced degree in physical education.

(South Carolina Board of Education)

## **State Agencies**

### **Minnesota Department of Education (MDE) Mission Statement**

Our mission is to improve educational achievement by establishing clear standards, measuring performance, assisting educators and increasing opportunities for lifelong learning. The Minnesota Department of Education strives to be an innovative education agency, assisting schools, families and other education providers with exemplary services that result in high academic achievement for all students, pre-kindergarten to grade 12, and adult learners. Every learner will have access to a high-quality education that promotes his or her development to full potential through an outstanding Minnesota educational system that is a world leader.

As a department, we are focusing on four primary goals:

- Improve Achievement for All Students
- Enhance Teacher Quality
- Expand Education Options for Students and Families
- Implement Education Finance Reform and Enhance Accountability

(Minnesota Department of Education)

### **Health & Physical Education QTN Develops Benchmarks**

The Health and Physical Education Quality Teaching Network (HPE-QTN) has developed a resource to assist school districts in their efforts to develop local health and physical education standards. These standards and benchmarks are not an official state model, since legislation requires districts to develop their own standards. However, they can be used in part or whole as districts go through their development process.

The HPE-QTN group used the National Health Education and Physical Education Standards as the core standards. These standards have been written by our national colleagues and were endorsed by the American Alliance for Health, Physical Education, Recreation and Dance; the Centers of Disease Control and Prevention; and a multitude of other national organizations. The Minnesota Association for Health, Physical Education, Recreation and Dance has also endorsed these standards to be utilized for local Minnesota standards development.

Writing teams were formed for grades K-4, 5-8 and 9-12. Resources used to create the benchmarks included other states' HPE standards (Illinois, California, Kentucky, Virginia, Michigan, Rhode Island, New Jersey, Missouri and North Carolina), the national standards documents, and local standards from some Minnesota districts. The

format follows the state standards in mathematics and language arts. This resource is available to guide districts and sites/schools. Please contact Mary Thissen-Milder, Health and Physical Education Specialist, at [mary.thissen-milder@state.mn.us](mailto:mary.thissen-milder@state.mn.us) for an electronic copy.

Visit the MDE Academic Standards, Curriculum and Instruction web page at: <http://education.state.mn.us> for a copy of a brochure that explains the role of the Quality Teaching Networks (QTN) in each discipline.

## **School Districts**

School districts can help the professional development of their physical education teachers in many ways. Below are a few examples.

- Hold students and teachers accountable for the National Physical Education Standards as defined by [NASPE](#) (Moving into the Future: National Standards for Physical Education, 2nd Edition).
- Provide in-service opportunities that will help teachers develop their teaching skills and their ability to assess their students' performance on the basis of the curriculum standards for physical education.
- Hire a district curriculum coordinator for physical education.
- Provide a mentoring system or an individual whose job is to provide support, professional development, and evaluation of all beginning physical education teachers.
- Establish a policy for the recertification of teachers that requires them to take course work directly in their teaching field.
- Provide financial support for teachers to visit other schools and attend professional meetings.
- Require teachers to identify professional improvement objectives at the beginning of a school year and hold teachers accountable for their achievement.
- Reward teachers who continue to grow and improve.
- Establish a long-term program of professional development that is objectives-driven and measurable.
- Avoid one-session/one-topic approaches to in-service opportunities.
- Include teachers in the planning for professional development.

(South Carolina Board of Education)

## **Professional Organizations**

Professional organizations offer training and other programs that are designed specifically for the professional development of the teacher and the support of physical education programs. The professional organization most directly related to the professional development of physical educators in our state is the Minnesota Alliance for Health, Physical Education, Recreation, and Dance (MAHPERD). MAHPERD's membership is voluntary and consists of health and physical education teachers (and other related fields) from pre-K–12 programs, higher education, health promotion, recreation, and dance. This diversity of personnel within the field encourages collaboration. Programs are designed by teachers for teachers, and therefore the likelihood of relevant professional opportunities is greater. The state professional



organization is closely aligned to the national organization, the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), which provides a direct link to current needs of professionals. These professional organizations offer annual conferences with exceptional programs to foster professional development experiences.

### Administrators and School Boards

In order for programs to be effective, administrators and school boards can be supportive through the examples below.

- Find out what students should know and be able to do in physical education.
- Set specific measurable student performance criteria for pre-K–12 physical education.
- Give teachers the resources to be able to reach the student performance criteria (class size, time, equipment, and space).
- Provide teachers with professional development opportunities in the district as well as the resources for them to go elsewhere for professional development so that they can learn how to teach and to assess their students on the basis of the performance criteria.
- Hold teachers accountable for implementing programs consistent with the student performance criteria.
- Share program goals and objectives with parents and the community.
- Reward those teachers who are involved in programs where students are meeting the performance criteria.
- Provide incentives for teachers to involve themselves in district and state physical education professional development projects as participants and as leaders.

(South Carolina Board of Education)

### Parents, Guardians and Citizens

Communities that are involved in helping to set school expectations for programs are likely to have quality programs. The examples below can help parents, guardians, and citizens be supportive.

- Learn what a quality physical education program should be (curriculum standards, national standards, etc.), making a clear distinction between the goals and objectives of athletics and those of the school physical education program.
- Find out to what extent students in their school and district meet national standards.
- Encourage schools and districts to work toward programs that have as their goal meeting the national standards for physical education.
- Support the inclusion of physical education programs and appropriate resources for all students, including those with special needs, on a regular basis and at all grade levels.

(South Carolina Board of Education)

Parents and guardians are encouraged to do the following:

- Limit TV time to maximum of 2 hours per day for all family members.
- Be a role model for your kids. What you do will speak more loudly than what you say.

- Play games that keep your family moving like, “Twister.”
- Turn a family chore into family fun: challenge kids to plan and execute an obstacle course while doing yard work OR race to see who can pick up and put away 20 items first OR see who can make the biggest pile of snow while shoveling the sidewalk.
- Kids love to compete against their parents: play neighborhood touch football (Kids vs. Parents) OR race your kids to the park.
- Take a family walk around your neighborhood or go on a short hike at a local park. When it’s really cold... go mall walking.
- Join a family health club.  
(Minnesota Department of Children, Families & Learning, Food and Nutrition Service, 2002)

### Additional Support Groups

There are many additional groups of individuals who can support the development of a strong physical education program in the schools. These groups, representing adults who are not part of the educational community as a whole, have a common interest in a system that produces a healthy and active graduate. In order to fulfill their roles in this process, such groups have a responsibility to be involved in the schools and to remain knowledgeable of its activities and its goals. Because many communities often confuse physical education with their schools’ athletic programs, the need for clear information and understanding is particularly important.

Some of these groups and some of their specific contributions are explained below.

- Business and industry can do much to support the physical education program by providing sponsorship, personnel, or resources for field trips to locations such as golf courses, bowling alleys, or nearby hiking or cycling trails. By providing support for equipment such as weight machines, backpacks, compasses, fencing foils, or fly-fishing rods, businesses could enable a program to develop a new curriculum focus. Those businesses directly related to sport or leisure activities could promote physical education by providing gift certificates as incentives for outstanding work or progress in physical education classes.
- Elected officials have a responsibility to learn about physical education and the programs in the communities. Through their duties as elected representatives, they can support the broader goals of physical education by supporting the development of appropriate recreational, leisure, and activity sites in the community. By understanding these broader goals of physical education, these officials can lend long-term support during community land use and environmental planning sessions.
- The media have a responsibility to become knowledgeable concerning new goals and directions for physical education and to report this information to the public. Through this enlightened reporting, the community can become more fully aware of the new standards for curriculum, teaching, and assessment in physical education. The media, through reporting, can help counteract stereotypes that hinder women and minorities from achieving their full potential in physical education and lifetime physical activity settings. Finally, the media can help

- promote a positive image of physical education and its importance to the ultimate health and happiness of the graduates of our schools.
- Community recreation programs provide access to physical activity for many youth in our schools. These programs are invaluable to physical education programs and professionals because they provide extended time for students who wish to participate and yet are inadequately served by minimal physical education activity time in their school schedule. Physical education professionals can gain quality professional development experiences by sharing their knowledge and expertise with volunteer coaches or by serving and coaching with a local recreation team.
  - State, district, and local agencies and associations provide support to physical education programs and to the professional development of physical education professionals in myriad ways. Many agencies provide opportunities for walk-a-thons, dance-a-thons, bike treks, and notably, "[Jump Rope for Heart](#)" and "[Hoops for Heart](#)." These state and local agencies encourage physical activity for health benefits. Each of these agencies is interested in raising awareness and funds for its association. Professional physical educators who acquire the skills of organizing, leading, and promoting events that support a physically active lifestyle and support worthy activities set exemplary standards of commitment to physical activity.

(South Carolina Board of Education)

Other agencies provide support and professional development in the field of physical education.

- The President's Council on Physical Fitness and Sports serves as a catalyst to promote activity, fitness, sports, and health for people of all ages. [The President's Challenge](#) is a program that encourages all Americans to make being active part of their everyday lives. No matter what your activity and fitness level, the President's Challenge can help motivate you to improve. (Department of Health & Human Services)
- The [Perpich Center for Arts Education](#) is a state agency unlike any other. It is charged by the Minnesota Legislature to bring the arts into all K-12 education. The Professional Development Institute (PDI) is a team of education professionals that collaborate with teachers, teaching artists, and administrators in schools and arts organizations throughout Minnesota. Their goal is to improve teaching and learning IN and THROUGH the arts for all Minnesota students. The PDI team provides a statewide network of tools, information, examples/models, professional growth opportunities, and partnerships in dance education for professionals who are eager to grow in this dimension of the total physical education program. (Perpich Center for Arts Education)
- The [American Red Cross](#) has been the leader in swimming and lifeguarding since 1914. Nearly 2 million people learn to swim each year with American Red Cross programs. The American Red Cross offers an exciting new collection of courses designed to make learning easier and to help you benefit from the latest research on instructional techniques.

(American Red Cross)

## **V. National Standards and Minnesota Benchmarks**

Every Minnesota School District is required to develop local standards in health education and physical education.

The Physical Education Quality Teaching Network (PE QTN) has developed a set of sample standards and benchmarks as a resource to assist school districts in their efforts to develop local physical education standards. This is not an official state model, since legislation requires districts to develop their own standards; however, they can be used in part or whole as districts go through their development process. The PE QTN group used the National Physical Education Standards as the core standards.

Request a copy of these standards and benchmarks by contacting Mary Thissen-Milder, Ph.D., Health and Physical Education Specialist, 651-582-8505.

## VI. Resources

### Useful Websites for Physical Education

There is a large and growing number of websites specifically designed for physical education. These sites are being updated on a regular basis, and new ones are being created almost daily. Because of these changes, the web address may also change, and a list created today may be out-of-date tomorrow. For that reason, one of the easiest and best ways to find appropriate sites on the Internet is to find a strong site that provides links to other sites and that will therefore keep its links and addresses up to date.

Two of the best sites for information in physical education at this time are PE Central and NASPE, an association member of AAPHERD. These have many offerings, but one the greatest features is that they offer a list of links to many other sites. Their Internet addresses are listed below, as well as others that may be helpful.

American Alliance for Health, Physical Education, Recreation and Dance  
(AAPHERD is an alliance of 6 national associations found under this website including:  
AAALF, AAHE, NAGWS, NASPE, and NDA)

<http://www.aahperd.org>

Cooper Institute

<http://www.cooperinstitute.org>

Division of Adolescent School Health – Centers for Disease Control and Prevention

<http://ccc.cdc.gov/nccdphp/dash/index.htm>

MAAPERD

<http://web.st.cloudstate.edu/mnaapherd/>

PE Central

<http://www.pecentral.com>

P.E. 4LIFE

<http://www.pelinks4u.org>

PE Links 4 U

<http://www.pelinks4u.org>

Action for Healthy Kids

<http://www.actionforhealthykids.org>

Human Kinetics

<http://www.humankinetics.com>

American Fitness Alliance

<http://www.americanfitness.net>

## Physical Activity Information Resource List

Several resources for promoting safe and enjoyable physical activity among young people are available from government agencies, professional organization, and voluntary organizations. On the state and local levels, these materials might be available from affiliates of voluntary health departments; governor’s councils on physical fitness and sports; state associations for health, physical education, recreation, and dance; state and local organizations that serve young people such as the Young Women’s Christian Association (YWCA); and state physical activity contact networks. On the national level, materials can be obtained from the following agencies and organizations.

<p>American Alliance for Health, Physical Education, Recreation, and Dance 1900 Association Drive Reston, VA 20191-1599 (703) 476-3400 (800) 213-7193</p>	<p>Division of Adolescent and School Health Resource Room National Center for Chronic Disease Prevention and Health Promotion Centers for Disease Control and Prevention MS K-32 4700 Buford Highway NE Atlanta, GA 30341-3724 (888) CDC-4NRG</p>
<p>American Cancer Society 1599 Clifton Road NE Atlanta, GA 30329-4251 (800) 227-2345</p>	<p>National Heart, Lung, and Blood Institute Information Center PO Box 30105 Bethesda, MD 20824-0105 (301) 251-1222</p>
<p>American Heart Association 7272 Greenville Avenue Dallas, TX 75231-4596 (800) 242-8721</p>	<p>National Recreation and Park Association 2775 South Quincy Street, Suite 300 Arlington, VA 22206-2204 (703) 578-5558 (800) 649-3042</p>
<p>American School Health Association P.O. Box 708 Kent, OH 44240-0708 (330) 678-1601</p>	<p>President’s Council on Physical Fitness and Sports 701 Pennsylvania Avenue NW, Suite 250 Washington, DC 20004 (202) 272-3421</p>
<p>National Association for Sport and Physical Education 1900 Association Drive Reston, VA 20191-1599 (703) 476-3410 (800) 213-7193, Ext. 410</p>	<p>National Association of Governor’s Councils on Physical Fitness and Sports 201 South Capitol Avenue, Suite 560 Indianapolis, IN 46225 (317) 237-5630</p>

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2005 South Carolina Physical Education Curriculum Standards: *Physical Activity Information Resource List*.

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*Wisconsin Model Academic Standards for Physical Education*. Wisconsin Department of Instruction [www.dpe.state.wi.us](http://www.dpe.state.wi.us)

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### **Key Publishers in Physical Education Activity Area**

#### [American Alliance for Health, Physical Education, Recreation, and Dance](#)

1900 Association Drive  
Reston, VA 20191  
Telephone: 703-476-3400, 1-800-213-7193

#### [Cambridge Educational Health and Physical Education Department](#)

90 MacCorkle Avenue  
Charleston, WV 25325-2153  
Telephone: 1-800-468-4227  
Fax: 1-800-329-6687

### **Human Kinetics**

PO Box 5076  
Champaign, IL 61825-5076  
Telephone: 1-800-747-4457  
Fax: 217-351-1549

### **Morton Publishers**

925 W. Kenyon Avenue, Unit 12  
Englewood, CO 80110  
Telephone: 1-800-348-3777  
Fax: 303-762-9923  
E-mail: [morton@morton-pub.com](mailto:morton@morton-pub.com)

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### **Materials Useful for a Variety of Activities**

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## Glossary

**Affective domain:** The learning domain that reflects the feelings and dispositions that one has toward sport and physical activity. It includes elements of fair play, acceptance of others regardless of differences, and a positive outlook toward participating in physical activity.

**Aerobic exercise:** Long-duration exercise that relies on the presence of oxygen for the production of energy; it may be used to control body weight, reduce the percentage of body fat, improve the circulatory function, and reduce blood pressure.

**Anaerobic exercise:** Short-duration exercise completed without the aid of oxygen; it is used to build muscle mass and to improve one's ability to move quickly and to deliver force.

**Assessment:** The process of gathering evidence about a student's level of achievement and making references based on that evidence for a variety of purposes.

**Authentic assessment:** An assessment that evaluates learning as demonstrated through a holistic performance of a skill or knowledge in a real-life setting.

**Benchmarks:** Developmentally appropriate content knowledge and skills at specific grade levels or a cluster of grade levels.

**Biomechanical principles:** The principles of human movement.

**Body composition:** The ratio of lean body mass (bone, muscle, organs) to body fat.

**Cardiovascular endurance:** A measure of the heart's ability to pump oxygen-rich blood to the working muscles during exercise, and the muscle's ability to take up and use the delivered oxygen to produce the energy needed to continue exercise.

**Cognitive domain:** The knowledge connected with physical activity. This includes the rules, strategies, biomechanical principles, and other pertinent knowledge necessary for high levels of psychomotor performance.

**Competency:** Sufficient ability, skill, and knowledge to meet the demands of a particular task.

**Content standards:** Stated expectations that specify what students should know and be able to do for a given discipline.

**Developmentally appropriate:** The sequential movement experiences provided for children based on their individual, unique developmental levels.

**Flexibility:** The ability of a joint to move freely through a full range of motion.

**Formative assessment:** “Ongoing,” “along the way.” It is measurement over time and not a one-time event.

**Fundamental movement skills:** Basic movements that involve the combination of movement patterns of two or more body segments. The three categories of fundamental movement skills are locomotor, non-locomotor, and manipulative movements.

**Health-related physical fitness:** A person’s ability to perform physical activity that consists of five components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

**Healthy lifestyle:** Health-related behaviors over which the individual has personal decision-making control, including proper diet, adequate exercise, and appropriate rest which promotes both physical and emotional well-being.

**Instructional alignment:** Congruence of student outcomes, learning experiences, and assessment.

**Locomotor movement skills:** Movements in which the body is propelled from one point to another. Examples include walking, running, leaping, hopping, jumping, galloping, skipping, sliding.

**Manipulative movements:** Movements in which force is imparted to or received from objects. Examples include throwing, catching, kicking, trapping, rolling, dribbling, striking and volleying.

**Mature form:** The critical elements of a skill, performed in a smooth and continuous motion.

**Motor skill:** Physical activity that is directed toward a specific function or goal. The term can be used to refer to one discrete skill (e.g., throwing) or a more general ability to perform physical skills competently (e.g., “The student has the skill needed to perform that sport.”).

**Movement pattern:** An organized series of related movements.

**Muscular strength:** The ability of a muscle or muscle group to exert force against a resistance.

**Muscular endurance:** The ability of a muscle or muscle group to apply force repeatedly or to sustain a contraction for a period of time.

**Non-locomotor movements:** Stability movements in which the axis of the body revolves around a fixed point. Examples include bending, stretching, twisting, turning, lifting, and falling.

**Performance standards:** Stated outcomes that indicate the quality of student performance that is acceptable to meet the content standards.

**Physical activity:** Movement of the body produced by skeletal muscles resulting in energy expenditure.

**Practical:** Is realistically possible to do the assessment in the teaching situation.

**Psychomotor domain:** Refers to the movement and motor skills found in physical education.

**Reliable:** The learning measured is consistent regardless of who is doing the assessing.

**Rubric:** A scale of criteria that indicates and identifies levels of performance. It is the scoring criteria by which student performance is judged. It is written by the teacher before instruction begins and shared with students as the unit or project is explained.

**Standards-based assessment:** The process of determining if and to what degree a student can demonstrate, in context, his/her understanding and ability relative to identified standards of learning. (*Standards-Based Assessment of Student Learning*, Leslie Lambert, 1999.)

**Strategies:** Competitive decisions made by individuals, and/or a team about the overall play of the game in order to defeat the opponent (e.g., how to handle a particular player, what kind of defense will be used in a game); overall plan of attack.

**Student expectations:** Grouped grade-level delineations for each standard reflecting what students should know and be able to do at the end of the grade-level range (e.g., K-2).

**Summative assessment:** Occurs at the conclusion of learning.

**Tactics:** Individual movements of players or teams to accomplish an immediate goal or accommodate the specific situation. Tactics take place within the game as an ongoing part of game play and include decisions an individual makes about when, why, and how to respond to a particular situation.

**Valid:** Results represent what they say they are looking at. Does the assessment measure what it is supposed to measure?

## **VII. Instructional Adaptations for Students with Diverse Needs**

This section is grounded in the belief that all students can learn and can be successful. Each student must be viewed as an individual with great gifts, talents, and assets that will enable him/her to achieve the rigorous demands set forth by the Minnesota physical education benchmarks.

This section is divided into three sections:

- Students with Disabilities
- Limited English Proficiency
- Exceptionally Able Students

We want to support a collaborative teaching environment that provides all students with educational experiences that enable them to maximize their potential. To this end, teachers, students, parents, healthcare providers and counselors must develop effective communication skills and must work together to identify student's needs and devise ways to meet them.

### **Instructional Adaptations for Students with Disabilities**

The Minnesota physical education benchmarks are the focus of curriculum and instruction for all pupils, including students with disabilities. In order to provide students with meaningful access to curriculum and instruction based on the Minnesota physical education benchmarks, adaptations may be necessary. Adaptations are not intended to compromise the benchmarks. Instead, adaptations provide students with disabilities the opportunity to maximize their strengths and compensate for their learning differences.

For more information on specific physical education curriculum needs and adaptations, refer to the Policy and procedural Guide for Adaptive Physical Education (DAPE). The document can be found on the DAPE website at:

[http://web.stcloudstate.edu/mnahperd/dape\\_division\\_home.html](http://web.stcloudstate.edu/mnahperd/dape_division_home.html)

### **Adapting Learning Activities for Students with Limited English Proficiency**

Students that come to Minnesota schools speaking a language other than English have the arduous task of advancing academically in content area classes at the same time they endeavor to acquire English language proficiency. Some students who arrive in our schools at advanced ages have not attended school at all or have attended school only minimally. Others may come with excellent skills in their language and will be able to transfer that knowledge as they learn English. All students face the challenge of adjusting to the demands of a learning environment that is probably very different from their last educational experience.



For more information on specific physical education curriculum needs and adaptations for students with limited English proficiency please contact [mary.thissen-milder@state.mn.us](mailto:mary.thissen-milder@state.mn.us) at the Minnesota Department of Education, 651-582-8505.

### **Strategies for the Exceptionally Able Learner**

Health and physical education teachers commonly “differentiate the curriculum.” The very nature of physical education requires that program adaptations be made to accommodate the wide range of student developmental levels and abilities. Differentiating the curriculum requires the teacher to make appropriate adjustments to content and adjust teaching strategies to meet student needs. Teachers need to modify expectations of student mastery based on the student’s developmental patterns, and developmental changes of students. Gifted students are more likely to develop skills, acquire valuable knowledge, experience success and struggle, and feel challenged in a classroom setting that fosters student experiences designed to meet the learning needs of all students.

Physical Education teachers can adapt programs content and methodology in a number of ways. Listed below are some of the more frequently used adaptive strategies for the exceptionally able students.

- Interdisciplinary and problem-based assignments
- Advanced, accelerated or compacted content
- Abstract and advanced higher level thinking

For more information, please contact Mary Thissen–Milder at the Minnesota Department of Education, 651-582-8505.

# Appendix A



March 31, 2004

**TO:** Superintendents, principals, curriculum directors, physical education and health education teachers

**FROM:** Mary Ann Nelson, Ph.D., Assistant Commissioner, Academic Excellence  
Beth Aune, Director, Academic Standards and Professional Development

**SUBJECT:** Health and Physical Education Requirements

## **Must Health and Physical Education Be Taught in Minnesota Schools?**

Although health and physical education are required to be received by students per the Compulsory Instruction law, this should not be interpreted as calling for a graduation requirement in health and physical education. The amount of instructional time provided in these areas needs to be locally determined by school districts and school boards.

The Compulsory Instruction law (MS 120A.22) establishes the requirements for physical education and health instruction. However, the law that repealed the Profile of Learning (MS 122B.19) speaks only of physical education and health as “elective” standards for students in high school. The effect of these two laws is the following—

- Physical education and health instruction must be provided to students ages 7-16 and students in kindergarten (and students must receive this instruction).
- Districts must establish local standards in physical education and health that are delivered as part of this instruction.
- Instruction in these areas must be delivered by physical education or health education teachers who are certified, licensed or endorsed in those areas by the state of Minnesota.

In addition, precedence has established the following—

- Physical education must be taught at all grade levels at the elementary, middle/junior high levels and at least once during high school.
- Health education must be taught by either grade level or grade band, at the elementary, middle/junior high levels, and at least once during high school, as determined by the local school district.

For high school, state law requires that students take a minimum of eight elective course credits, including at least one credit in the arts. The school district has the authority to determine whether health and/or physical education credit is required for graduation from the remaining seven elective credits.

## **Background**

Historically, health and physical education have been required subjects in the state of Minnesota. Since 1959, the Compulsory Instruction law (MS 120A.22) has identified health and physical education in its list of required subjects. In 2003, the law that repealed the Profile of Learning (MS 122B.19) caused some confusion regarding whether health and physical education were still required. In 2003, however, the law that repealed

the Profile of Learning also classified physical education and health as “elective” rather than “required” standards. World languages, along with vocational and technical education, also became “elective standards.” But the Compulsory Instruction law requires students between 7-16 years to receive instruction in physical education and health. ***The extent of instruction in physical education and health education needs to be determined locally. There is no state law or rule that specifies the extent or time districts must follow when complying with the Compulsory Instruction law.***

The following subdivisions of the Compulsory Instruction law (MS 120A.22) are relevant to this issue:

- A. *Subd. 4. “School defined. For the purpose of compulsory attendance, a “school” means a public school, as defined in Section 120.05, subdivisions 9, 11, 13, and 17, or a nonpublic school, church, or religious organization, or home-school in which a child is provided instruction in compliance with this section and section 120A.24.”*
- B. *Subd. 5. “Ages and terms. (a) Every child between 7-16 years of age must receive instruction. Every child who is under the age of seven who is enrolled in a half day kindergarten or a full day kindergarten program on alternative days, or other kindergarten programs must receive instruction. Except for as provided in subdivision 6, a parent may withdraw a child from enrollment at any time.”*
- C. *Subd. 6. “Children under seven. (a) Once a pupil under the age of seven is enrolled in kindergarten or a higher grade in a public school, the pupil is subject to the compulsory attendance provisions of this chapter and section [120A.34](#), unless the board of the district in which the pupil is enrolled has a policy that exempts children under seven from this subdivision”.*
- D. *Subd. 9 “Curriculum. Instruction must be provided in at least the following subject areas:  
(1) basic communication skills including reading and writing, literature and fine arts;  
(2) mathematics and science  
(3) social studies including history, geography and government; and  
(4) health and physical education”*
- E. *Subd. 10. “Requirements for instructors. A person who is providing instruction to a child must meet at least one of the following requirements:  
\*(1) hold a valid Minnesota teaching license in the field and for the grade level taught;  
(2) be directly supervised by a person holding a valid Minnesota teaching license  
(3) successfully complete the teacher competency examination;  
(4) provide instruction in a school that is accredited by an accredited agency, recognized according to section 123B.445;  
(5) hold a baccalaureate degree; or be the parent of a child who is assessed according to provisions in subdivision (1).  
\*Any person providing instruction in a public school must meet the requirement of clause (1).*

**For more information**

Contact Mary Thissen-Milder, Ph.D., Health and Physical Education specialist at the Minnesota Department of Education. [Mary.thissen-milder@state.mn.us](mailto:Mary.thissen-milder@state.mn.us), 651/582-8505.