



## **NASPE Resource Brief** ***Quality Physical Education***

A quality physical education program provides learning opportunities, appropriate instruction, meaningful and challenging content, and student and program assessment. In addition, a quality physical education improves mental alertness, academic performance, and readiness and enthusiasm for learning in our nation's youth.

### **The Four Components of a High-Quality Physical Education Program**

- **Opportunity to Learn**
  - All students are required to take physical education
  - Instructional periods total 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school)
  - Physical education class size consistent with that of other subject areas
  - Qualified physical education specialist provides a developmentally appropriate program
  - Adequate and safe equipment and facilities
- **Meaningful Content**
  - Written, sequential curriculum for grades P-12, based on state and/or national standards for physical education
  - Instruction in a variety of motor skills designed to enhance the physical, mental, and social/emotional development of every child
  - Fitness education and assessment to help children understand, improve and/or maintain physical well-being
  - Development of cognitive concepts about motor skill and fitness
  - Opportunities to improve emerging social and cooperative skills and gain a multi-cultural perspective
  - Promotion of regular amounts of appropriate physical activity now and throughout life
- **Appropriate Instruction**
  - Full inclusion of all students
  - Maximum practice opportunities for class activities
  - Well-designed lessons that facilitate student learning
  - Out of school assignments that support learning and practice
  - Physical activity not assigned as or withheld as punishment
  - Regular assessment to monitor and reinforce student learning
- **Student and Program Assessment**
  - Assessment is an ongoing, vital part of the physical education program
  - Formative and summative assessment of student progress
  - Student assessments aligned with state/national physical education standards and the written physical education curriculum
  - Assessment of program elements that support quality physical education
  - Stakeholders periodically evaluate the total physical education program effectiveness

### **Why is Quality Physical Education Important?**

Quality physical education programs help all students develop:

- health-related fitness
- physical competence
- cognitive understanding
- positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles



National Association for  
Sport and Physical Education

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

**NASPE Sets the Standard**

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### Resources

- **NASPE National Standards for Physical Education**
  - [Moving into the Future: National Standards for Physical Education](#)
- **NASPE Position Statements**
  - [What Constitutes a Quality Physical Education Program](#)
  - [What Constitutes a Highly Qualified Physical Education Teacher](#)
  - [Appropriate Maximum Class Length for Elementary Physical Education](#)
  - [Opposing Substitution and Waiver/Exemptions For Required Physical Education](#)
- **NASPE Publications**
  - [QPE Kit - Quality Physical Education Standards & Guidelines - K-12 Package](#) – Set of NASPE publications that define a quality physical education program and are essential for every physical educator are now available in one convenient package.
    - [Elementary Package](#)    ▪ [Middle School Package](#)    ▪ [High School Package](#)
  - [Opportunity to Learn Guidelines](#) – Guidebook helps measure progress toward the essential elements of high-quality physical education in schools. Features a self-evaluation checklist to assess programs.
  - [Appropriate Instructional Practice Guidelines](#) – Guidance for teachers, administrators, parents/guardians, and policymakers on creating and maintaining appropriate PE learning environments, instructional strategies, curriculum, assessment, and professionalism.
  - [Concepts and Principles of Physical Education: What Every Student Needs to Know](#) – Prepares readers for National Board of Professional Teaching Standards certification. Guidebook for determining the concepts and principles of physical education that K-12 students will need to master to lead healthy, active lifestyles.
  - [NASPE Assessment Series](#) – Series of booklets which include current and innovative assessment ideas, tactics, and strategies and how to use them in K-12 physical education classes and physical education teacher preparation programs.
- **Evaluation Tools**
  - [School Physical Education Program Checklist](#) – NASPE urges principals, teachers and parents to conduct an assessment of their school's physical education program by evaluating its strengths and weaknesses, and preparing a plan for improvement where needed.
  - [Physical Education Teacher Education Evaluation Tool](#) – Identifies the knowledge, skills, and behaviors needed to provide sound instruction in physical education. Assists principals, curriculum specialists, and others who evaluate physical education teachers as well as to guide physical education teachers in reflection and self-assessment, and serves as an instructional tool in college/university physical education teacher education programs.
- **Research**
  - [Shape of the Nation Report 2010](#) – Provides current information on the status of physical education in each of the states and the District of Columbia.
  - [CDC School Health Policies and Programs Study](#) – SHPPS is a national survey periodically conducted to assess school health policies and practices at the state, district, school, and classroom levels. SHPPS was most recently conducted in 2006.
  - [Physical Education Trends in Our Nation's Schools-A Survey of Practicing K-12 Physical Education Teachers](#) – Online survey conducted among physical education teachers in elementary, middle, and high schools across the United States. This survey was designed to explore a number of key aspects of physical education programs in our nation's schools.



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### **Resources, con't**

- **Model State Policy**
  - [Rhode Island School District Nutrition & Physical Activity – Model Policy Language](#)
  - [Pennsylvania Draft Physical Education Policy](#)
- **Federal Legislation**
  - [ESEA Reauthorization](#) – News and background information on the reauthorization of the Elementary and Secondary Education Act.
  - [PHYSICAL Act](#) – Legislation to make physical education and health education core academic subjects and reauthorize PEP as a stand-alone program. [Take action!](#)
  - [FIT Kids](#) – Legislation requiring all schools, districts, and states to report the amount of time spent in physical education on their Title I report cards. Supports professional development for teachers and principals to promote healthy lifestyles and physical activity. [Take action!](#)
- [Why Children Need Physical Education](#) – Benefits provided to children by a quality physical education program.
- [Is It Physical Education or Physical Activity?](#) – NASPE believes every child deserves both a quality physical education and physical activity program. Understanding the difference between the two is critical to understanding why both contribute to the development of healthy, active children.
- [Working with Schools to Increase Physical Activity Among Children and Adolescents in Physical Education Classes: An Action Guide](#) – Provides information on the resources and key steps to work with schools to increase physical activity among children and adolescents in physical education classes.
- [Top 10 Reasons for Quality Physical Education](#) – JOPERD article by Guy Le Masurier and Charles Corbin, Volume 77 No. 6 • August 2006.

### **Contact Info**

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