

Appropriate Instructional Practice in Middle School Physical Education as it relates to The Danielson Framework

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

- The physical education curriculum has an obvious scope and sequence based on goals and objectives that are appropriate for all students and that are derived from [national](#) or [state](#) standards.
- Physical educators design progressions that allow students to build on previously learned content and skills by focusing on lifetime activities.
- Activities are developmentally appropriate for early-adolescent students and are aimed at promoting success for all students (e.g., heart rate monitors allow students to exercise in their own individual target heart zones and at different intensity levels).

1b Demonstrating Knowledge of Students

- Activities are selected carefully to ensure that they match students' ability levels and are safe for all students, regardless of ability level.
- The physical education teacher ensures the inclusion of all students and makes the necessary adaptations for students with special needs or disabilities.
- Lessons/activities are adapted for students at all fitness levels (e.g., distance and pace runs are made more appropriate). Students are encouraged to complete appropriate levels of activity for their own improvement.

1c Setting Instructional Outcomes

- Clear goals and objectives for student learning and performance are communicated to students, parents/ guardians and administrators. Students are held accountable for those expectations through various strategies (e.g., goal-setting, teacher monitoring, assessment and evaluation).
- The physical educator employs instructional practices that engage students in moderate to vigorous physical activity for at least 50% of class time.
- Physical educators organize their classes to maximize opportunities for all students to learn and be physically active.

- Enough equipment is provided so that students spend virtually no time waiting for turns or standing in lines.
- The physical educator uses small-sided games (1 v 1, 2 v 2) or mini-activities to allow students ample opportunity to participate.
- There are no elimination activities.

1d Demonstrating Knowledge of Resources

- Physical educators develop learning experiences (e.g., using the sport education model in which students can referee, keep score, etc.) that help students understand the nature of and different kinds of competition as well as extend knowledge of content.
- The physical educator includes technology to enhance the lesson's effectiveness (e.g., quantifying activity with pedometers).
- Instructional support materials such as word walls, pictures of children and/or adults performing skills, charts, instruction packets, and other media resources technology are utilized to enhance the lesson.

1e Designing Coherent Instruction

- The physical educator plans for skill and concept instruction and provides adequate time for practice, skill development and feedback based on appropriate skill analysis.

1f Designing Student Assessments

- Assessment in physical education includes conducting pre-assessments to learn where students are in the beginning of a learning sequence, formative assessments that are ongoing during instruction to check for understanding, and summative assessments at the close of a unit or instructional sequence to provide a comprehensive summary of each student's progress.
- Student assessment is aligned with national and/or state physical education standards and established grade-level outcomes, and is included in the written physical education curriculum along with administration protocols.
- Student assessments in physical education measure student progress in the cognitive, affective and psychomotor domains.
- Student assessment in fitness education corresponds to student learning objectives and established grade-level outcomes. Fitness measurement is not used for grading student progress in physical education.

Domain 2: Classroom Environment

2a Creating an Environment of Respect and Rapport

- The physical educator systematically plans for, develops and maintains a positive learning environment that allows students to feel safe (physically and emotionally), supported and unafraid to make mistakes.
- Physical educators create an environment that is inclusive and supportive of all students, regardless of race, ethnic origin, gender, sexual orientation, religion or physical ability. Such differences are acknowledged, appreciated and respected.
- All students are encouraged, supported and socialized toward successful achievement in all content taught in physical education (e.g., dance is for everyone).
- Physical educators use gender-neutral language (e.g., “students,” “person-to-person defense”).

2b Establishing a Culture for Learning

- Programs are designed to guide students to take responsibility for their own behavior and learning. Emphasis is on intrinsic, rather than extrinsic, incentives.
- All students (boys and girls, high- and low- skilled) have equal opportunities to participate and interact with the teacher (e.g., leadership, playing “skilled” positions, teacher feedback).
- All students, regardless of developmental level and ability, are challenged at an appropriate level.
- Physical educators create a mastery-learning environment that encourages students to compete against previous personal performance.

2c Managing Classroom Procedures

- Physical education classes begin with an instant activity, anticipatory set and physical warm-up; proceed to the instructional focus and fitness activities; and close with a physiological cool-down and a review of instructional objectives.

2d Managing Student Behavior

- Fair and consistent classroom-management practices encourage student responsibility for positive behavior.
- Students are included in the process of developing class rules/agreements.
- Physical activity is not assigned or withheld as punishment.

2e Organizing Physical Space

- Physical educators ensure student safety by monitoring class closely.
- Physical educators make every effort possible to create a safe learning environment for students (e.g., emergency action plans are posted and practiced).

Domain 3: Instruction

3a Communicating with Students

- The physical educator uses a variety of direct and indirect teaching styles to provide for student success that depend on lesson objectives and content and students' varied learning styles.
- The physical educator provides specific feedback (e.g., "Remember to step forward on your opposite foot when throwing") on a consistent basis.
- Learning expectations/objectives/instructional goals are clearly communicated to students.

3b Using Questioning and Discussion Techniques

- The physical educator emphasizes critical-thinking and problem-solving tactics and strategies by using higher-order questions.

3c Engaging Students in Learning

- The physical education teacher uses instructional practices and deliberate-practice tasks that support the goals and objectives defined in the school district's/school's physical education curriculum (e.g., differentiated instruction, active engagement, modified activities, self-assessment, self-monitoring).
- The physical educator allows students guided choices in matters such as equipment, rule modification or type of skill practice (e.g., completing individual task sheets or small-group instruction).

3d Using Assessment in Instruction

- Protocols for administering student assessments are defined clearly in lesson plans and are included in the written physical education curriculum.

- Evidence of student learning can include portfolios of checklists, rating scales, tangible student products that demonstrate student learning, results of observed demonstration of physical skills and traditional constructed-response assessments.

3e Demonstrating Flexibility and Responsiveness

- Opportunities for teachable moments are recognized and utilized.
- Physical educator adjusts teaching and expectations based on individual differences and needs.

Domain 4: Professional Responsibilities

4a Reflecting on Teaching

- The physical educator evaluates student learning continually to document teacher effectiveness.
- Data on student achievement are used to evaluate program effectiveness on a regular basis.

4b Maintaining Accurate Records

- Grading is related directly to the student learning objectives identified in the written physical education curriculum.
- Student progress is documented in a retrievable record-keeping system.
- What students know and are able to do in physical education is communicated. For example: Individual data is shared with students and/or parents. School-wide data is shared with administrators and/or legislators.
- Data can include fitness, progress toward mastery of benchmarks, etc.

4c Communicating with Families

- The physical educator informs parents/guardians, administrators, policymakers and the public regularly about the physical education program's goals and activities.
- Physical educators provide regular reports of student progress to students and parents/ guardians, using a variety of continuous, formative evaluations and assessments (e.g., heart rate monitor printouts, pedometer step sheets).

4d Participating in the Professional Community

- The physical educator shows enthusiasm for an active, healthy lifestyle.
- The physical educator extends experiences from in-class activity lessons to community and family activities, promoting a physically active lifestyle.
- The physical educator helps create a school culture of physical activity

4e Growing and Developing Professionally

- Physical educator is a member of professional organizations (SHAPE America, NASPE, state IAHPERD), subscribes to professional journals, and is knowledgeable of current trends.
- Physical educator collaborates with community, colleagues, staff, and resource persons.

4f Showing Professionalism

- Physical educator is receptive to feedback and seeks opportunities for personal growth.
- Physical educator models appropriate appearance and behavior.
- Physical educator is collegial and interacts appropriately with staff, parents and school volunteers.

Resources:

SHAPE America (2013). [National Standards for K-12 Physical Education.](#)

ISBE (2014). [Illinois Learning Standards for Physical Development and Health.](#)

ISBE and IDPH (2013). [Illinois Enhance Physical Education Task Force Recommendations and Report.](#)

SHAPE America (2013). [Grade Level Outcomes for K-12 Physical Education.](#)

SHAPE America (2015). [The Essential Components of Physical Education.](#)

SHAPE America (2015). [Physical Education Program Checklist.](#)

SHAPE America (2009). [Appropriate Instructional Practice Guidelines, K-12: A Side-By-Side Comparison.](#)

National Association of Sport and Physical Education(NASPE) (2007). [Physical Education Teacher Evaluation Tool.](#)

Melinda Etnyre, P.E. Instructional Coach, Woodstock CUSD200 Woodstock, IL metnyre@wcusd200.org