

Definition of the Physically Educated Person*

A PHYSICALLY EDUCATED PERSON:

HAS LEARNED skills necessary to perform a variety of physical activities.

1. Moves, using concepts of body awareness, space awareness, effort, and relationships.
2. Demonstrates competence in a variety of manipulative, locomotor, and nonlocomotor skills.
3. Demonstrates competence in combinations of manipulative, locomotor, and nonlocomotor skills performed individually and with others.
4. Demonstrates competence in many different forms of physical activity.
5. Demonstrates proficiency in a few forms of physical activity.
6. Has learned how to learn new skills.

IS physically fit.

7. Assesses, achieves, and maintains physical fitness.
8. Designs safe personal fitness programs in accordance with principles of training and conditioning.

DOES participate regularly in physical activity.

9. Participates in health-enhancing physical activity at least three times a week.
10. Selects and regularly participates in lifetime physical activities.

KNOWS the implications and the benefits of involvement in physical activities.

11. Identifies the benefits, costs, and obligations associated with regular participation in physical activity.
12. Recognizes the risk and safety factors associated with regular participation in physical activity.
13. Applies concepts and principles to the development of motor skills.
14. Understands that wellness involves more than being physically fit.
15. Knows the rules, strategies, and appropriate behaviors for selected physical activities.
16. Recognizes that participation in physical activity can lead to multicultural and international understanding.
17. Understands that physical activity provides the opportunity for enjoyment, self-expression, and communication.

VALUES physical activity and its contributions to a healthful lifestyle.

18. Appreciates the relationships with others that result from participation in physical activity.
19. Respects the role that regular physical activity plays in the pursuit of life-long health and well-being.
20. Cherishes the feelings that result from regular participation in physical activity.

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Developmentally Appropriate Physical Education Practices*

Developing Health-Related Fitness

Children participate in activities designed to help them understand concepts regarding health-related fitness and how fitness contributes to a healthy lifestyle. Activity-based fitness is emphasized rather than fitness through formal exercises or calisthenics. Teachers plan activities that emphasize self-improvement, participation, and fair play such as shaking hands and making positive comments, and cooperating with others.

Classroom Organization

Teachers use a systematic classroom organization format, including opening and statement of lesson objectives, instructional component with necessary demonstrations, practice, and closure or summary. Formative and summative assessments are also used.

Teachers are aware of maximizing learning time; providing targeted descriptive feedback; and refining, modifying, or extending learning tasks for maximum student learning.

Curricular Decisions

Teachers provide sequential instruction in a variety of activities based on student needs and interests. This variety helps ensure that students are physically educated and that national and state physical education content standards are met.

Expectations for Student Learning

Teachers set high expectations for psychomotor, cognitive, and affective learning. These expectations are clearly communicated to students with explicit criteria.

Lesson Planning and Units

Teachers regularly plan lessons aligned with curricular goals and objectives. Lessons are sequentially planned to maximize instructional time and learning. Progressions allow students to develop skills safely and efficiently. Teachers systematically plan for, develop, and maintain a positive learning environment where students feel physically and emotionally safe and supported by teachers and classmates. The environment is focused on maximizing learning, challenging students, and maintaining an atmosphere of respect and high expectations for student engagement and participation.

Teachers offer units of sufficient length to allow students to develop skill and competence in areas being taught. Teachers use a variety of practice opportunities to challenge students to improve newly learned skills.

Maximizing Participation

Teachers provide and facilitate sufficient practice trials that allow students to achieve success. They maintain low student-to-equipment ratios, thereby making lines and wait time minimal.

Selection of Appropriate Learning Activities

Teachers use drills, games, and other learning experiences for the contribution they make to student learning. Teachers avoid the use of activities that are too difficult or too dangerous, activities that are too easy, and activities that may lead to student boredom or discipline problems.

Cooperative Activities

Physical educators teach students to work with others to achieve a common goal in a variety of activities. Learning experiences are designed to help encourage students to communicate with others, accept individual strengths and differences, and cooperate to solve problems.

Use of Competition

Teachers demonstrate understanding of the nature of competition by teaching students an appreciation of competition beyond individual or team contests. Competition is celebrated as a way to increase student motivation and interest. It is seen as a way for students to demonstrate competence and personal accomplishments.

Forming Groups

Teachers form teams and squads in ways that preserve the dignity and self-respect of every student. If levels of ability or fitness are factors in the outcome of the activity or task to be performed, groups are selected prior to the lesson by the teacher.

Feedback

Teachers give specific instructional feedback that provides the student with information about performance relative to instructional goals and skill improvement. Feedback comes from a variety of sources, including the teacher, peers, videotaping, or self-analysis. Feedback statements include descriptive information to improve instruction.

Promoting Respect for Self and Others

Teachers foster self-awareness, leadership, caring for self, respect for others, and other components associated with the affective domain. Students learn to encourage each other and show support through positive reinforcement statements. Students are willing to share, take turns, and help others.

Support for Inclusion and Diversity

Teacher selection of experiences and instructional strategies provide for the inclusion of all students regardless of skill or fitness levels, gender, race, or ethnic group. Teachers modify activities, game rules, and equipment to ensure a successful experience for each student. Teachers provide equal access to activities for both genders. Activity choices promote diversity and educate students about various cultural groups from around the world.

Warm-Up and Fitness Development

Teachers provide warm-up activities to prepare students for activities that follow. Exercises and activities included in the warm-up are safe for the fitness and ability levels of students.

Classroom Attire for Physical Activity

Teachers monitor student attire to ensure appropriateness for the activity, including proper footwear, restrictions on jewelry, and safe participation. When special clothes are used, they are laundered on a regular basis to ensure health and hygiene. Dress is not a major factor in determining grades or opportunity to participate, but is comparable to having appropriate paper, book, and other necessary supplies as in other classes.

Rules and Procedures

Teachers design and build a positive atmosphere for class operation. Protocol and rules are taught, relayed to parents, and posted where they can be seen at all times. Class protocol and rules should be approved by administration prior to the beginning for each academic year.

Exercise as Punishment

Teachers promote exercise for its contribution to a healthy lifestyle. All activities performed in class have a positive bearing on physical activity. Exercise is not used as punishment.

Support of Cognitive Learning and Critical Thinking

Although the primary purpose of physical education is to develop psychomotor skills, teachers consider cognitive learning a vital part of a child's education. Physical education teachers provide students with experiences that encourage them to apply, analyze, synthesize, and evaluate various concepts related to motor skills, fitness, and physical activity participation.

Fitness Testing

Teachers encourage students to develop health-related fitness and use fitness tests as part of a fitness education program within physical education. Teachers use results from fitness testing to plan instruction. Alternative tests and standards are used to measure fitness for students with disabilities. Teachers implement strategies to help all students reach their targeted goals. Fitness results are shared with parents and a copy is placed in the student's cumulative folder. Fitness tests are not given academic grades. Due to developing motor skills, physical fitness tests should not be administered to kindergarten and Grade 1 students. Students in Grades 2-12 are to be pretested and posttested annually. In addition, posttest scores are to be reported to the Alabama Department of Education annually.

Assessment

Formative assessment is used throughout instruction to provide feedback to students. Teachers use the information gathered from assessment to diagnose areas requiring further instruction as they plan future lessons. Assessment is intertwined with instruction, making it difficult to separate the two. Students are informed of assessment results. The primary purpose of assessment is to provide feedback and improve instruction. Assessments are given that may or may not contribute to a student grade.

Medical Excuses

Local school systems or schools are encouraged to adopt a policy concerning medical excuses for non-participation in physical education programs. Teachers who adopt their own policy should have approval from administration. All excuses for exemption from physical education activities must be kept on file

for two years and then properly disposed, either by shredding or by burning. Confidentiality when filing such papers is of utmost importance.

Reporting Student Progress

Teachers provide regular reports of student progress to students and parents using continuous, formative evaluations. They use a variety of assessment methods to develop a clear picture of student achievement. Grading systems reflect the degree to which students achieve the educational and instructional goals set for them.

Teaching for an Active Lifestyle

Teachers provide students with opportunities and experiences that expand the scope and learning of the physical education class. Outside assignments provide students a chance to practice and apply information introduced in the physical education class. Teachers help students understand that physical activity is an important part of everyday living. They encourage students to include physical activity every day whenever possible.

Integration with Other Subjects

To promote the relevance of content and the interrelation of subject areas emphasized in elementary and middle school, physical education teachers consider other curricular areas in planning lessons. Although physical education can be a part of a multidisciplinary curriculum, integration should not compromise teaching concepts important to the development of a physically educated individual

Field Days and Special Events

Teachers plan field days in order for every child to fully participate and derive satisfaction and joy from a celebration of physical activity. Opportunities are provided for children to voluntarily choose from a variety of activities intended to be culminating positive experiences for the activities selected. Recognition is based on positive participation rather than achievement.

Advocacy—Community, Parents, Administrators

Teachers regularly inform parents, administrators, and the public about goals and related activities of the physical education program. The physical education program makes numerous contributions to the overall education of early adolescents, and teachers seek opportunities to inform others of these contributions.

Professional Development Activities

Physical education teachers take advantage of professional development opportunities. Teachers seek administrator support for released time to attend workshops and conventions. They subscribe to professional journals, seek membership in professional organizations, and take advantage of opportunities to interact and collaborate with colleagues. Teachers seek information about the latest innovations and ideas in their field and incorporate these as they plan for physical education instruction.

Federal and State Laws and State Board of Education Resolutions Related to Physical Education

In addition to implementing the minimum course content outlined in the *Alabama Course of Study: Physical Education*, local school systems must abide by certain laws and State Board of Education resolutions that govern other aspects of the physical education program. Listed below are some of the laws and resolutions that have relevance for the physical education programs in Alabama schools.

Physical Education Required

Every public school and private school, except church schools as defined in the Code of Alabama, 1975, §16-28-1, shall carry out a system of physical education, the character of which shall conform to the program or course outlined by the Department of Education. (Code of Alabama, 1975, §16-40-1) This law makes the requirements of the physical education course of study mandatory.

Precedent-Setting Court Case

And it has the coercive effect of law. The program of education prescribed under this delegated authority is legislative in nature and has the coercive effect of law. (Mitchell versus McCall, 273 Ala. 604, 143 So. 2d 629, 1962). (Code of Alabama, 1975, §16-40-1)

Daily physical education is required in Grades K-8: No exceptions, no substitutions. Recess or lunch time activities should not be substituted for the physical education program .. A minimum daily instructional period of at least 30 minutes in elementary physical education is required.

Certified Physical Education Teachers Required

Daily physical education classes for all students in Grades K-8 must be taught or supervised by teachers certified in physical education. (State Board of Education Resolution F-17, February 1984)

All elementary physical education classes must be taught via one of the following options:

1. A certified physical education teacher is employed to teach physical education.
2. An aide may provide instruction in physical education while under the supervision of a certified physical education teacher.
3. Classroom teachers are certified to teach physical education only to their own classes.

Options for Middle School

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may follow the time requirement listed for Grades 4-6 or the time requirement listed for Grades 7-12. Grades 7 and 8 may have a minimum of 30 minutes of physical education daily when these grades are housed with Grades 4-6. It is recommended, however, that students in Grades 7-8 receive a minimum of 50 minutes of physical education daily.

No Exceptions for Required Credit at Secondary Level

Until funding is obtained for K-8 physical education teachers at every school within a school system, there will be no exception to the required one-credit course in Grades 9-12. (State Board of Education #H-1, April 1985)

Sex Discrimination

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance ... (Public Law 92-318, Title IX)

Individuals with Disabilities Education Act

Each child with disabilities must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially designed physical education instruction, as prescribed in the child's individualized education program. (Public Law 91-230, as amended)

Every student with a disability shall receive appropriate daily physical education in his/her least restrictive environment through one of the following options:

1. Students may be included with regular physical education classes of like age and/or ability.
2. A teacher of adapted physical education may be employed to provide instruction.
3. Special education teachers may provide instruction in physical education for their own students.
4. An outside agency may be contacted to provide instruction and/or therapy for severely handicapped students.

Accountability Law

Nothing in this Act shall be construed to diminish the current requirements of the State Board of Education with respect to Health and Physical Education instruction in Grades K-12 or to reduce the effect of Code of Alabama, 1975, §16-40-1, regarding Health and Physical Education. (*Code of Alabama, 1975, §16-6B-2(d)*)

Reference Information

The *Code of Alabama* contains laws passed by the state legislature. A reference to the *Code of Alabama* has three parts: Title, Chapter, and Paragraph. Laws related to education are located in (Title) § 16. The Chapters are numbered and organized by topic. Paragraphs may be located within the referenced Chapter. For example, the law requiring cardiopulmonary resuscitation (CPR) instruction is (Title) §16- (Chapter) 40-(Paragraph) 8.

The *Alabama Administrative Code* (AAC) contains policies and regulations adopted by the State Board of Education. For example, the Alabama High School Graduation Requirements (AAC r. 290-3-1-.02(8)(a-b)) are found on pages 66-67.

The *Alabama Course of Study: Physical Education* contains minimum required content standards and implementation guidelines for physical education.

State Board of Education resolutions or directives from the State Superintendent of Education provide additional guidance for physical education.

Movement Skills and Concepts

Locomotor Skills

Walking
Running
Jumping
Hopping
Galloping
Sliding
Leaping
Skipping

Nonlocomotor Skills

Twisting
Turning
Leaning
Stretching
Curling
Bending
Swinging
Balancing
Transferring Weight

Manipulative Skills

Kicking
Striking
Throwing
Catching

Quality of Movement

Time

Fast
Slow
Accelerating
Decelerating

Force

Strong-Weak
Heavy-Light
Created-Absorbed

Flow

Bound
Free
Sequential
Continuous
Broken

Space Awareness

General Space/Personal Space

Directions

Forward
Backward
Sideward
Left
Right

Levels

High
Medium
Low

Pathways

Straight
Curved
Zigzag

Ranges

Large
Medium
Small

Relationships

Over/under, on/off, in front/behind, along/through, meeting/parting, leading/following, mirroring/matching, unison/contrast, alone/partner, symmetrical/asymmetrical

Purposeful Human Movement

Physical

Health
Performance
Appearance
Safety
Work

Cognitive

Information Gathering
Communication

Social

Emotional Expression
Ego Satisfaction
Recreation
Interpersonal Relations

Physical Education Waivers for Mountain Brook High School Students

Mountain Brook High School students are required to complete one Carnegie unit of physical education in grades 9 – 12 for graduation. The Mountain Brook Schools continue to request a waiver each year exempting some students from the requirement. This recommendation is made with the following considerations:

- All students in kindergarten through eighth grade are taught physical education each day for at least thirty minutes by a certified physical education teacher.
- No students in kindergarten through eighth grade are excused from physical education for band, off-campus PE, or any other class.

Students enrolled in athletics and some music courses may be eligible for a waiver. If a waiver is granted, the student will participate in physical fitness testing and meet all standards for the Lifelong Individualized Fitness Education (LIFE) course through the activities in those courses.