

Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs



A Position Statement from the
National Association for Sport and Physical Education
(2rd Edition)



National Association for
Sport and Physical Education (NASPE)
*an association of the American Alliance for Health,
Physical Education, Recreation and Dance (AAHPERD)*

1900 Association Drive • Reston, VA 20191
703-476-3410 • 703-476-8316 (fax)

www.naspeinfo.org

Preface

The National Association for Sport and Physical Education (NASPE) has provided leadership to the field of physical education for more than 35 years. A central aspect of that leadership has been NASPE's development of standards and guidelines for quality physical education programs. This document, *Appropriate Instructional Practice Guidelines for Higher Education Physical Activity Programs*, represents NASPE's guidance to colleges and universities for offering quality instructional physical activity programs.

The purpose of this document — in this second edition — is to educate professionals about effective programming and teaching within a higher education curriculum. It represents expert consensus about appropriate and inappropriate practices observed in college/university instructional physical activity programs across the United States. It is beyond this document's scope, however, to describe all of the appropriate and exemplary practices that might occur in a quality college or university physical activity program.

The Goal Is Quality

NASPE, along with the U.S. Department of Health and Human Services, supports a national strategy for improving health in the United States. For adults, that strategy recommends at least 150 minutes each week of moderate-intensity aerobic physical activity, such as brisk walking, or 75 minutes each week of vigorous-intensity aerobic physical activity, such as jogging. All adults also should partake in muscle-strengthening activities at least two days a week.

Empirical evidence supports the value of physical activity instruction as part of a higher education curriculum. Quality physical activity programs are both developmentally and instructionally appropriate, not only for the highly skilled or physically fit, but for all students.

Appropriate instructional practices in physical activity programs are those that recognize each student's development of movement abilities, as well as his or her individual differences. Students' motor skills, as well as previous sport and social experiences, influence lesson and program design and delivery. Individual characteristics — such as physical maturation and fitness, skill levels and age — are reflected in designing lessons and selecting instructional strategies.

Quality instruction in physical activity programs incorporates best practices, derived from both research and teaching experiences, into a pattern of instruction that maximizes opportunities for learning and success for all students. Instructors assess student progress regularly and adjust lessons accordingly.

The outcome of a developmentally and instructionally appropriate program is a physically educated individual who has the knowledge, skills and confidence to become and remain physically active for a lifetime.

NASPE defines a physically educated person as someone who:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Shows understanding of movement concepts, principles, strategies and tactics as they apply to learning and performing physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

For college students to achieve each of those outcomes, students, faculty, administrators, policymakers and the general public must understand and support standards-based programs. Providing an opportunity to learn and qualified teachers who implement appropriate instruction practices can ensure the development of a physically educated person. The ultimate goal is for all students to live healthy, physically active lives.



Premises of Instructional Physical Activity Programs in Higher Education

Four major premises should guide one's thinking about, planning for and evaluating instructional physical activity programs in higher education:

1. The ultimate purpose of any instructional physical activity program in higher education is to help students gain the skills and knowledge to be physically active throughout their lives.

The goal is to provide students with the instruction and physical skills necessary to lead a healthy, active lifestyle and to foster personal growth. Thus, instructional physical activity programs are designed to educate all students, from the physically and/or mentally gifted to the physically and/or mentally challenged.

Instruction accommodates a variety of individual differences, including cultural identity, previous movement experiences, fitness and skill levels, and degrees of intellectual, physical and social/emotional maturity. Appropriate instruction incorporates best practices derived from both research and teaching experience in ways that facilitate success for all students.

Providing a safe and inclusive learning environment allows all students to experience positive, challenging and enjoyable physical activities while learning skills and developing an understanding of the benefits and importance of physical activity. In addition, it offers ways that students can learn a new activity independently, so that they can remain active for a lifetime.

Concurrently, students are taught health-related concepts essential to the care of their bodies during physical activity, including proper warm-up, contraindicated moves, post-activity stretching and measurement indicators of health.

As a result of these activity experiences, students develop a positive self-image and social skills that will provide personal competence in work and leisure situations.

2. An instructional physical activity program constitutes a significant part of the college/university's education mission.

Instructional physical activity programs are central to the college/university's mission. The benefits of an instructional physical activity program include enhancing all aspects of students' health and development, including emotional, social and intellectual components. Through activity, the program prepares students to safely meet the physical demands of daily life, to improve health and to enjoy leisure time.

3. Program goals for instructional physical activity programs in higher education differ from those of intramurals and athletics.

Instructional physical activity programs differ from intramurals and athletics in the degree to which competition is central to the activity's overarching philosophy. Intramurals and athletics provide sport-oriented experiences that emphasize competitive performance and success in a specialized activity or sport. Conversely, physical activity program courses are conceptualized and administered with the intent of providing educational experiences in a minimally competitive environment.

Also, instructional physical activity programs offer courses that not only emphasize physical fitness and sport but also can focus on topics related to enhancing students' overall well-being. Finally, instructional physical activity programs afford all students — regardless of initial motivations, dispositions or skill-proficiency levels — opportunities to learn and expand their knowledge, skills and abilities.

4. Instructional physical activity programs in higher education are sensitive to students' interests and address their overall well-being.

Instructional physical activity programs that address students' needs and interests accommodate a variety of individual differences, including skill/knowledge level, health status, age, sex, natural endowments, personal interests and cultural backgrounds.

Programs provide choices in course selection, allowing students the opportunity to participate in introductory courses as well as courses to refine skills. They also offer a nominal selection of team sports and provide a variety of different lifetime and fitness-related activities including — but not exclusive to — the popular physical activities of a geographical area.

Instructors in such programs are sensitive to students' preconceived notions of physical activity and create a learning environment that nurtures students' self-identity as physically active people. And the programs emphasize active student participation and social interaction (cooperation, group work and communication to develop teamwork), and provide information on post-graduation inactivity levels, rising obesity rates and the prevalence of chronic and lifestyle diseases.

Intended Audience and Purpose

This document is written for college and university administrators, instructional physical activity program coordinators or directors, department chairs, instructors and students. It's intended to provide specific guidelines for instruction practices that are in the best interests of college/university students (i.e. appropriate) and those that are counterproductive or even harmful (i.e. inappropriate) to their development.

Instructors can use the document to assess their own work. For administrators, department chairs, program directors and coordinators, the document offers minimum standards for program administration and quality of instruction.

Readers should remember that, when evaluating or making decisions regarding instructional physical activity programs in higher education, the components identified in this document are not all-inclusive. They do, however, represent pedagogical and administrative practices to bear in mind when making decisions.

Introduction to the Document

The following appropriate practices are suggested as guidelines for instructional physical activity programs in higher education. The purpose is to aid in developing programs that best meet the needs of the general college or university student body. The practices intentionally do not define a curriculum but provide a framework from which to design and implement a high-quality program.

The portions of this document organize instructional physical activity program practices into seven separate sections:

1. Administration/Support, which includes the following subsections:

- Daily Support
- Advocacy
- Policies and Procedures
- Instruction Environment
- Program Alignment
- Scheduling
- Funding/Resources
- Equipment
- Facilities

2. Assessment, which includes:

- Assessment Use
- Variety of Assessments
- Fitness Testing
- Assessment Environment
- Reporting Student Progress
- Grading
- Program Assessment

3. Instruction Strategies, which includes:

- Expectations for Student Learning
- Class Organization
- Instruction Design
- Learning Time
- Maximizing Participation
- Teaching/Learning Styles
- Instructor Enthusiasm
- Student Success
- Instructor Feedback
- Technology Use

4. Professionalism, which includes:

- Presentation
- Teaching
- Professional Growth
- Advocacy

5. Learning Environment, which includes:

- Establishing the Learning Environment
- Exercise as Punishment
- Safety
- Diversity
- Equity
- Inclusion
- Educational Value of Competition

6. Program Staffing, which includes:

- Full-Time Director/Coordinator
- Full-Time Instructors
- Part-Time Instructors
- Graduate Teaching Assistants
- Athletics Coaches
- Professional Development
- Instructor Evaluation

7. Curriculum, which includes:

- Course Offerings
- Substitutions
- Students With Disabling Conditions
- Course Syllabi
- Class Size
- Promoting Lifelong Activity
- Using Assessment Data
- Course Content
- Exit Outcomes



1.1 Daily Support

Appropriate Practice

1.1.1 A full-time faculty member administers the program and is responsible for logistics (e.g., providing job descriptions to instructors, scheduling space, approving equivalent substitutes, evaluating facilities and equipment). Administration is also responsible for observing and evaluating instructors, facilitating curriculum development, providing orientation programs, gathering student and instructor feedback, and establishing instructor assignments.

Inappropriate Practice

1.1.1 The program has no designated director/coordinator, or relies on one person who can provide only limited support (e.g., a faculty member who already has a full load). The instructor or coordinator/director has only a limited job description.

1.2 Advocacy

Appropriate Practice

1.2.1 The program is positioned as an integral part of a department, to provide health-related physical activity opportunities central to the institution's mission and to ensure an understanding of the value of physical activity to the college/university community. The administration supports the program with quality facilities and equipment, adequate budget and professional-development opportunities, and promotes the program actively throughout the college/university community.

Inappropriate Practice

1.2.1 The program is peripheral to the department's or institution's mission, and resource allocations don't support it adequately. The college/university community is not aware of the program's goals and activities or its importance to developing the whole person.

1.3 Policies and Procedures

Appropriate Practice

1.3.1 The program adheres to course policies consistent with all other credit-bearing coursework within the institution, including those regarding instructor and student responsibilities and expectations, administrative roles, and standards of professionalism. Staff members receive a program manual documenting those criteria.

Inappropriate Practice

1.3.1 Course policies are unclear and are inconsistent with general institutional academic policies governing credit-bearing coursework. No program manual outlining course policies and procedures is provided.

1.4 Instruction Environment

Appropriate Practice

1.4.1 Administrators set class-size limits based on student safety, available equipment, facility space, instructors' teaching abilities and minimum number of students necessary to justify the class.

Inappropriate Practice

1.4.1 Classes are too large for safe, effective instruction or are too small to justify the resources required.

1.5 Program Alignment

Appropriate Practice

1.5.1 The program is delivered by a credit-generating department (e.g., physical education or kinesiology), from which it receives enough funding to allow for quality instruction, equipment and facilities.

Inappropriate Practice

1.5.1 The program is delivered by an area that isn't recognized for academic credit (e.g., student affairs, student life or campus recreation and intramurals) and doesn't provide quality instruction, equipment or facilities with an education focus.

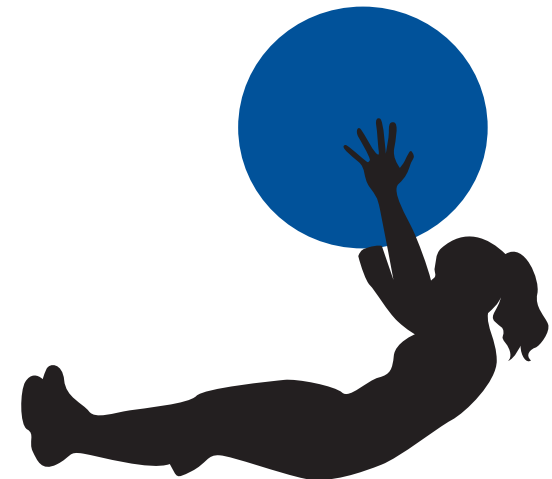
1.6 Scheduling

Appropriate Practice

1.6.1 Activity courses are scheduled as college/university priorities, and classes are not displaced for athletics or intramurals. A central administrator schedules shared facilities.

Inappropriate Practice

1.6.1 Courses are scheduled inconsistently, under no priority system. Shared facilities are in dispute, and non-academic needs receive priority.



1.7 Funding/Resources

Appropriate Practice

1.7.1 Designated financial support is allocated to the program to cover instruction and equipment costs. Resources are allocated for program coordinators' and instructors' in-service training, and for participating in conferences and professional-development clinics.

Inappropriate Practice

1.7.1 The program is funded inconsistently or receives no annual budget for income and expenditures, including equipment, in-service training and professional development.

1.8 Equipment

Appropriate Practice

1.8.1 The program receives equipment that is appropriate and adequate, that promotes student participation and that provides instructors with varied teaching options. The equipment is inventoried and inspected routinely.

Inappropriate Practice

1.8.1 The program receives inadequate support in terms of equipment purchase and maintenance, and relies solely on end-of-the-year funding to fulfill basic equipment needs. Equipment inventory is incomplete or unavailable.

1.9 Facilities

Appropriate Practice

1.9.1 Facilities are cleaned and inspected for safety routinely. If scheduled facilities are deemed unclean or unsafe for class use, the class is rescheduled or dropped. Assigned supervisors oversee storage organization, maintenance and cleanliness. Instructors receive an emergency action plan.

Inappropriate Practice

1.9.1 Facilities are not inspected or cleaned consistently, nor are they always in working order. No emergency plan is provided.

2.0 ASSESSMENT

2.1 Assessment Use

Appropriate Practice

2.1.1 The program uses assessments to inform and help students progress toward intended outcomes. Formative and summative assessments constitute an ongoing and integral part of the learning process for all students.

Inappropriate Practice

2.1.1 Assessments are rare and random. They're used exclusively for grading purposes and are not used throughout the class to inform students.

2.2 Variety of Assessments

Appropriate Practice

2.2.1 Instructors assess all domains (psychomotor, cognitive, affective, health-related fitness) systematically.

Inappropriate Practice

2.2.1 Instructors focus on only one area (e.g., psychomotor) and fail to assess all domains.

2.2.2 The program conducts individual student evaluations through a variety of authentic assessment techniques (e.g., checklists, rubrics, and peer and self-assessment) to obtain a broad picture of learning.

2.2.2 Assessment items focus on isolated skills in an artificial context (e.g., throwing a Frisbee® at a wall target as compared to throwing in a game situation). Assessment doesn't drive instruction.

2.2.3 Appropriate tests are used for students with disabling conditions.

2.2.3 No alternative tests are given.

2.3 Fitness Testing

Appropriate Practice

2.3.1 Instructors are encouraged to use fitness assessments as part of the ongoing process of helping students understand, improve and maintain their physical fitness and well-being. *Example:* Students set personal goals for improvement.

Inappropriate Practice

2.3.1 Fitness tests are used strictly for assigning student grades or as an unrelated course activity.

2.4 Assessment Environment

Appropriate Practice

2.4.1 Instructors create testing situations that are private, non-threatening, educational and encouraging.

2.4.2 Instructors explain what the assessment is designed to measure.

2.4.3 Instructors encourage students to avoid comparisons with others and to use the results as a catalyst for personal improvement.

Inappropriate Practice

2.4.1 Testing is public, and students observe others completing the test while waiting to take it themselves.

2.4.2 Instructors offer no explanation for the assessment (e.g., students are told only that “We’re running the mile today”).

2.4.3 Results are interpreted based on comparison to norms rather than in terms of how they apply to students’ future health and well-being. Instructors allow students to compare test scores.

2.5 Reporting Student Progress

Appropriate Practice

2.5.1 Assessment results are shared privately with students, with the aim toward developing personal goals and strategies for maintaining and increasing fitness and skill parameters.

2.5.2 Instructors provide students with progress reports regularly, using a variety of continuous, formative evaluations and assessments.

Inappropriate Practice

2.5.1 Individual results are posted publicly, where students and others can compare scores.

2.5.2 Teachers don’t provide students with individual progress assessment results.

2.6 Grading

Appropriate Practice

2.6.1 Grades are based on thoughtfully identified criteria that are aligned with exit outcomes. Instructors teach and assess all domains (psychomotor, cognitive, affective and health-related fitness) systematically, using a variety of assessment techniques.

2.6.2 Students know the components of and/or criteria included in their grades and the rationale for each.

Inappropriate Practice

2.6.1 Grades are based on subjective measures not aligned with exit outcomes (e.g., athletic ability, a one-time fitness or skill test) or undefined measures of effort, participation and attitude.

2.6.2 Instructors don’t provide students with objective measures of how they will assign grades.

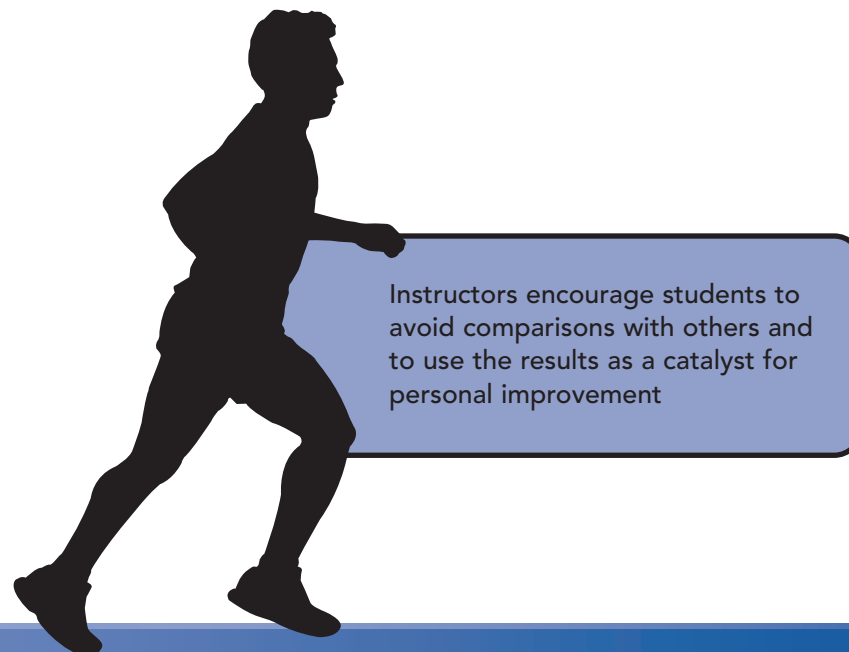
2.7 Program Assessment

Appropriate Practice

2.7.1 Program assessment is used to determine program effectiveness and communicate goals to the student body, faculty and administration. Program evaluation is used to revise curricula.

Inappropriate Practice

2.7.1 Feedback from students, faculty and staff is not collected systematically. Program-evaluation content is not taken into consideration when changing or revising program curricula.



Instructors encourage students to avoid comparisons with others and to use the results as a catalyst for personal improvement

3.0 INSTRUCTION STRATEGIES

3.1 Expectations for Student Learning

✓ Appropriate Practice

3.1.1 Instructors communicate clear outcomes for student learning and performance. Students are held accountable to those expectations through various strategies, including goal setting, teacher monitoring, assessment and evaluation.

✗ Inappropriate Practice

3.1.1 Students are expected only to be physically active, with no emphasis on learning and improvement. Classes might consist of game-play only or activity using a follow-the-leader format, with no explanation of expectations or outcomes.

3.2 Class Organization

✓ Appropriate Practice

3.2.1 Instructors form pairs, groups and teams in a manner that facilitates learning and preserves dignity and self-respect for all students.

✗ Inappropriate Practice

3.2.1 Instructors form groups by allowing student “captains” to publicly select one student at a time, separating students by gender, or using other ways that alienate or embarrass individuals.

3.3 Instruction Design

✓ Appropriate Practice

3.3.1 Class begins with an anticipatory set and physical warm-up that precedes the instructional focus and fitness activities. The lesson closes with a cool-down and stretching, as well as a review of the content.

✗ Inappropriate Practice

3.3.1 Classes follow no identifiable structure. Class is conducted like recess, without a formal format to facilitate warm-up, instruction, practice, game-play and closure.

3.3.2 Activities are designed based on a pre-evaluation, outcomes of the course and student needs, to ensure congruence between instruction and intended outcomes.

3.3.2 Activities don’t contribute to lesson outcomes, but rather appear only to keep the students engaged in activity. Lessons focus on group activity designed for those with previous experience, ignoring the fact that students have varied ability levels.

3.4 Learning Time

✓ Appropriate Practice

3.4.1 The instructor plans for skill and concept instruction, and allows enough time for practice, skill development, content acquisition and feedback based on appropriate skill analysis.

✗ Inappropriate Practice

3.4.1 The instructor doesn’t allow enough time for all elements of a lesson, including setup, facility and equipment constraints, instruction, student questions, evaluation, closure and cleanup. Time for teaching and learning is marginalized.

3.5 Maximizing Participation

✓ Appropriate Practice

3.5.1 Instructors organize classes to maximize opportunities for *all* students to learn and be physically active. Equipment provided is sufficient enough so that students spend virtually no time standing in line.

✗ Inappropriate Practice

3.5.1 Lessons are organized poorly, so students spend much of the class time inactive (e.g., waiting for roll call; listening to long, detailed instructions; picking teams; waiting for equipment distribution; or waiting their turn in long lines).

3.5.2 Instructors use small-sided games (1 v.1, 2 v.2, etc.) or mini-activities to allow students ample opportunity to participate.

3.5.2 Instructors rely predominantly on large-sided games and use only one ball for activities such as soccer and softball, or they fail to maximize usage of all available equipment and space for individualized activities such as weight training.

3.6 Teaching/Learning Styles

✓ Appropriate Practice

3.6.1 Instructors use a variety of direct and indirect teaching styles, depending on outcomes, lesson content and students’ varied learning styles. Using higher-order questions, instructors emphasize critical-thinking and problem-solving tactics and strategies, helping students to apply concepts and skills to post-graduation experiences.

✗ Inappropriate Practice

3.6.1 Instructors provide “one size fits all” instruction, using primarily a direct teaching style that ignores students’ varied needs. Activities are always taught command-style, with no attempt to evoke analysis or evaluation.

3.7 Instructor Enthusiasm

✓ Appropriate Practice

3.7.1 Instructors demonstrate enthusiasm for an active, healthy lifestyle (e.g., model an enjoyment of activity, participate often in activity before and after class, promote healthy eating).

✗ Inappropriate Practice

3.7.1 Instructors appear to dislike or not enjoy physical activity (e.g., instruct from a chair or the bleachers, or focus attention on other tasks, such as written work).

3.8 Student Success

✓ Appropriate Practice

3.8.1 Students practice skills and achieve success appropriate to their individual skill levels.

✗ Inappropriate Practice

3.8.1 Instructors teach as if all students in a class have identical skill and physical fitness levels, using a single standard for all students.

3.9 Instructor Feedback

✓ Appropriate Practice

3.9.1 Students receive specific corrective and reinforcing feedback about performance. *Example:* After performing a forearm pass in volleyball, a student is told, "Great job creating a flat platform to pass the ball." The emphasis is on positive, constructive, specific feedback.

✗ Inappropriate Practice

3.9.1 Students receive only general (e.g., "good job") or negative feedback. Feedback is directed to the entire class and not toward individual performance.

3.10 Technology Use

✓ Appropriate Practice

3.10.1 Instructors include technology (e.g., e-mail, Internet, video recording) to improve teaching effectiveness and class management and/or to quantify activity (e.g., pedometers and heart rate monitors).

✗ Inappropriate Practice

3.10.1 Instructors rarely or never use technology.

4.0 PROFESSIONALISM

4.1 Presentation

✓ Appropriate Practice

4.1.1 Instructors are on time, use appropriate language and wear professional attire that is neat, clean and suitable for the activity.

✗ Inappropriate Practice

4.1.1 Instructors are late, are unprepared, and wear attire that is too casual or not suitable for the activity. Instructors use inappropriate slang and sarcasm, profanity and/or racial slurs.

4.2 Teaching

✓ Appropriate Practice

4.2.1 Instructors demonstrate an understanding of basic motor skills. They provide accurate demonstrations for dominant and non-dominant performance through teacher or student role modeling, or by using visual aids.

✗ Inappropriate Practice

4.2.1 Instructors don't provide accurate demonstrations of skills being taught. Demonstrations don't produce desired results or match descriptions provided.

4.3 Professional Growth

✓ Appropriate Practice

4.3.1 Instructors seek new information continually (e.g., read journals, attend conferences and in-services), to stay current within the field.

✗ Inappropriate Practice

4.3.1 Instructors don't stay current or up to date with content, skills and/or application.

4.4 Advocacy

✓ Appropriate Practice

4.4.1 The program coordinator and/or course instructor informs administrators, policymakers and the campus community regularly about the program's goals and outcomes, as well as local, state and national initiatives.

✗ Inappropriate Practice

4.4.1 The program coordinator and/or course instructor is unaware or can't articulate the program's goals and outcomes or the program's importance to developing the whole student.

4.4.2 The program coordinator and/or course instructor fosters a culture on campus that encourages physical activity.

4.4.2 The program coordinator and/or course instructor doesn't promote the program (e.g., through committee work, presentations or publications). Therefore, it's not a visible part of the campus community.

5.0 LEARNING ENVIRONMENT

5.1 Establishing the Learning Environment

Appropriate Practice

5.1.1 Instructors systematically plan for, develop and maintain a positive learning environment that allows students to feel safe (physically and emotionally), supported and unafraid to make mistakes.

5.1.2 The environment is supportive of all students and promotes developing a positive self-concept.

5.1.3 Fair and consistent classroom-management practices (e.g., protocol and rules) encourage student responsibility for learning.

5.1.4 Unacceptable student remarks and behaviors are dealt with immediately and firmly.

Inappropriate Practice

5.1.1 Instructors fail to establish a positive, supportive and safe learning environment; as a result, some students feel embarrassed, humiliated and generally uncomfortable in class.

5.1.2 Only highly skilled or physically fit students are viewed as successful learners. Students who are not highly skilled or physically fit are overlooked and/or ignored.

5.1.3 Classroom-management practices are unclear and can vary from day to day.

5.1.4 Verbal or nonverbal behavior that is hurtful, intimidating or disrespectful to other students is overlooked and/or ignored.

5.2 Exercise as Punishment

Appropriate Practice

5.2.1 Instructors promote exercise for its contribution to a healthy lifestyle. Students are encouraged to participate in physical activity and exercise outside the class setting for skill development, enjoyment and good health.

Inappropriate Practice

5.2.1 Instructors use activities/exercises (e.g., running laps, performing push-ups) as a form of punishment.

5.3 Safety

Appropriate Practice

5.3.1 Activities are selected carefully and are modified to ensure a safe learning environment for students. Emergency plans are reviewed with students.

5.3.2 Activities are selected carefully to ensure that they match students' ability levels and are safe for all students regardless of ability levels.

5.3.3 Instructors maintain up-to-date CPR, First Aid and AED certifications.

5.3.4 Instructors ensure student safety by monitoring class closely.

Inappropriate Practice

5.3.1 Instructors allow or ignore unsafe practices in the class (e.g., pushing, shoving or tackling students in ball games), and students are allowed to use equipment unsafely (e.g., swinging or throwing dumbbells). No emergency plans are reviewed.

5.3.2 Activities are not modified (e.g., using different-size equipment, size of playing area) to ensure that all students can participate. Human-target games (dodgeball) and drills that allow aggressive and unsafe behavior toward other students are permitted.

5.3.3 Instructors don't maintain up-to-date CPR, First Aid and AED certifications.

5.3.4 Instructors routinely leave classes unsupervised to perform other tasks (e.g., working out, talking on the phone).

5.4 Diversity

Appropriate Practice

5.4.1 Instructors 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.

Inappropriate Practice

5.4.1 Instructors create an environment that is exclusive of certain student populations and that supports highly skilled students more fully than those with less skill. *Example:* Posters on display are predominantly of male professional athletes from the "major" sports.

5.5 Equity

Appropriate Practice

5.5.1 All students (high- and low-skilled) have equal opportunities for participating in and during activity time (e.g., playing “skill” positions, assuming team/squad leadership roles) and interaction with the instructor. All students, regardless of developmental level and ability, are challenged at an appropriate level.

5.5.2 Instructors use gender-neutral and respectful language (e.g., “students”).

Inappropriate Practice

5.5.1 Highly skilled students are allowed to dominate activities and/or are placed consistently in leadership roles (e.g., chosen as team/squad leaders, are permitted to play the dominant positions).

5.5.2 Instructors often refer to students as “you guys” and/or use language that shows disrespect toward gender (e.g., “You run like a girl”).

5.6 Inclusion

Appropriate Practice

5.6.1 Instructors implement the special education process for students with disabling conditions, as provided through student services.

5.6.2 Lessons/activities are adapted for students with varied fitness and/or skill levels. Students are encouraged to participate at appropriate levels of activity for their own improvement.

5.6.3 Instructors provide appropriate experiences for students with acute medical limitations (e.g., a student with a broken arm can ride an exercise bike).

Inappropriate Practice

5.6.1 Students with disabling conditions sit out, are provided assignments not aligned with course outcomes or simply become spectators.

5.6.2 No adaptations are made for students with varied fitness and/or skill levels. All students are expected and/or required to perform at the same level (i.e., grades are based on fixed fitness measurements).

5.6.3 Students with acute medical conditions “sit out,” are provided an assignment not aligned with lesson content, don’t attend class or are exempt entirely from the activity class.

5.7 Educational Value of Competition

Appropriate Practice

5.7.1 Instructors help students recognize that adults engage in sport and exercise activities both to socialize and to compete. A deeper understanding of competition is fostered, one that encourages students to reflect on ideas such as rivalry, competence and affiliation.

Inappropriate Practice

5.7.1 Instructors don’t address the various aspects of positive competition, instead focusing primarily on final scores and winning.

6.0 PROGRAM STAFFING

6.1 Full-Time Director/Coordinator

Appropriate Practice

6.1.1 The instructional physical activity program director/coordinator holds a full-time position within the academic unit in which the program is housed. The position requires a master’s degree or higher, with a specialty in physical education or allied health area.

6.1.2 The director/coordinator has experience and formal training in pedagogical practices, programming, and managing and evaluating physical activity programs. He/she also has the expertise to assist in selecting program instructors.

Inappropriate Practice

6.1.1 The director/coordinator is a full-time or part-time faculty member who teaches in the program and doesn’t have the time, administrative experience and/or education background to fulfill the associated responsibilities.

6.1.2 The director/coordinator has no experience or formal training in pedagogical practices, programming, management or evaluation of physical activity programs.

6.2 Full-Time Instructors

Appropriate Practice

6.2.1 Minimum standards for hiring faculty are the same as for any other full-time faculty position within the college or university: typically, a master’s degree, with a specialty in physical education or related allied health area.

6.2.2 Faculty members/instructors are expected to be fully contributing members of the academic department and higher education community, with responsibilities similar to those of faculty members in other programs. Advancement opportunities are similar to those for other faculty members of similar rank across the college/university and are based on approved position descriptions.

Inappropriate Practice

6.2.1 Full-time faculty members who teach in the program don’t meet the equivalent standards for faculty members in other programs.

6.2.2 Faculty members/instructors are not held to the same standards as faculty members of similar academic rank in other programs. Advancement in rank is not readily available, and monetary advancement is limited.

6.3 Part-Time Instructors

✓ Appropriate Practice

6.3.1 Part-time faculty members/instructors teach activities in which they demonstrate extensive teaching experience and skills. The minimum academic preparation: a bachelor's degree in physical education or a related field, and certification or equivalent expertise in specific teaching area, such as martial arts, equestrian, SCUBA, dance, aerobics, etc. Part-time faculty can include adjunct faculty, community experts, athletic coaches or recreation instructors who are competent in pedagogical skills.

✗ Inappropriate Practice

6.3.1 Part-time faculty members/instructors have limited teaching experience or qualifications. Some instructors teach without sufficient available time, motivation or interest, resulting in low-quality instruction.

6.4 Graduate Teaching Assistants

✓ Appropriate Practice

6.4.1 Graduate teaching assistants enrolled in a master's or doctoral degree program within physical education, exercise science, sport management, recreation or sport psychology departments — or within related allied areas — qualify as instructors in the program. Graduate teaching assistants are selected based on their potential to contribute effectively to the program. Graduate assistants are assigned to classes in which they have demonstrated sufficient content knowledge, as well as pedagogical and psychomotor skill.

✗ Inappropriate Practice

6.4.1 Graduate teaching assistants are selected and assigned with little or no formal education, expertise, teaching experience and/or specialty certification required.

6.5 Athletics Coaches

✓ Appropriate Practice

6.5.1 Athletics coaches teach in their areas of expertise. Coaches are interviewed, hired, trained and reviewed through procedures that are consistent with those used with other instructors.

✗ Inappropriate Practice

6.5.1 Coaches teach activity classes without sufficient training, orientation, expertise or commitment to education, yielding inferior or unsafe instruction.

6.6 Professional Development

✓ Appropriate Practice

6.6.1 All instructors participate in professional-development endeavors, including attending workshops and professional conferences, and reading journals. Instructor orientation, in-service trainings and mentorship programs are offered.

✗ Inappropriate Practice

6.6.1 Instructors are not supported or encouraged to participate in professional-growth opportunities. New instructors are given limited guidance or mentoring on how to conduct their classes.

6.7 Instructor Evaluation

✓ Appropriate Practice

6.7.1 Students within activity courses have the same opportunities to evaluate instruction and instructors as they do with other college/university courses. Instructors are observed, evaluated and counseled routinely by an experienced teacher or director/coordinator on their instructional and course administrative responsibilities.

✗ Inappropriate Practice

6.7.1 Student course evaluations are not administered. Instructors are not observed, evaluated or counseled routinely.



Students within activity courses have the same opportunities to evaluate instruction and instructors as they do with other college/university courses.

7.0 CURRICULUM

7.1 Course Offerings

Appropriate Practice

7.1.1 Courses offered reflect students' varied interests, knowledge and abilities, as well as regional opportunities and current trends. *Examples:* Aquatics, dance, challenge activities, martial arts and self-defense, outdoor education and survival, physical fitness and sports.

7.1.2 Courses are offered in various activities at beginning, intermediate and advanced levels. Multiple course levels follow a scope and sequence designed to scaffold prior learning and develop mature forms of skills and strategies.

Inappropriate Practice

7.1.1 A limited curriculum is offered, consisting primarily of team sports and/or activities that yield little lifetime value. Students' needs and interests are not considered in curricular offerings. No attempt to review students' needs and interests is apparent.

7.1.2 The curriculum consists primarily of beginning-level courses, even though the enrollment reflects a wide range of ability and experience. Course levels provide little or no planning to ensure a developmentally appropriate learning experience.

7.2 Substitutions

Appropriate Practice

7.2.1 Credit for physical activity courses is limited to regularly scheduled courses approved by the department and/or institution and taught by qualified instructors.

Inappropriate Practice

7.2.1 Students are allowed to substitute related experiences for physical activity courses. *Examples:* ROTC, band, intramurals, intercollegiate athletics, cheerleading and personal workouts.

7.3 Students With Disabling Conditions

Appropriate Practice

7.3.1 The program makes provisions within courses for students with disabling conditions, and separate courses or sections are offered to accommodate all students.

Inappropriate Practice

7.3.1 Students with disabling conditions are not accommodated within regular courses, and no separate courses or sections are offered.

7.4 Course Syllabi

Appropriate Practice

7.4.1 A syllabus is developed for each course in the program, and it follows a uniform format consistent with institutional policies for all courses. Syllabi are provided to all students enrolled in a course and are made available to other constituents, including administrators, supervisors, mentors and other faculty members.

Inappropriate Practice

7.4.1 Syllabi are not required or do not follow a consistent format. Syllabi for physical activity courses are not consistent with other syllabi required at the college/university.

7.5 Class Size

Appropriate Practice

7.5.1 Class size is determined by facilities, equipment, safety, the nature of the course content, and appropriate instruction practice. Every student has adequate opportunity to participate fully in the instruction, practice in a safe manner and receive sufficient attention and feedback from the instructor to facilitate optimal learning.

Inappropriate Practice

7.5.1 Classes either are too small for students to experience the nature of the content or too large to facilitate optimal learning, provide for adequate feedback and/or guarantee a safe environment.

7.6 Promoting Lifelong Activity

Appropriate Practice

7.6.1 Instructors encourage students to extend experiences from in-class activity lessons to campus, community and family activities that promote a physically active lifestyle.

Inappropriate Practice

7.6.1 Instructors make no effort to connect physical activity instruction to campus or community offerings, recreation opportunities or family involvement.

7.7 Using Assessment Data

Appropriate Practice

7.7.1 Curriculum offerings provide opportunities for students to interpret and use assessment data to set personal goals, including developing a lifelong fitness plan.

Inappropriate Practice

7.7.1 Minimal opportunities to conduct fitness assessments are provided. Instructors don't use student assessment results to design personal physical activity plans.

7.8 Course Content

☑ Appropriate Practice

7.8.1 The program establishes outcomes that reflect all four domains (psychomotor, cognitive, affective, health-related fitness).

7.8.2 Program offerings include content that allows students to develop social skills (cooperation and communication) and responsible behavior that will lead them to become productive members of society. Curriculum is designed to ensure that these skills are taught intentionally, and aren't left for "teachable moments" only.

7.8.3 Course content aims to provide opportunities for all students to experience the satisfaction and joy that can result from participating regularly in physical activity.

7.8.4 Course content aims to help students recognize that physical activity is an important part of everyday living (e.g., climbing stairs instead of using an elevator, riding a bike or walking to work).

7.8.5 Activities focus on the health-related components of fitness. Skill-related components of fitness are emphasized in their relation to skill development.

7.8.6 To insure consistency of teaching, all instructors within sections of the same course use common outcomes. Individual instructors, however, are free to use their own teaching styles to guide students toward achieving desired outcomes.

☒ Inappropriate Practice

7.8.1 The program focuses only on one or two domains. Game performance and skill development are the only established outcomes.

7.8.2 Program offerings don't promote strategies such as peer teaching, group work and class involvement in establishing rules. Students of varying abilities and popularity are not assigned leadership roles (e.g., team captains/team coaches).

7.8.3 Negative experiences in activity classes (e.g., running as punishment) lead students to devalue the importance and enjoyment of physical activity.

7.8.4 Course content is not delivered in a way that encourages activity in other aspects of students' lives.

7.8.5 Fitness activities are random and unrelated to lifelong learning benefits. Physical fitness activity consists of mass exercises following a designated leader or standard routine.

7.8.6 Instructors who teach identical course sections use outcomes that they designed, rather than using common course outcomes.

7.9 Exit Outcomes

☑ Appropriate Practice

7.9.1 The instructional physical activity program has established exit outcomes, which are listed on all course syllabi regardless of specific course content. Course content is related directly to exit outcomes.

☒ Inappropriate Practice

7.9.1 The program has not established exit outcomes. Course content doesn't support exit outcomes (e.g., a warm-up is missing in courses in which exit outcomes address proper physical activity preparation).

Program offerings include content that allows students to develop social skills and responsible behavior that will lead them to become productive members of society.



GLOSSARY OF TERMS

Affective domain: A category of learning that includes growth in feelings, values, appreciation, enthusiasm, motivations and attitudes.

Anticipatory set: A lesson introduction that sets the tone for the lesson; its intent is to elicit student interest and enthusiasm in the lesson content.

Assessment

- **Authentic:** A contextually relevant means of evaluating student progress; realistic performance-based testing (i.e., assessing during game play or in modified game play).
- **Formative:** Assessment completed during a unit of instruction to inform the learner.
- **Summative:** Assessment completed at the end of a unit of instruction.

AED/Automated external defibrillator: Device that automatically analyzes the heart rhythm and delivers a shock to restore a normal heart rhythm.

CPR/Cardiopulmonary resuscitation: Restoration of cardiac output and pulmonary ventilation using ratification respiration and manual chest compression.

Cognitive domain: Category of learning that includes knowledge and the development of intellectual skills.

Contraindicated: Describes training, conditioning and stretching activities that either represent a risk or increase the risk of injury to the participant.

Curriculum: Set of academic courses offered at a school, college or university.

Developmentally appropriate: Accommodates a variety of individual developmental differences, including cultural identify; previous movement experiences; fitness and skill levels; and intellectual, physical and social/emotional maturity.

Direct teaching style: Teacher-directed style in which the instructor exerts strong control over the class, does most of the decision-making and communicates directly with students.

Exit outcomes: Broad outcomes that address the program's intent.

Health-related fitness domain: Category of learning that involves development in cardiovascular endurance, muscle strength, muscle endurance, flexibility and body composition.

Indirect teaching style: Student-directed style in which communication between teacher and student involves teacher questioning and student discovery.

Outcomes: The skills, knowledge and values that students are expected to acquire.

Pedometer: A device usually worn on the waist that counts each step the wearer takes by detecting motion in the hips.

Physiological cool-down: Completed at the end of a period of exercise to allow the body to transition gradually from exertion to a resting state.

Psychomotor domain: Category of learning that includes motor skill development.

Quality physical education: A standards-based program that aims to help develop students' health-related fitness, physical competence, cognitive understanding and positive attitudes about physical activity so that they can adopt healthy and physically active lifestyles.

Rubric: A criterion-based scoring guide.

Wellness: A conscious, self-directed and evolving process of achieving one's full potential in mind, body and spirit.



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Other NASPE publications that help support quality physical activity, physical education and movement programs:

- Moving Into the Future: National Standards for Physical Education, 2nd Edition (2004)
- Appropriate Instructional Practice Guidelines for Elementary School Physical Education (2009)
- Appropriate Instructional Practice Guidelines for Middle School Physical Education (2009)
- Appropriate Instructional Practice Guidelines for High School Physical Education (2009)
- Appropriate Practices in Movement Programs for Children Ages 3 – 5 (2009)
- National Standards & Guidelines for Physical Education Teacher Education, 3rd Edition (Fall 2009)
- On Your Mark ... Get Set ... Go! A Guide for Beginning Physical Education Teachers (2004)

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1900 Association Drive • Reston, VA 20191
703-476-3410 • 703-476-8316 (fax)

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