

Criteria For Evaluating Physical Education in Illinois Schools Grades K – 12

Illinois Association for Health, Physical Education, Recreation and Dance

School	
School Population	
Address	
Telephone	
Name of Evaluator	
Position	
Email	
Provision for Physical Education:	
Minutes Per Day	
Days Per Week	Select
Number of Physical Educators	
Average Physical Education Class Size	
Extent and Type of Exemptions of Students from Physical Education	

Purpose

The purpose of this evaluation is to provide a basis for improving the quality of physical education programs in Grades K – 12 in Illinois. The criteria reflect standards established by the physical education profession and the Illinois State Board of Education. The evaluative checklist is provided as a service by the Illinois Association for Health, Physical Education, Recreation and Dance (IAHPERD) to stimulate self-study and self-evaluation in order to ascertain the strengths and weaknesses of physical education programs.

SUGGESTED PROCEDURES FOR USING THE CRITERIA FOR EVALUATING PHYSICAL EDUCATION

Administration. Initiation of an evaluation is the prerogative of the local school instructor and/or administrators. Grade five is included in both the K-5 and the 5-8 Evaluative Criteria. This overlap is provided to accommodate alternative school district grade level organization. The evaluation will be confidential but may, with School District approval, be used for research purposes by the IAHPERD.

Recording and Evaluation. Each of the statements should be checked according to the following rubric:

1. No effort or evidence present to support the criteria at this time.
2. Minimum effort or evidence to support quality physical education criteria in curriculum, instruction, facilities and equipment, medical and safety and administration. The program is minimally aligned to state and national standards.
3. Adequate effort or evidence to support quality physical education criteria in curriculum, instruction, facilities and equipment, medical and safety and administration. The program is aligned to state and national standards.
4. Exemplary effort or evidence to support high quality physical education criteria in curriculum, instruction, facilities and equipment, medical and safety and administration. The program is based on state and national standards.

National standards are available in the document [Moving to the Future: National Standards for Physical Education](#). This is a published by NASPE.

Use the supporting evidence section to provide any clarifying information, including explanations for rating. Paper documentation providing support or explanation **MUST** be available to evaluators during site visit.

FOLLOW-UP ACTION:

Upon completion of the checklist, the evaluator should identify and summarize the strengths and weaknesses, by section.

I. Curriculum	1	2	3	4
<p>A. Content: Program provides for developmentally appropriate learning activities that will develop physical fitness, performance skills and personalized values to provide for lifelong health and pleasure in moving.</p> <p>1. Fitness Development – State Goal 20 Health Related – (Cardiovascular endurance, muscular strength, muscular endurance, flexibility)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Psychomotor Learning – State Goal 19</p> <p>a. (K - 5) Fundamental movement skills (list) (5 - 8) Fundamental sport skills (list) (9 - 12) Variety of team sports (list)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>b. (K - 5) Perceptual motor skills (list) (5 - 8) Integration of sports skills into a variety of individual dual and team sports activities (list) (9 - 12) Variety of individual and dual sports (list)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>c. (K - 5) Rhythmic activities (list) (5 - 8) Rhythmic activities (list) (9 - 12) Variety of dance types (list)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>d. (K - 5) Stunts and Tumbling – State Goals 19 & 21</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>e. (K - 5) Fundamental skills and lead-up games – State Goals 19 & 21 (list)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>f. (5 - 8) Life Survival Activities/Challenge Activities – State Goal 21 (list) (9 - 12) Adventure/Challenge Activities (list)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>3. Cognitive Learning – State Goal 19</p> <ul style="list-style-type: none"> • (K – 8) motor skill concepts • (K – 8) game concepts • (K – 8) fitness concepts • (K – 8) rhythmic concepts • (9 – 12) Advanced movement concepts scientific concepts relating to: <ul style="list-style-type: none"> • Exercise physiology • Psychosocial • Humanities • Motor learning development • Biomechanics • Game rules and strategies • Advanced dance concepts 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Social Emotional Learning – State Goal 21</p> <ul style="list-style-type: none"> • work cooperatively • personal responsibility • participates fairly • engagement in self-directed physical activity (9 – 12 only) • displaying appropriate participant and spectator behavior (9 – 12 only) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Supporting Evidence:</p>				
<p>B. Program Administration: Program is guided by the following:</p> <p>1. A daily program of instructional physical activity is provided per the Illinois School Code; Section 27-6. If a school uses blocked scheduling, time equivalency is permissible if the total minutes is comparable with the time allocated for other major subject areas.</p> <p>Not allowed:</p> <ul style="list-style-type: none"> • marching band • athletic physical education • athletic participation • academic course work • ROTC 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. A written curriculum guide is available which allows for daily lessons based upon yearly plans (which include explicit units of study and that are sequenced for progressive learning.) Curriculum must: <ul style="list-style-type: none"> • be explicit (written) • align with State Goals and Learning Standards • be outcome/objective driven • be sequential, usually by grade level or other appropriate classification/grouping • includes assessment/evaluation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Curriculum is part of a district approved review cycle.	Yes or No			
4. The curriculum provides for gender-fair access and experiences.	Yes or No			
5. Appropriate activities are substituted if objections are raised to specific activities.	Yes or No			
6. Provides for selective courses of study (9 – 12 only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provides sufficient time for skill acquisition. (9 – 12 only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Evidence:				
C. Program Evaluation:				
1. Provisions are made for assessment of the following components of learning: <ul style="list-style-type: none"> • Psychomotor learning • Fitness development • Social Emotional learning • Cognitive learning 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provisions are made for student with learning disabilities and/or other problems related to effective learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student records are kept and maintained. (State Goals 19, 20 and 21)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Outcomes and/or standards have been identified for grade levels and aligned with the State Goals and learning standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assessment results are used for: <ul style="list-style-type: none"> • diagnostic purposes for both students and teachers • improving learning/teaching • sharing information with parents 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Evidence:				
II. Instruction				
A. Teachers				
1. Teachers are licensed to teach physical education at the appropriate level.	Yes or No			

<ul style="list-style-type: none"> • K – 6 or • 6 – 8 or • 9 - 12 				
2. Physical education teachers serve all grade levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Physical education teachers are encouraged and provided support to participate in quality professional development activities that are relevant to physical education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Physical education teachers take responsibility for their professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Physical education teachers demonstrate implementation of written curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Instruction				
1. A variety of teaching methods are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Activity time is maximized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Technology is integrated as an instructional tool. (list)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Instruction reflects best practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Physical education and classroom instruction are integrated. (K – 5 only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Evaluation of Students				
1. Regular evaluation of student progress is conducted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Valid, reliable and objective tests are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Subjective assessments are criterion-referenced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Authentic assessments are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student progress is reported to parents on a periodic basis consistent with report cards. <ul style="list-style-type: none"> • Grades • Summative • Narrative 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students have a clear understanding of the criteria for their grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Physical Education grades are included in student G.P.A. (5 – 12 only)	Yes or No			
Supporting Evidence: :				
III. Facilities, Equipment and Financing				
A. Facilities				

1. Teaching facilities adequately accommodate the curriculum needs for effective teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Facilities are used and maintained under basic safety conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Lights, windows and other potential hazards are covered with protective devices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. An office is available for physical education teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. There is an adequate storage space adjacent or near activity areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teaching facilities are accessible to students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Locker room is available. (5 – 12 only)	Yes or No			
B. Equipment				
1. Proper equipment and supplies are available to maximize student participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Technology equipment is available for use in physical education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Appropriate bulletin board space is provided and utilized to support the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Students are made aware of their responsibility for the care of equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A current inventory list of equipment is kept and updated/maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Financing				
1. The Board of Education provides funds for personnel, supplies, and other equipment essential for administering an effective physical education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Funding for the extracurricular program is separate from those of physical education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Evidence: :				
IV. Medical and Safety				
A. Safety				
1. Classes are conducted safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Supervision is provided in all activity areas and classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Daily maintenance of facilities and equipment are provided for student safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. An emergency communication system is in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Proper attire is required for activity.				

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Medical				
1. Written policies and procedures exist for medical and first aid assistance during class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A medical record for each student is on file at the school before a student is permitted to participate in physical education activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A written procedure and/or policy regarding emergency first aid and the reporting of accidents to parents and school authorities is on file.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A written procedure and/or policy exists for student non-participation for reasons of illness or injury and/or returning to participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. First aid supplies are readily available and include blood borne pathogens protection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Evidence: :				
V. Administration of Physical Education				
1. A teacher evaluation system is used and administered by a qualified supervisory personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. There is a positive working relationship among administrators, teachers and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Musical activities, lunch activity, recess and extracurricular activities are not substitutes for physical education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Class size is commensurate with class sizes in other subject matter classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The total staff workload is comparable to any other teacher in the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The physical education staff is not on duty any more than other teachers in the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. All students are expected to participate in physical education (except allowable exemptions.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. School practice discourages the use of physical education facilities during the school day for nonphysical education use unless other acceptable teaching space is provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Leadership responsibilities in the extracurricular program are considered in the teaching load, or additional compensation is made to those who participate. (5 – 12 only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting Evidence: :				

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