



'Best Practices' for Physical Educators

'Best practices' are guidelines for teaching developmentally appropriate physical education.

APPROPRIATE PRACTICES (in the best interest of students for their development)	INAPPROPRIATE PRACTICES (counterproductive or harmful practices that limit development)
<ul style="list-style-type: none"> ✓ Curriculum is based on national and/or state standards for physical development and health 	<ul style="list-style-type: none"> - Curriculum is based on season, facilities and/or teacher preferences - Curriculum has no regard for student abilities, interests or development
<ul style="list-style-type: none"> ✓ Curriculum has designed progressions that allow students to build on and practice previously taught content and skills by focusing on 'lifetime' activities ✓ Lessons are planned so that students revisit and practice skills and concepts previously 	<ul style="list-style-type: none"> - The same games and activities are used for all grade levels - Focus is on full-scale competition and limited skill instruction and practice - Students are placed directly into game situations without the skills necessary to participate successfully and enjoyably
<ul style="list-style-type: none"> ✓ Assessments, formative and summative, are an ongoing integral part of the learning process for all students ✓ Fitness tests are used as a part of an ongoing process to help students enjoy, improve and/or maintain their physical fitness and well-being 	<ul style="list-style-type: none"> - Assessments are rarely used or only occur in the context of grading (dress, attendance) - Teachers use fitness test scores to assign a grade
<ul style="list-style-type: none"> ✓ Programs and curricula promote exercise and activity for its contribution to a healthy lifestyle ✓ Programs encourage physical activity and exercise outside of the physical education setting for health reasons, skill development and enjoyment 	<ul style="list-style-type: none"> - Teachers use activities / exercise to punish misbehavior (e.g. running laps, push-ups) - Teachers allow or ignore unsafe practices (e.g. pushing, shoving, tackling)
<ul style="list-style-type: none"> ✓ Activities are selected carefully to ensure that they match students' ability levels and are also safe for all students 	<ul style="list-style-type: none"> - Human-target games (dodge ball type activities) and drills that allow aggressive behaviors toward other are permitted
<ul style="list-style-type: none"> ✓ Physical educators form groups, teams or pairs in ways that preserve every student's dignity and self-respect 	<ul style="list-style-type: none"> - Teachers inadvertently promote exclusion by allowing student captains to pick teams or by separating teams arbitrarily by gender or skill-level
<ul style="list-style-type: none"> ✓ Physical educators seek professional development to 'stay up to date' on current trends, 'best practices' and information pertinent to their field and education in general 	<ul style="list-style-type: none"> - Teacher rarely reads professional literature nor does he/she attend conferences, conventions or in-services - Educator is not a member of their professional association(s)