

**North Carolina Department of Public  
Instruction Physical Education/  
Activity Demonstration School:**

**Guidelines, Standards and Application**

**North Carolina Department of Public Instruction  
Healthful Living Section  
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Raleigh, NC 27699-6349**

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# **Demonstration Schools and Demonstration Centers**

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## WHAT ARE PHYSICAL EDUCATION/ACTIVITY DEMONSTRATION SCHOOLS?

**BACKGROUND:** In the past, North Carolina Department of Public Instruction Demonstration Physical Education Schools have been based on and in partnership with The President's Council on Physical Fitness and Sports. These demonstration schools were based on student fitness and the previous Healthful Living Standard Course of Study. In 2002, the current Standard Course of Study went into place and DPI aligned our physical education curricula with national standards. In 2004, the National Association for Sport and Physical Education (NASPE) developed the STARS criteria and standards for model physical education programs. Meanwhile, the Presidents Council also revised their program to include physical activity. All of this was considered for the development of the NEW NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION PHYSICAL EDUCATION / ACTIVITY DEMONSTRATION SCHOOLS, which exemplify the standards and criteria set forth by the NC Department of Public Instruction (NC DPI). These schools will have the focus areas on the institutionalizing the State Board of Education policy entitled, "Healthy Active Children" (HSP-S-000). Schools are selected and recognized by the State Department of Public Instruction and state partners as having outstanding programs of Physical Education and that are making optimum contributions to promote student physical activity and student fitness.

### **In relation to the demonstration schools, what is the NC DPI definition of physical activity?**

The physical activity required by this section (HSP-S-000, 3a,b,c) must involve physical exertion of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students. In addition structured recess and other physical activity shall not be taken away as a form of punishment and appropriate amounts of recess and physical activity shall be provided for students. This will be defined in the criteria section of this document.

**In relation to the demonstration schools, what is the NC DPI definition for quality physical education?** The physical education course shall be the environment in which students learn, practice and are assessed on developmentally appropriate motor skills, social skills, and knowledge as defined in the Healthful Living Standard Course of Study and should be the same class size as other regular classes.

To address issues such as overweight, obesity, cardiovascular disease, and Type II diabetes, each school district shall require students enrolled in pre-kindergarten, kindergarten, and grade level below high school to participate in physical activity as part of the district's physical education curriculum. Elementary schools should consider the benefits of having 150 minutes per week and middle schools should consider the benefits of having 225 minutes per week of physical activity that will include a minimum of every other day of physical education throughout the 180-day school year. For high school recognition, schools should meet the criteria set forth in the "time requirements" specific to high school and meet all the other criteria same as K-8 schools (HSP-S-000).

**What is a NC DPI Demonstration Physical Education / Activity Center?** It is a school – elementary, middle, or high school - which has an outstanding quality physical education Program and sets the bar for North Carolina physical education. In addition, this school will also be in compliance with the Healthy Active Children policy (HSP-S-000) recommendations for physical education. The Physical Education Center is open to teachers, administrators, parents, and other interested individuals to visit during the school year. Banners are awarded and recognized on the NC DPI web site.

# How to Become a North Carolina Department of Public Instruction Physical Education / Activity Demonstration School

*Here are the steps to take to become a North Carolina DPI Physical Education/Activity Demonstration School!*

1. Review and complete the “North Carolina DPI Physical Education / Activity Demonstration School: Guidelines, Standards, and Application” packet, which outlines the general qualifications and standards needed to become a NC DPI Physical Education / Activity School.
2. A portfolio (packet) should be developed and sent to NC DPI prior to the on-site visitation that addresses the following (see appendix for documentation recommendations):
  - **statement to clarify why you feel your school should be a NC Physical Education / Activity Demonstration School;**
  - **evidence from each of the criteria listed including but not limited to examples sited in the appendix of this document; and**
  - **the application included in this packet.**

When a school feels it meets the majority of the qualifications and has sent the portfolio to NC DPI, you can request an on-site visit. During this visit, the DPI Physical Education Consultant and/or Evaluation team will have the opportunity for first-hand observation of the instructional program, meet with the Physical Education staff / lead classroom teacher team and Principal, answer questions, and make recommendations from the site visit and portfolio.

After the visitation, the Consultant will meet with other team members. If recommendations were made from the site visit, the school will then take the recommendations and make the needed improvements. Other visits may take place throughout the school year as the recommendations are implemented.

3. Final Visitation: A final visit may serve as a “punch list” to ensure that all of the “bases have been covered” if needed. Otherwise, after specific criteria have been met, the school will be bestowed the honor as a North Carolina Department of Public Instruction Physical Education/ Activity Demonstration School!

Each Demonstration School typically serves for a three- year period.

**For more information please contact:  
Kymm Ballard, Physical Education Consultant  
at (919) 807-3858**

## Three Hallmarks of a Demonstration Schools

**#1: A Strong Physical Education Content Focus:** The curriculum is based upon North Carolina's Standard Course of Study.

- a. The program incorporates an appropriate curriculum aligned with National standards.
- b. The Physical Education program clearly demonstrates high student participation and a genuine “air of excitement” is felt by the students in the program.
- c. The program is supported by the administration and Central Office. This includes a level of support that ensures enough materials and supplies to have high time-on-task by the students. Example: During a tennis unit, there are adequate tennis racquets for every student.

**#2: A Strong Instructional Focus:** The Physical Education staff must all be 100% behind the program. Each teacher is enthusiastic and is a positive role model to all students (including but not limited to those students with special needs and language barriers) on the values of physical education and physical activity in their daily lives. Each educator is up-to-date on major education trends and applies them in their daily teaching. These major trends may include, but not be limited to, items such as:

- Integration of subject matter
- Developmentally appropriate practices
- Teaching for Higher-Order Thinking Skills
- Effective Assessment practices
- Cooperative Learning strategies
- Use of technology in teaching

**#3: A Strong “Evaluation” Component:** This includes the alignment of the written, taught, and tested curriculum. The class is based such that the students utilize summative as well as formative assessment. The curriculum is developed so that students master basic skills, have opportunities to refine those skills, and have successful experiences at each grade level. The school works as a whole for academic progress as well as the development of healthy children. The grading system reflects the mastery of skill-based objectives/behaviors throughout the year.

**#4: A Strong Integrated Physical Activity Component:** The school fosters physical activity as part of the school day. True integration is taking place in the physical education class as well as in the classrooms. Each teacher is enthusiastic and tries to be a positive role model to ALL students on the value of physical activity in their daily lives.

## North Carolina DPI Physical Education/ Activity Demonstration Schools

### School Responsibilities

1. Get a copy of the North Carolina DPI PE/PA Demonstration School Application, from:  
Kymm Ballard, NC Physical Education Consultant  
Healthful Living Section  
Mail Center 6349  
Raleigh, NC 27699-6349  
  
Phone: 919-807-3858  
Fax: 919-807-3826  
Email: [kballard@dpi.state.nc.us](mailto:kballard@dpi.state.nc.us)  
Web site: [www.ncpe4me.com](http://www.ncpe4me.com)
2. Develop a team from your school to put the portfolio and application together composed of the physical education teachers, classroom teachers and administration. Review the criteria with all members of your school application team. All members of the physical education department, classroom teachers and administration must agree to be a part of the application process.
3. Review the recognition program and the criteria with others in the school who will be involved with documentation (e.g., principal, guidance counselors, office staff). Obtain all appropriate permissions (e.g., principal, student privacy) before beginning the process of collecting evidence.
4. Fill out the Application Form(s).
5. Collect evidence/documentation that all criteria for the specific level to document that the criteria are met.
6. Organize a neat portfolio of the documentation. Everything should be secured in a notebook – none of the materials should be loose or tucked into the front or back pocket of a notebook.
  - a. Portfolio must include:
    - i. Completed and signed application;
    - ii. “Big picture” description of your school, your school’s physical education program, and physical activity program to include any type of information that you think is relevant to the philosophy and criteria, but preferably not a repeat of the evidence for each criterion. This is your opportunity to put your program in a broader context (e.g., national/state standards, school district physical education program, collaboration with teachers);
    - iii. Description of special circumstances or exceptions that you would like to reviewers to consider regarding your school’s application.
    - iv. Evidence for each criteria in the order that they are listed. List the criteria at the top of the page and follow it with evidence such as a narrative, summary, list, table, chart, schedule, inventory, drawing, copy of a school document, etc.
    - v. The application should be double spaced typed pages with Times New Roman 12 font format. Margins should be at least 1 inch all the way around.
7. Send at least 3 copies of the portfolio to Kymm Ballard, NCDPI, Healthful Living Section, Mail Center 6349, Raleigh, NC 27699-6349. Portfolios can be sent in at any time and awards may be made throughout the school year.



# APPENDIX

# Physical Education/Activity Demonstration School Checklist

<b>1. TEACHER QUALIFICATIONS</b>	
	<b><u>Check off Here</u></b>
All who teach physical education have a degree in physical education.	
All who teach physical education have a current state license/certificate to teach physical education in the state.	
At least one physical education teacher is certified in First Aid and CPR.	

<b>2. PROFESSIONALISM</b>	
<b>PROFESSIONAL DEVELOPMENT</b>	
All of the physical education teachers have participated in at least one physical education-related professional development activity in the past 12 months. (Where there is one teacher – 100%.)	
At least 50% of the classroom teachers have participated in a physical activity staff development on implementing appropriate physical activity in the past 12 months.	
<b>PROFESSIONAL INVOLVEMENT</b>	
All of the physical education teachers are a current member of NCAAHPERD. (Where there is one teacher– 100%.)	

<b>3. TIME REQUIREMENTS</b>	
<b>TIME REQUIREMENTS – Elementary School</b>	
At least three class periods per week for all grades for the entire school year (Kindergarten caveat *) with physical educator (90-150 minutes) and regular physical activity on days not in physical education to equal 150 minutes per week in combination.	
<b>TIME REQUIREMENTS – Middle School</b>	
At least three class periods per week for the entire school year (or at least five class periods every two weeks for those schools that use block scheduling) with a physical educator (135-225 minutes) for the full school year and regular physical activity on days not in physical education to equal 200- 225 minutes per week in combination.	
<b>TIME REQUIREMENTS – High School</b>	
Implementing least one credit of physical education over and beyond the required credit for graduation. Should have exemplary electives and honors course also.	

<b>4. FACILITY, EQUIPMENT, TEACHER TO STUDENT RATIO</b>	
<b>FACILITY</b>	
There is an assigned location for all physical education classes and other physical activity that allows for safe movement by all students.	
<b>EQUIPMENT</b>	
There is sufficient equipment to facilitate maximum learning and practice time for all students in each physical education class and for classroom physical activity or intramurals as example.	
<b>TEACHER TO STUDENT RATIO</b>	
Physical education classes are close to the ideal teacher to student ratio, which is 1:25 for elementary schools and 1:30 for middle and high schools.	

<b>5. PHYSICAL EDUCATION PROGRAM</b>	
<b>Mission</b>	
The school mission statement should foster healthy active children.	
The physical education mission statement aligns with the school district and state physical education requirements (e.g., standards, curriculum framework) and has been approved by the principal and shared with parents.	
<b>CURRICULUM</b>	
All physical education teachers use a written sequential, progressive, inclusive curriculum, which aligns with the school district's program of studies.	
Physical education teachers have a year plan that follows the department's curriculum that is innovative, fun, and creative in teaching social and motor skills along with fitness concepts.	
Physical education teachers develop and use unit and daily lesson plans.	
Classroom teachers have access to physical activity curriculum and programs such as, but not limited to, Energizers, Brain Gym, Take 10!.)	
<b>INSTRUCTIONAL PRACTICES</b>	
Physical education and classroom teachers provide of a variety of age appropriate activities that include but are not limited to health-enhancing fitness; individual, dual, and group games and sports; rhythms and dance; and gymnastics.	
Physical education teachers use of at least one technology-based instructional strategy (e.g., computerized fitness testing, pedometers, heart rate monitors, videotaping student performance, Internet).	
<b>STUDENT ASSESSMENT</b>	
Students are formally assessed on all of the following: knowledge, motor skills/movement forms, health-related fitness, personal and social responsibility.	
All physical education teachers use a written grading plan that follows the school district grading plan.	

<b>EXEMPTION POLICY OR PLAN</b>	
All physical education and classroom teachers provide meaningful learning activities for students who are temporarily excused from activity and have documented evidence.	
There is a written school system policy that students cannot be exempted from required physical education courses and that recess and other activity are not taken away as punishment.	
There are no cancellations of physical education classes.	

<b>6. STUDENT HEALTH AND SAFETY</b>	
All teachers are provided at the beginning of the school year with information about students' health conditions relevant to physical education/activity.	
There district/school/department written emergency plan for responding to and documenting injuries and other health-related incidents in physical education/ activity.	
There is a process for monitoring and maintaining hazard-free facilities and reporting and repairing hazardous situations.	

<b>7. COMMUNICATION</b>	
<b>INTRA-DEPARTMENT COMMUNICATION AND COORDINATION</b>	
All physical education teachers communicate with one another and classroom teachers on a regular basis (e.g., weekly meeting, shared lesson plans, other collegial sharing)	
<b>PARENT COMMUNICATION</b>	
Parents receive written progress reports at least once a quarter and at least one other form of communication (e.g., year plan, newsletter, website) regarding all aspects of physical education.	
<b>PROGRAM IMPROVEMENT/EVALUATION</b>	
Physical education teachers actively solicit student feedback about the physical education / activity program.	
There is regular periodic performance evaluation of teachers by the appropriate administrator to include planning, instructional practices, and use of assessment.	
There is regular periodic evaluation by administrators of curriculum, facility and equipment.	
Physical education teachers reflect on teaching and the physical activity programs.	

<b>8. INCLUDING STUDENTS WITH DISABILITIES</b>	
All teachers utilize instructional practices that enable individuals with disabilities to practice movement skills/forms in meaningful ways.	

<b>9. Advocacy</b>	

<p>Teachers advocate for a safe school and community to encourage and increase physical activity in the school community.</p> <p>Teachers encourage involvement of others to provide at least 60 minutes of physical activity daily.</p>	
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## **NC Physical Education Demonstration School Documentation Recommendations**

*These are offered as suggestions and not a complete list of items to include in the portfolio. Your portfolio should be reflective of the school and any collaboration with community partners.*

### **TEACHER QUALIFICATIONS**

#### **POSSIBLE DOCUMENTATION:**

**DEGREE:** List of all physical education teachers, full and part time (teaching one or more periods of physical education), 2) for each teacher, list all degrees that the physical education teacher holds, name of each university conferring each degree, and year of graduation from each university.

**LISCENSE/CERTIFICATION:** List of all physical education teachers, full and part time (teaching one or more periods of physical education), and 2) provide a photocopy of each teacher's teaching certificate/state license in your state.

**FIRST AID/ CPR:** List teacher(s) who are certified in First Aid, 2) list teacher(s) who are certified in CPR and 3) provide photocopy of current valid certificate(s).

### **PROFESSIONALISM**

#### **POSSIBLE DOCUMENTATION:**

**DEVELOPMENT:** Possible Documentation: 1) List all staff member(s) who have participated in professional development activities in the past 12 months only. 2) For each teacher indicate the title of the activity(ies) attended, brief description, documentation of attendance (certificate, receipt), date, and provider. 3) Notes or lessons from the Physical Educator meeting with classroom teachers who provide physical activity.

**INVOLVEMENT:** 1) List all teacher(s) who are members of NASPE/AAHPERD, 2) provide copy of membership card or membership number. 3) and list all teachers who are members of another professional organization related to physical education/physical activity, 4) provide copy of membership card.

### **TIME REQUIREMENTS**

#### **POSSIBLE DOCUMENTATION:**

**ELEMENTARY:** 1) List of all classrooms at all grade levels in the school and 2) a one week PE schedule for every class of students at every grade level in the school.

**\* Kindergarten caveat –  
due to the fact that  
kindergarten  
programming differs  
greatly from district to  
district some half day**

**MIDDLE SCHOOL:** 1) Document showing that the number of students enrolled in the school corresponds with the number of students enrolled in physical education. 2) Guidance document or administrative schedule showing how often physical education classes meet each week. If school is on a block schedule, appropriate documentation must show

**district, some half day, some whole day, some several hours, you may opt to leave Kindergarten out of your evidence portfolio, but please indicate this in writing and provide the reason.**

**FACILITY,  
EQUIPMENT,  
TEACHER TO  
STUDENT RATIO**

how block schedule meets these criteria. 3) Provide evidence that schedule is followed for entire school year.

HIGH SCHOOL: Possible Documentation: Copy of school district graduation requirements specifically stating that physical education is a required subject and is required for the credit hours specified.

Assumption: one credit hour equals two semesters or four quarters of class participation.

POSSIBLE DOCUMENTATION:

FACILITY: 1) List and describe Physical Education teaching facilities (indoor and outdoor, dimensions, surface, etc.), 2) provide a chart of teacher assignments (teaching stations) per period per teaching unit, 3) provide provisions to continue with learning activities during inclement weather.

EQUIPMENT: Inventory of equipment, written explanation as to how that equipment inventory is adequate to teach the curriculum/yearly plan and how it meets the needs of the number of students participating in physical education at the same time.

**TEACHER TO STUDENT RATIO: 1) List all teachers, and 2) list the number of students enrolled in each class that the teacher is assigned during the current grading period.**

POSSIBLE DOCUMENTATION:

MISSION: Provide mission statement document. Additionally, provide narrative which describes how the mission statement fulfills

CURRICULUM: Do not provide entire department curriculum or school district program of studies documents. Level 2 - Provide a narrative which verifies that all teachers use a curriculum and gives description, rationale, and objectives of curriculum. For level 3, 1) describe elements of the school curriculum that prove criteria requirements - sequential, inclusive, and progressive and 2) provide a photocopy of the front page of curriculum and applicable sample pages.

From each physical education teacher, provide 1) one chart or summary presentation of a unit that he/she teaches during the year and 2) provide three lesson plans for that unit (first day, middle of unit, and last day samples)

INSTRUCTIONAL PRACTICES: Chart providing the full year of activity units, in the order that they are taught, indicating the name of each unit, grade level, length of units, and any description or rationale needed to meet this criteria (age appropriate, teaching motor skills/movement forms and health-related fitness in a variety of individual, dual and group games and sports and rhythms, dance and gymnastics.)

**PHYSICAL  
EDUCATION  
PROGRAM**

For each teacher, provide 1) narrative description of use of technology in classes, 2) narrative description of technology-based instructional materials used by each teacher, and 3) a few samples of student work.

**STUDENT ASSESSMENT:** Narrative describing department formal assessments and/or narrative describing each teacher's assessment plan to evaluate student learning or skills improvement to meet the criteria above. There must be either a standard department requirement for a specific assessment (e.g., the Fitnessgram for fitness testing) or there must be an explanation of how each teacher in the department meets the criteria. Provide a few samples.

**GRADES:**

1 Provide grading plan for each teacher or one departmental grading plan if all use the same. 2) Provide a photocopy of at least one page from the grade book of each teacher which documents the collection of assessment data on all students. Black out students' last names. 3) Provide evidence that departmental plan or plan being used by the teacher (Level 2 and 3) follows the school district grading plan.

**EXEMPT POLICY:** Provide photocopy of this policy. For levels 1 and 2, 1) provide a narrative description of each teacher's plan to provide meaningful learning activities for students excused from activity and 2) provide two examples per teacher of such provisions. For level 3, 1) provide the departmental written plan on temporary excuses from physical activity which meets all criteria in 3 STAR, and 2) provide departmental recommendations or procedures for dealing with students who cannot participate in physical education.

**STUDENT HEALTH AND SAFETY**

**POSSIBLE DOCUMENTATION:**

**INFORMATION:** Narrative description on how physical education teachers are formally appraised of students' health/physical limitations that affect participation in physical education

**EMERGENCY PLANS:** Level 1: each teacher should provide a description of his/her plan to deal with accidents and sudden illnesses before/during and after physical education classes. Levels 2 and 3: Provide photocopies of the 1) school/district emergency plan for responding to and reporting injuries before/during/after school and 2) department-specific emergency plan related to injuries and sudden illnesses that happen before, during, and after physical education class.

**MONITORING:** Photocopy of written procedures for monitoring, maintaining, repair, request for system repair, and other reporting of hazards.

Provide school or district directives relevant to this criteria and photocopy of forms used, if applicable.

## **COMMUNICATION**

### **POSSIBLE DOCUMENTATION:**

**INTERDEPARTMENT:** 1) Provide schedule of staff meetings and agenda (if used), and 2) narrative describing use of district in-school in-service days and teacher planning days, and 3) narrative describing other examples of staff sharing and collaboration

**PARENTS:** 1) Copy of school or district progress report with space for physical education grades or comments clearly noted and 2) provide a narrative describing school or department requirements for providing student progress reports or interims. For Level 3, provide samples of other forms of communications such as website addresses for department or staff web pages, copy of departmental newsletter, copy of teacher newsletter, etc.

**PROGRAM IMPROVEMENT/EVALUATION:** Provide narrative on method of collection of information and examples of how the information is used. If a written survey instrument is used, please provide this as well.

Provide schedule of evaluation and describe the evaluation process, how feedback is received and used by individual teachers.

Provide schedule of evaluation and summary of most recent evaluation. (Content of summaries will not be considered – we want to see that you are given feedback.)

At levels 1, 2, and 3: Narrative of how this is done and examples of recent changes that positively impacted student learning. For level 3, each teacher should provide confirmation (signatures) from peer (colleague) that observation and peer feedback were provided.

## **INCLUDING STUDENTS WITH DISABILITIES**

### **POSSIBLE DOCUMENTATION:**

Provide a document, such as the master schedule, that lists adapted physical education classes and physical education classes that include students with disabilities.

For each class, give a brief description of the types of disabilities found in the class.

Provide a narrative that describes how the teacher of each class plans for instruction and adequate practice time for students with disabilities and includes them in meaningful ways.

## **ADVOCACY**

### **POSSIBLE DOCUMENTATION:**

Provide a document, such as Newspaper clippings, newsletters, presentations, meeting documents with teachers / community.

# NC DPI PHYSICAL EDUCATION/ ACTIVITY DEMONSTRATION SCHOOL ASSESSMENT

School: \_\_\_\_\_ Date: \_\_\_\_\_ Grade Level: \_\_\_\_\_

1 = No Evidence      2 = Needs further attention      3 = Good      4 = Excellent

<b>STANDARD 1: TEACHER QUALIFICATIONS</b> 1. All who teach physical education have a degree in physical education. 2. All who teach physical education have a current state license/certificate to teach physical education in the state. 3. At least one physical education teacher is certified in First Aid and CPR.	Overall _____  1 2 3 4 1 2 3 4  1 2 3 4
<b>STANDARD 2: PROFESSIONALISM</b> <u><b>1. PROFESSIONAL DEVELOPMENT</b></u> A. All of the physical education teachers have participated in at least one physical education-related professional development activity in the past 12 months. (Where there is one teacher – 100%.) B. At least 50% of the classroom teachers have participated in a physical activity staff development on implementing appropriate physical activity in the past 12 months.  <u><b>2. PROFESSIONAL INVOLVEMENT</b></u> A. All of the physical education teachers are current members of NCAAHPERD. (Where there is one teacher– 100%.)	Overall _____  1 2 3 4  1 2 3 4  1 2 3 4
<b>STANDARD 3: TIME REQUIREMENTS – Select ONE</b> <u><b>1. Elementary School</b></u> - At least three class periods per week for all grades for the entire school year (Kindergarten caveat *) with physical educator (90-150 minutes) and regular physical activity on days not in physical education to equal 150 minutes per week in combination.  <u><b>2. Middle School</b></u> - At least three class periods per week for the entire school year (or at least five class periods every two weeks for those schools that use block scheduling) with a physical educator (135-225 minutes) and regular physical activity (i.e., intramurals) on days not in physical education to equal 200- 225 minutes per week in combination.  <u><b>3. High School</b></u> - Implementing least one credit of physical education over and beyond the required credit for graduation. Should have exemplary electives and honors courses also.	Overall _____  1 2 3 4  1 2 3 4  1 2 3 4
<b>STANDARD 4: FACILITY, EQUIPMENT, TEACHER TO STUDENT RATIO</b> <u><b>1. FACILITY</b></u> There is an assigned location for all physical education classes and other physical activity that allows for safe movement by all students.  <u><b>2. EQUIPMENT</b></u> There is sufficient equipment to facilitate maximum learning and practice time for all students in each physical education class and for classroom physical activity or intramurals as example.  <u><b>3. TEACHER TO STUDENT RATIO</b></u> Physical education classes are close to the ideal teacher to student ratio, which is 1:25 for elementary schools and 1:30 for middle and high schools.	Overall _____  1 2 3 4  1 2 3 4  1 2 3 4
	Overall _____



<p><u>3. PROGRAM IMPROVEMENT/EVALUATION</u></p> <p>A. Physical education teachers actively solicit student feedback about the physical education / activity program.</p> <p>B. There is regular periodic performance evaluation of teachers by the appropriate administrator to include planning, instructional practices, and use of assessment.</p> <p>C. There is regular periodic evaluation by administrators of curriculum, facility and equipment.</p> <p>D. Physical education teachers reflect on teaching and the physical activity programs.</p> <p>E. Students are a part of the program development and evaluation program.</p>	<p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p> <p>1 2 3 4</p>
<p>STANDARD 8: INCLUDING STUDENTS WITH DISABILITIES</p> <p>1. All teachers utilize instructional practices that enable individuals with disabilities to practice movement skills/forms in meaningful ways.</p>	<p>Overall _____</p> <p>1 2 3 4</p>
<p>STANDARD 9: ADVOCACY</p> <p>1. Teachers advocate for a safe school and community to encourage and increase physical activity in the school community.</p> <p>2. Teachers encourage involvement of others to provide at least 60 minutes of physical activity daily.</p>	<p>Overall _____</p> <p>1 2 3 4</p> <p>1 2 3 4</p>

Additional Comments: