



WHPE Position Statement

What does a highly effective physical education program look like?

WHPE believes a highly effective physical education program has many characteristics that can be identified by the administrator and building principal. The inventory below represents a list of quality indicators. A yes response indicates best professional practices.

Y N	The <u>administration holds the program and staff accountable</u> for meeting state/national standards and grade level outcomes. It values physical education for its contributions to academic success.
Y N	Physical education programs have similar class sizes and academic expectations as other subjects.
Y N	A current curriculum that meets Wisconsin model academic content standards with stated outcomes for each grade and unit.
Y N	Promotes a positive approach to lifetime participation in physical activities.
Y N	Promotes an awareness and cognitive understanding of the value and benefits of physical activity to overall personal health.
Y N	Provides teacher directed choices with a lesson focus and outcomes prior to the start of class, rather than deciding on the spur of the moment (Friday free day, which students shout loudest get the choice).
Y N	Well planned, sequential lessons that have objectives for all domains of learning (psychomotor, affective, cognitive, and health-related).
Y N	Delivers activities and lessons that address all 5 components of health related physical fitness; cardiovascular, muscular strength, muscular endurance, flexibility, and body composition.
Y N	Makes assessment relevant, worthwhile, and directly related to the learning of outcomes, uses multiple assessment tools and includes all domains of learning, rather than a single measure or skill test.
Y N	Assessment criteria are clearly communicated to students; Formative assessments are used to inform and refine teaching. The students know what is expected of them and how they can work towards proficiency for a grade level outcome or standard.
Y N	Students are given multiple opportunities to demonstrate proficiency. Opportunities for remediation are provided.



Y N	Formal and informal monitoring and assessment of personal fitness levels at regular intervals.
Y N	Fitness tests are not graded; they are used to inform students and contribute to meaningful, individualized goal setting and reflection
Y N	The physical education program compliments the school health program and the overall school wellness model, and provides instruction in the area of nutrition.
Y N	Opportunities for individualized goal setting and reflection.
Y N	Students are graded on achievement of educational goals and outcomes, rather than dressing out, effort and participation, or wearing a uniform.
Y N	The physical education teacher follow best practices of instruction.
Y N	The chosen activities and equipment are age and developmentally appropriate.
Y N	The teachers regularly participate in professional development opportunities.