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A Teacher Self-Appraisal Checklist for Physical Educators to Assess Instructional Performance

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A Teacher Self-Appraisal Checklist for Physical five level rubric expressing any of four evaluations which **Educators to Assess Instructional Performance**

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Many of the instructional challenges physical education teachers are confronted with today are very different from even those of our recent past. Advances in educational practices have found different ways to reach students, respond to their activity needs, and provide more interesting, effective, safe, as well as, novel ways to approach the teaching-learning process. Exploration into "Best Practices", instructional methods, and teaching effectiveness over the past three decades has brought about numerous changes that have focused on enhancing the quality of the teaching-learning experience in physical education. Student assessment, teaching effectiveness and instructional accountability are just a few of the concepts "BUZZing" throughout the halls, offices and classrooms, including making their way into the gymnasium. Toward this end, and certainly with an eye on creating a positive impact on instruction, the authors have put together a list of instructional elements. Each of these instructional elements are presented with the idea of motivating the individual teacher to think about each of their classes as an critical experience in the development of each and every student, and plan a presentation of lessons in physical education that will have a positive effect immediately and help to set a firm foundation for future lessons to build upon. The ultimate goal is to provide a solid foundation with skills and knowledge that will serve to draw students into activity throughout their adult life.

Revisiting "A Teacher Performance Self-Appraisal for Physical Education" Instrument

In March 1988, Dr. James Bateski (1988) introduced a self-appraisal "tool" to help teachers identify the occurrence of instructionally important tasks that would impact performance using a five-element scale to recognize the frequency (always, frequently, sometimes, rarely and never). This self-appraisal instrument would also serve as an ongoing tool to facilitate instruction, as well

as, to impact in a positive way, the teachinglearning process. Dr. Bateski's (1988) article referenced many of the current instructional trends (Mosston, Hunter, Rosenshine, Siedentop, Pangrazi and Darst) and provided a rating scale attached to 40 instructional characteristics. The self-appraisal checklist was divided into five "trait or task" categories (planning, lesson execution, lesson evaluation, data-based goals and personal qualifications) with each category having four or more elements. Bateski was clear that there should not be an expectation for each element to occur in each lesson. He suggested that instructors take a more global look at their performance, "focus on consistency" and be cognizant of each happening "happening habitually in my teaching repertoire" over time. Bateski did identify "feedback and re-evaluation" as areas that should be visited on a regular basis, along with "teacher development being an ongoing, dynamic process." While the article "tease" suggested his self-appraisal tool could be used to improve annual performance reviews, as a focus for evaluation, or as an instrument to teach other administrators about physical education, the focus was still for teachers to look at their own instruction.

Over the years, there have been several physical education content specific national programs, such as Physical Best, Fitness for Life (2005) (2007), SPARK, NASPE - Appropriate Practices Guidelines (2000) (2004) (2005) (2008) and others that have been introduced to change the course of instruction in a positive manner. These instructional initiatives, along with different methodologies, such as Sport Education, Adventure Education, Tactical Games, Teaching Games for Understanding, Teaching Responsibility Through Activity and many other creative methods, have been joined by several interdisciplinary programs, along with technology, to interest students in engaging in physical activity. In 2007, the National Association for Sport and Physical Education (2007) introduced a much more comprehensive, yet cumbersome, "Physical Education Teacher Evaluation Tool" with the intent of providing administrators, curriculum specialists and physical education teachers with an opportunity to impact the instructional infrastructure related to instruction within the physical education venues (opportunity to learn…curriculum, instructional practices, classroom management, student assessment and teacher evaluation). This effort was an attempt to provide insight into teaching K-12 physical education from a variety of vantage points by providing a check-list of instructional benchmarks and encouraging a "meaningful, ongoing assessment and evaluation" effort. Each of the 67 components is placed into one of five categories and is recognized with a ranked

respond to the component. To support the evaluation, a reference guide is included

to explain, as well as, amplify the component. As the explained intent is as an evaluation tool, in the introduction the "Evaluation Principles" are defined and explained in an effort to establish ground-rules in support of a fair review.

In developing this 2008 Self-Appraisal Checklist, a review of the literature revealed that the NASPE characteristics of a "Highly Qualified Physical Education Teacher" identify four key elements to help make a positive impact and strengthen the instructional process. Kyrgridis (2006) identified 10 elements of great importance that are essential for the "improvement of teaching" and creating a clear a path that will lead to effective teaching in physical education. When reviewing the most commonly acknowledged elements associated with instructional practices, the author identified: planning of/for instruction; a positivesupportive learning environment; feedback; teaching methodology/strategies; instructional interactions; personal characteristics, and organization/administration. Eldar reported and then used the elements of Cohen's (1987) work when he identified the three main types of criterion for evaluating teaching as: predictive criteria (content knowledge, intelligence, communication skills, motivation, responsibility level), product-based (student achievements) and process-based (instructional characteristics, teacher-student interactions, problem solving ability, flexibility/improvisations). He further expanded and clarified the characteristics in each of these categories to acknowledge the personal traits of physical education teachers that impact and distinguish quality teaching. Graham (2000), in developing a profile for a "Master Teacher", identified the characteristics, as well as, presented the techniques and skills that contribute to the maturity and strengthening of an effective physical education teacher. In addition, Graham identified elements essential to an effective presentation that would "reach" the students engaged in the K-12 physical education teaching-learning process. Included were his suggestions for minimizing non-instructional distractions, as well as, creating a positive environment that would invite, welcome, support and protect students (physically and psychologically) while each individual is engaged in activity. The sketch of a "Master Teacher" then brings closure to the profile by challenging each physical education professional (with the obvious extension to future professionals) to become an enthusiastic teacher who prepares to have a life-long impact on the life of each student.

Individually, each of the previous instructional tools has embraced the most current teaching trends while blending local, state, regional and national trends into the instrument. The development of each instructional tool has

number as part of the evaluation process, with a

served to contribute to reform efforts, whether designed as a "top-down" supervisory effort or as a "bottom-up" course of action to strengthen the skills, knowledge, in-and-out of school activity experiences or the development of such areas as character and problem-solving abilities. In addition, as new curricular thrusts, educational initiatives and laws are introduced, these too are included into the evaluation jumble. These efforts, each looking to impact the quality of the learning experience, have launched and been blended into programs in an effort to establish instructional standards as a means of impacting the quality of instructional physical education programs, both in actual change, but also to keep physical education moving forward along with all the other subject areas that have their learning measured by standardized tests.

Different Times Require Special Considerations and a New Tool

This 2008 version of a Self-Appraisal Check-List for physical educators has several very significant changes, as well as additions that have been designed to facilitate the self-appraisal process. The underlying objective of this venture is to facilitate a positive instructional impact on practicing professionals and provide guidance, as well as, lesson structure to the future-professional physical educators. The intent of this appraisal instrument is to provide practicing professionals, and future professionals, with a guide for planning and a tool for reflective analysis to measure how individual lessons and/or groupings of classes (units), met their learning objectives.

This new document embraces component parts of the current NASPE "Standards", "position papers", and the appropriate practices for physical education series that have been created to lead the physical education profession to a stronger, more respected, position in the educational community. It must also be acknowledged that teaching, as viewed by the author, is much more of an "art" than merely acknowledging the frequency of an event as would a technician. It is the thoughtful preparation, biomechanically correct demonstrations, clear explanations with high performance expectations, sensitive interaction, numerous authentic practice opportunities, frequent and substantive individual feedback, along with a caring attitude, that when blended craftily, transforms the technician into an everchallenging artist in the gymnasium.

Evaluation or assessment, even self-appraisal is an ominous task that is difficult, humbling and, more often than not, humiliating as a direct result of the personal investment in the effort. The individual conducting the self-appraisal does not always get a clear view of the instruction events and interactions when looking through their own glasses. This Self-Appraisal Check-List has been designed to provide an individual teacher/future

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A Teacher Self-Appraisal cont.

professional with four areas identified as a foundation for instruction. It should be used in the development of lessons/units as well as a reflective instrument to document the occurrences of planned events and the absence of intended instructional opportunities. As with Batesky's tool, while considering each instructional element is a product of intuitive teaching, each and every element need not be planned nor occur in every lesson…but the opportunity for inclusion when planning to meet the learning objectives of the experience should be considered.

About this Self-Appraisal Instrument

This instrument is designed to help individual teachers in the preparation of upcoming teaching-learning experiences, as well as, reflect on what has happened during lessons. This current instrument includes six major categories (pre-class organization; instructional presentation; student assessment, Post Lesson Reflective Self-Appraisal and Reflective Self-Appraisal - Growth Opportunities), each having no less than three descriptive elements that can be further sub-divided depending on the * instructional circumstances. Depending on the focus of the program, the instructional objectives, and the learning level of the students, the teacher may add elements to either a grouping or further delineate a specific element to clarify addressing, as well as, achievement of an instructional focus/objective. The responsibility for analysis, in each of the categories, belongs to the individual teacher who is empowered to conduct the review fairly and objectively in an effort to strengthen the teaching-learning process. Each of the elements of the Self-Appraisal instrument is included in an effort to provide physical education teachers with an opportunity to consider the purpose, as well as, the impact addressing these fundamental elements of instruction will have on the planning and execution of each instructional presentation.

Using the Teacher Performance Self-Appraisal "Checklist"

- 1. Start by reading each of the 50 elements so that you have an idea of intent of the elements in each of the categories. Then reread each of the categories so you can develop a clear understanding during your lesson preparation on how you can include the element in the design of a lesson.
- Reflect on the instructional significance of the elements and why it is positioned in a category.
- 3. Review the process by which you have worked to develop a past series of lessons and compare and note completion of the elements in a category. You should also begin to make notes on how to include elements and focus on areas which will strengthen your lessons.
- Review and reflect on the changes you have noted for inclusion in your lesson.
 - 5. Draft a new activity unit and address each

of the elements in the first category, then the second and third. You need not over-subscribe yourself, as including one or two new elements in a lesson may be enough to strengthen your lesson.

- Review and reflect on the changes you have noted for inclusion in your lesson.
- 7. Review the learning objectives in the completed lesson plan along with learning experiences (practice activities, drills, modified games, etc), as well as those elements that you have acknowledged being addressed. Create an image as to how the new elements will blend into the new lesson.

NOT all elements need be addressed in every lesson but should be included somewhere within a series

[Column 1- Element Number] so you are able to identify which element(s) you are addressing.

[Column 2- Active] is so you can acknowledge that you are addressing this element in the lesson

[Column 3, 4, 5-1, G, C] is so you can indicate to whom you are addressing with an instructional element. (I= individual; G= Group; C= Class)

[Column 6- Element Identification] explains the instructional nature of the element.

[Column 7, 8, 9, 10, 11, 12- Reflective Ranking] allows for the teacher in the self-appraisal process to rank the effort that was made in the lesson. (S- superior, O- outstanding, G- good, ME- meets expectation, NI- needs improvement, U- unsatisfactory)

8. Following a lesson, reflect how each element was addressed and make notes on how you can strengthen the presentation. It is these notes that will help you to bring more instructional accountability to your lessons as you measure learning along with the growth in your students. Make notes of your modifications, teachable situations and the Q & A that was a part of your checking-forstudent-understanding for future use with the activity. Check how your intended performance matched your real behavior, including how you directed instruction, demonstrated activities and explained concepts. Make notes of your successes and specifically detail where your work needs to be strengthened.

9. Review your student assessments as both a measuring-stick on your teaching and their learning of the instructional topic. Record student's achievement on the summative assessment as a measure of learning. Complete your self-appraisal by ranking your performance on each of the elements you acknowledged during preparation. Provide feedback as well as record where progress has been short of the goal. Store your notes in a place where they are accessible and use them to prepare your next lessons, as well as the same unit when offered again.

10. Feel good about strengthening your instructional lessons and tell a colleague of your successes.

	Active	Individual	Class		Journalismo	Dood bood	Meets Expectation	Needs Improvement	Unsatisfactory
	T			Pre-Class Organization	Ш	T	T	П	
1	T	Ì		Have you thought-out, talked over and reflected on your lesson to respond to the needs of the students in the current	T	T	T	П	
+	+	+	+	class? Do you have a written plan for the unit and each individual lesson prepared prior to the start of the first class that	╫	+	+	Н	H
2 3	+	+	+	include measurable instructional objectives and clearly stated performance expectations for all ability groups? Are the instructional presentations, guided practices, drills and modified games directed to accomplishing the stated	H	+	+	Н	+
4	+	+	+	objectives? Are facilities and instructional materials (equipment, balls, racquets, cones, etc) ready and available for easy	₩	+	+	₩	Н
4				distribution to students prior to the participation phase of the class? Are all safety concerns posted prominently for the students to read and do your plans include announcements that	Ш	\perp	\perp	Ш	
5				Are all safety concerns posted prominently for the students to read and do your plans include announcements that will reinforce positive behavior as well as actions to avoid? Have you created a welcoming atmosphere that invites students into your "learning-center" and sends a clear	Ц	\downarrow	\downarrow	Ц	
5		1		message that you are glad they have chosen to be active and that you care about each individual?	П	1		Ш	П
7	1	1	T	Have you removed all the distractions that will have a negative impact on the learning atmosphere of the class?		丁	I	П	
8	T	T	T	Do you have a plan for what would be considered a common emergence as well as how to respond to the un-	П	T	Γ	П	
+	+	+	+	common emergency? Do your students know how to respond in your absence? Instructional Preparation	H	+	+	Н	\dashv
9	\dagger	+	\dagger	Do you present an introduction to set the stage for your class and encourage their interest for the activity that is to	\parallel	\dagger	T	\prod	
0		T	T	Have you written instructional objectives that reflect direction for the class that are linked to the instructional activities	П	T	Π	П	
1	+	+	+	and will be assessed during the unit to measure learning? Do you begin the instructional phase of the class with a review of previously taught skills, knowledge and concepts?	+	+	+	H	\dashv
	+	+	+	Do you include in your written plans age-appropriate examples, clear instructional cues, exaggerated demonstrations,	H	十	+	H	\dashv
2	4	4	+	current events and how students can access community resources to continue to participate in the activity? Have you included ability groupings as well as learning experiences that will challenge each individual and insure a	₩	+	+	H	4
3				positive experience including success for the less skilled student?				П	
4			I	positive experience including success for the less skilled student? Have you included instructional modifications and teacher-aide instructions for APE students who have been included in your class in your plans?		I	$oxed{\Box}$	П	
5				Have you planned your lessons to maximize shared-concepts, whole-part-whole instruction, and has the instructional phase of the lesson progressed toward your goal or instructional objective with simple to complex, sequential learning experiences?				Ц	
4	4	4	\perp	Instructional Presentation Do you include in your written plans age-appropriate examples, clear instructional cues, exaggerated demonstrations,	H	+	\perp	Н	4
6				current events and how students can access community resources to continue to participate in the activity?	Ш				
7		I	I	Do you begin the instructional phase of the class with a review of previously taught skills, knowledge and concepts?	П	工		П	
8	Т	Т	T	Do you set high performance expectations as a practice guideline as well as an end-point by which success will be	П			П	1
9	1	T	t	measured for each individual based upon ability level? Do you script-out the instructional "cues" used in your presentation and do your notes clearly explained each component in sequence?	\parallel	T	Ħ	H	1
0		I	I	component in sequence? During your demonstration, do you exaggerate each component so that students can visualize the skill as you clearly explain the parts of the movement?		I			
1	1	1	\perp	Do you explain the purpose of the activity and why the class is doing it?	Щ	+	Ш	\sqcup	1
2		1		Do you present the "Whole" and then teach as well as practice in small segments returning to the whole? (whole - Part - Whole)	П	1			
3	\dagger	T	\top	Do you provide technically correct demonstrations that are then modified for age and ability?		T			
4	I	I	I	Do you employ at least three different teaching styles from the "Spectrum" during each activity unit?	\Box	I	\Box	\Box]
5				Do you "Check-for-Student-Understanding" by asking questions that require an answer to determine if individual students and/or class understand the material?				П	
6	+	+	+	Do you provide ample feedback to both individual students and groups to insure proper skill execution behavior?	+	+	H	\forall	\forall
7	+	\dagger	T	When you provide immediate feedback (or close to the actual attempt), do you focus specifically on why the skill	\top	十	H	\top	7
_	+	+	+	attempt you observed is appropriate or inappropriate? Is there a good pace to each segment of the lesson?	+	+	H	+	4
8	+	+	H	Does your physical education class have a positive atmosphere that is characterized by success and an encouraging	+	+	Н	+	\dashv
9				amount of praise rather than negative analysis and criticism? Do students enjoy the activity, are they, as individuals					
1	+	+	+	enthusiastic or is it hard for individuals to get involved as well as recognize the benefits of activity? Do you provide the students with enough practice attempts during class to acquire the "expected" skill?	+	+	H	+	\dashv
0	+	+	H	Are the activities you have planned, engaging all students during the "Guided Practice" phase of the lesson or are the	+	+	H	+	\dashv
1	\perp	1	Ш	majority of students waiting for an opportunity to get involved?	\perp	上	Ц	\perp	1
2	+	+	\sqcup	Are students on task and is the transition time between instructional phases kept to a minimum? Was a "task sheet" created or did you use other instructional support materials during instruction to enhance the	+	+	H	4	4
3	+	+	П	teaching-learning process? Do you close your lesson with a brief summary emphasizing the important instructional cues, key learning outcomes	+	+	\coprod	4	+
1				and a presentation on how to find as well as use resources outside of class to continue to develop an appreciation for the activity?			$\ \ $		
5	+	\dagger		Student Assessment	十	T	$ \uparrow $	十	1
5	I	I	П	Is your assessment designed to be an instructional support tool that can also direct learning?	I		\Box	I]
7	I	I	П	Do you include authentic (play/game-like situations that measure ability and success?	\perp	\perp	Ц	\perp	1
3	1	1	\coprod	Is your assessment package used to encourage success, measure achievement as well as support instruction? Do you include technology into your student assessment? (cameras; video tape; computer generated guizzes)	1	\perp	H	4	4
9	1			Do you include technology into your student assessment: ICdINerds: Video tane: computer generated guizzes)	1	1 '			

	-							_	•
	Active	Individual	Class		Superior	Outstanding	Meets Expectation	Needs Improvement	11222114
			T	Post Lesson Reflective Self-Appraisal	T		\top	T	1
40		\Box	T	Was there good pace to the lesson?			+	11	1
41		\top	T	Was the learning environment a positive one that embraced enthusiastic participation?			\top	+	1
42		\vdash	T	Did you modify your lessons as a result of ongoing (formative) assessments?			+	+	1
			T	Did you note opportunities to restructure your lessons and instructional activities based upon a final (summative	\top		+	+	1
43	Ш		L	assessment) evaluation?	Ш		\perp	Ш	
44				Did you re-teach if the students are unsure of the material or if a predetermined percentage of the class has not					7
-	Н	+	+	achieved the desired level of acceptance? Were you flexible enough to change plans during the actual lesson when students aren't ready or you have selected	Н	+	+	╁┼	4
45			1	lan inappropriate objective?			1		
46	Н	+	t	Did you complete anecdotal records on your lesson plan as to the strengths and weaknesses of the lesson?	H	\dashv	十	++	1
47	Н	+	$^{+}$	Did you analyze the enthusiasm of your own teaching behavior?	Н	\dashv	+	++	+
48	Н	+	+	Did you provide technique-feedback as support during warm-up so students maximize their efforts?	Н	\dashv	+	+	┨
	Н	+	+	Did you provide technique-feedback as support during warm-up so students maximize their efforts? Do you provide specific feedback on cognitive as well as skill-related performance that is positive for both appropriate	Н	\dashv	+	++	┨
49				and/or corrective in nature?					
50			Т	and/or corrective in nature? Do you provide positive comments to open the door for each corrective element of feedback when speaking to	П	T	T	\sqcap	7
30	Ц	\perp	Ļ	individual students?	Н	4	1	11	4
51				Do you provide positive comments to open the door for each corrective element of feedback when speaking to the entire class?	П		1		
	Н	+	╁	While a "Teachable-moment" is many times spontaneous, it can be planned as a transition episode. Do you use	Н	+	+	+	4
52				teachable-moments as a positive learning experience at least once during each lesson?					1
53	П		Т	teachable-moments, as a positive learning experience at least once during each lesson? Generally, were all your students on task (i.e., warm-up, cognitive activities, instruction, fitness, skill acquisition, drills,	П	T	T	П	1
		_	┸	Imodified game activities, or game play) during all phases of the physical education class?	Н	4	1	${}^{++}$	4
54			L	Did you give specific information in 50% of your feedbacks?	Ц		1	Ш	1
55			L	Did you circulate to all four quadrants of the gymnasium or field on an equal basis? Was there student success created within the activities and "Guided Practice" that will encourage individuals to come	Ц		\perp	П	
56				Was there student success created within the activities and "Guided Practice" that will encourage individuals to come					
	Н	+	╀	to class again excited as well as support student participation out-of-class?	Н	+	+	₩	4
57	\vdash	+	╀	Were you enthusiastic toward your students and about the activity you are teaching? Did you make modification to your unit plan and the next lesson based upon the class just taught in an effort to better	Н	+	+	₩	4
58		- 1	l	Did you make moonication to your unit plan and the next lesson based upon the class just taught in an enort to better facilities to be targing a propriet process as well as student learning?	11		1	11	1
-	\dashv	+	$^{+}$	facilitate the teaching-Learning process as well as student learning? Was the lesson content presented in an organized and sequential fashion so as to keep each student interested in	Н	+	+	++	1
59				learning?	Ш			Ш	
60			Τ	Did every student participate in a safe environment free of the fear of injury as well as free from the fear of ridicule?	П	T	T		1
		\top	Τ	Reflective Self-Appraisal - Growth Opportunities	П		T	П	7
61		T	Γ	Do you encourage your students to lead an active lifestyle outside of class and throughout life?	\prod				
62		T	T	Do you keep yourself professionally updated and informed by reading professional journals, attending conventions, etc?	П		T	П	1
63		\top	T	Students see you as an active individual who practices-what-you-preach?	П	1	T	П	7
_	_		-		_		_		_

Conclusion

There have been efforts to have physical education, (along with art, music, vocational classes and business education) be recognized, as well as supported, with the same reverence as the four "major" subjects, such as English, mathematics, science, and social studies. Toward this end, the concepts of instructional accountability for teachers, along with student-learning being measured and growth assessed based upon demonstrated skills, have made their way into the activity forum of physical education. This Self-Appraisal Check-list provides the vehicle for a quick and easy tool to

not only assist in the development of a lesson, but is a review of the results at the conclusion. As occurs with all motor skills episodes... Following the introduction and understanding, practice, practice, practice and then more practice is the only way to ensure that the execution of the intended behavior will happen as it is intended.

It is critical that each teacher have a vision for their instruction that issues a challenge that will take hold of learners and help them grow with each experience. Effective physical educators never forget that their "reason for teaching" is each and every one of the students they serve. It is the challenges, growth, enjoyment and mutual respect that keep students wanting to come to physical education because of the benefits of activity. It will be a vision for their learning, along with an observable enthusiasm for teaching physical education and an apparent caring about them as children that will make a difference in their lives. As stated by Gryphon, "Good teachers matter. This seems to be obvious to anyone who has a child in school or, for that matter, to anyone who has been a child in school." Don't be just a good teacher, work to be a great teacher who is a physical educator and more important, makes a substantial impact on the lives of every single student you teach.

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