

## FACILITY PLANNING AND SPACE GUIDELINES

Physical educators should be guided by the following standard planning principles:

- establish priority use for the facility;
- give basic consideration to the primary age group using the facility;
- allow for use by physically and mentally impaired children;
- design for the participants ahead of the spectators; and
- remember considerations for maintenance of the facilities.

Persons responsible for the facility should take into consideration respect for other areas of the school in order to reduce noise levels, access to outdoor fields or other outdoor instructional space, and accessibility by the community when school is not in session.

The number of indoor teaching stations can be determined by the following formulas:

### Elementary Level

- **Step 1:** Multiply the number of classrooms of students in the school by the number of periods per week each class has physical education.
- **Step 2:** Divide the product of step 1 (above) by the total number of physical education class periods (schoolwide) in a school week to find the minimum number of teaching stations.

### Secondary Level

- **Step 1:** Multiply the total school enrollment by the number of periods per week each class has physical education.
- **Step 2:** Multiply the average number of students per physical education instructor by the total number of physical education periods schoolwide in a school week.
- **Step 3:** Divide the product of step 1 by the product of step 2 to find the minimum number of teaching stations.

### Gymnasium

Recommended range for square footage per pupil:

- 75-100 square feet per elementary student
- 125 square feet per secondary student

### Storage Space

Recommended range for square footage:

- 200 - 250 square feet at the elementary level
- 670 - 840 square feet at the secondary level

**Additional Types of Indoor Teaching Stations**

- swimming pool
- auxiliary gymnasium
- field house

**Outdoor Teaching Stations**

School enrollment, program needs, site limitations and the size of the program will determine availability of and need for land. Outdoor teaching stations include:

- paved multiple-use areas;
- climbing structures and playground apparatus;
- sport fields;
- diamond fields;
- court game areas;
- track and field events area; and
- outdoor education/project adventure courses.

**Locker Rooms/Shower Areas**

All students should wear clothing that is deemed appropriate for the activity. Showers and a change of clothing should be encouraged after participation in vigorous physical activity at the middle and secondary levels. In both middle and secondary schools, dressing/locker rooms should provide small storage lockers for all pupils. A separate, but adjacent, shower area is also recommended. Access to both indoor and outdoor teaching stations, good ventilation and maintenance are some of the issues which must be addressed.

**Staff Facilities**

Adequate facilities for teachers are essential to effective performance of their responsibilities. These include offices, dressing/shower areas and storage space.

**Outside Facilities**

Do not overlook the possibility of using community and other outside facilities. Many excellent resources can be tapped as physical activity becomes a focus for everyone. Limited space and facilities within the school often can be expanded and or enhanced by those in the community, offering students a broader perspective and linking them to ways to continue physical activity outside the classroom. Insurance issues should be addressed with the district's carrier. Appropriate measures should be taken according to district policies for parental/guardian permission, if leaving school property. The school and recreation programs should both supplement and complement each other.

**Summary**

Many issues must be addressed as physical education facilities are planned. A design/planning team will need to carefully address all considerations. Community use, interscholastic athletics, handicap accessibility and assuring compliance with Title IX are just a few of the issues. Most important is that the facility meet the needs of the school and is well utilized, given the expense of the project. Proper planning for the development of physical education facilities cannot be overemphasized. The major purpose of all proposed facilities should be clearly defined and interpreted. These purposes should reflect the program goals and program objectives.

**References**

Flynn, Richard B. *Facility Planning for Physical Education, Recreation and Athletics*. Reston, VA: American Alliance for Health Physical Education, Recreation and Dance, 1993.

## Discipline-Based Professional Teaching Standards For Teachers Of Physical Education

### I. Content Knowledge

Physical education teachers use their understandings of physical education content and concepts of the sub-disciplines of the field to support and encourage learner expression through movement and physical activity. Key domains of knowledge include:

- motor development and motor learning;
- exercise science, including biomechanics, physiology and kinesiology;
- physical activity and wellness;
- movement forms and concepts;
- sociology and psychology of movement; and
- legal and safety issues.

### II. Growth and Development

Physical education teachers use their understanding of how students learn and develop to provide opportunities that support their physical, cognitive and emotional development through physical activity.

### III. Diverse Learners

Physical education teachers understand how individuals differ in their approaches to learning and physical performance and design appropriate instruction adapted to allow all students to develop the skills and knowledge to feel success in and enjoy physical activity throughout their lives.

### IV. Management and Motivation

Physical education teachers use their understanding of the motivation and behavior of students and groups to encourage learners to participate in physical activity inside and outside of school and to promote mutual respect, support, safety and cooperative participation.

### V. Planning and Instruction

Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies and activities that maximize learner participation in safe learning experiences for the purpose of developing physically educated students.

*From Connecticut's Common Core of Teaching.  
Connecticut State Board of Education, 1999.*

**Foundational Skills and Competencies**

(From *Connecticut's Common Core of Teaching, 1999*)

**I. TEACHERS HAVE KNOWLEDGE OF:****Students**

1. Teachers understand how students learn and develop.
2. Teachers understand how students differ in their approaches to learning.

**Content**

3. Teachers are proficient in reading, writing and mathematics.
4. Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach.

**Pedagogy**

5. Teachers know how to design and deliver instruction.
  6. Teachers recognize the need to vary their instructional methods.
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**II. TEACHERS APPLY THIS KNOWLEDGE BY:****Planning**

1. Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community.
2. Teachers select and/or create learning tasks that make subject matter meaningful to students.

**Instructing**

3. Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their successes.
4. Teachers create instructional opportunities that support students' academic, social and personal development.
5. Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry.
6. Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.

**Assessing and Adjusting**

7. Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.
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**III. TEACHERS DEMONSTRATE PROFESSIONAL RESPONSIBILITY THROUGH:****Professional and Ethical Practice**

1. Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Connecticut Certification Regulations).
2. Teachers share responsibility for student achievement and well-being.

**Reflection and Continuous Learning**

3. Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
4. Teachers seek out opportunities to grow professionally.

**Leadership and Collaboration**

5. Teachers serve as leaders in the school community.
  6. Teachers demonstrate a commitment to their students and a passion for improving their profession.
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**DANCE CONTENT STANDARDS**

(From Dance Section, Connecticut Arts Curriculum Framework)

**Content Standard 1**

*Students will identify and perform movement elements and dance skills.*

This standard addresses the student's knowledge of dance as a *performer*. The students should be able to identify and understand the elements of dance – action, space, dynamics (at the age-appropriate level) – and be able to use and accurately perform these elements in dance sequences with confidence, concentration and focus. Students also should be able to describe them verbally and in written form.

**Content Standard 2**

*Students will understand choreographic principles, processes and structures.*

This standard addresses the student's skills as a *choreographer*, experimenting with movement, improvising around themes and structures, and creating dance sequences and dances. Through studying different compositional forms, the work of various choreographers on video, or live, and through creating their own dances, students can become competent choreographers (either alone or in collaborations). They can also become informed critics, *responding* to different choreographic works and being able to compare one work with another and make discerning judgments about the quality of the work both in terms of its content and form.

**Content Standard 3**

*Students will understand how dance creates and communicates meaning.*

This standard is concerned with student's understanding of the meaning of dance, not only as a creative artist, but also as an informed audience member. Students need to be able to "read" dance and explain, for example, whether the dance is abstract, narrative or expressionistic. When they are creating a dance, students need to be able to explain their decisions regarding the form and content of the dance, and discuss reasons for making other choices. This process requires students to be able to analyze what they see and do, and distinguish, identify and describe the pertinent features of their own and others' choreography.

**Content Standard 4**

*Students will apply analytical and evaluative thinking skills in dance.*

This standard introduces the important skill of evaluation. Students are able to choreograph and evaluate their own dances and discuss them using critical language and appropriate terminology. They are also able to view and evaluate the work of others, and compare works from different cultural traditions. The students are able to distinguish between personal preferences and reasoned judgments by creating and applying aesthetic criteria.

As is evident from the description of the content standards, dance differs from the other disciplines in the way in which critical skills are included. The analytical and evaluative skills are integrated into broader standards. For example, “Students will understand how dance creates and communicates meaning” integrates *performing, creating and responding* into the standards (as evident in the relevant performance standards). Understanding meaning – and the ability to find, describe and analyze it – is directly connected to the creation of meaning. Critical and creative skills are presented as skills reliant upon each other, rather than skills which can be clearly separated.<sup>1</sup>

### **Content Standard 5**

*Students will demonstrate an understanding of dance in various cultures and historical periods.*

Students are able to perform a range of traditional folk dances and dances from different historical periods. They are able to view dances from different cultural social, and theatrical traditions, and from different time periods, and describe the main stylistic features of the dance movement in terms of dance vocabulary, musical rhythm and expressive quality. They also know, or can make well-supported conjectures about, the dance’s country or region of origin and/or the historical period during which the dances were created.

### **Content Standard 6**

*Students will make connections between dance and healthful living.*

This standard reflects the health and physical education aspects of dance education. Students should know and understand the body and how it works. The dance class presents an excellent environment for developing positive attitudes toward safe and productive exercise and for developing healthy lifestyles.

### **Content Standard 7**

*Students will make connections between dance, other disciplines and daily life.*

This standard is concerned with the ability of students to see and understand the relationships among the arts, and between the arts and other disciplines. When students are able to make appropriate connections across the disciplines, their learning becomes more useful and meaningful, and they are able to see real-world connections rather than knowledge in isolation.

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<sup>1</sup> However, this may be more of a resource issue than a philosophical stance. Dance, unlike music, theater, and the visual arts, does not have a rich array of original work and performances, either on video or in notated form, that is appropriate and available for classroom use. Consequently, dance teachers and students are more likely to create their own exemplars and use them as the main source of material for critical study

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## RESOURCES

### ORGANIZATIONS

The following national and state organizations and agencies can provide information and assistance to curriculum developers and teachers of physical education. This listing is not considered to be comprehensive. Given modern technology the most current information can be found through the Internet.

#### **American Alliance for Health, Physical Education, Recreation and Dance**

1900 Association Drive

Reston, VA 20191-1599

<http://www.aapherd.org>

Includes the following:

- American Association for Active Lifestyles and Fitness
- American Association for Health Education
- American Association for Leisure and Recreation
- National Association for Girls and Women in Sport
- National Association for Sport and Physical Education
- National Dance Association

#### **U.S. Department of Health and Human Services**

Public Health Service

Centers for Disease Control and Prevention

Division of Adolescent and School Health

Atlanta, GA 30333

<http://www.cdc.gov/nccdphp/dash>

#### **American Cancer Society**

1599 Clifton Road, NE

Atlanta, GA 30329-4251

<http://www.cancer.org>

#### **American Heart Association**

7272 Greenville Avenue

Dallas, TX 75231

<http://amhrt.org>

#### **American School Health Association**

P.O. Box 708

Kent, OH 44240-0708

<http://www.ashaweb.org/>

**National Association of Governor's Councils on Physical Fitness and Sports**

201 South Capitol Avenue  
Suite 560  
Indianapolis, IN 46225

**President's Council on Physical Fitness and Sports**

200 Independence Avenue, SW  
Humphrey Building, Room 738 H  
Washington, DC 20201

**Association for Supervision and Curriculum Development**

225 North Washington Street  
Alexandria, VA 22314  
<http://www.ascd.org>

**Society of State Directors for Health, Physical Education and Recreation**

1900 Association Drive  
Reston, VA 20191-1599  
<http://www.thesociety.org>

(NOTE: State and regional associations are headed by volunteers and addresses change as the officers change.)

- **Connecticut Association of Administrators of Health and Physical Education**
- **Connecticut Association for Health, Physical Education, Recreation and Dance**  
<http://www.ctahperd.org/>
- **Connecticut Association for Supervision and Curriculum Development**
- **Eastern District Association (AAHPERD)**  
<http://www.eda-aahperd.org/>
- **The Governor's Council on Physical Fitness**

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**JOURNALS AND PERIODICALS**

*The Bulletin*. Connecticut Association for Health, Physical Education, Recreation and Dance.

*Easterner*. Eastern District Association (AAHPERD).

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## POSITION STATEMENTS

These position statements were developed by task forces formed by the various councils and academies of the National Association of Sport and Physical Education. They represent just some of the statements that have been written and adopted as guides for educators and others involved with youth development.

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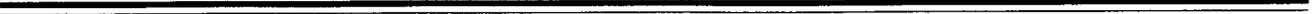
National Association for Sport and Physical Education. "Physical Education, Program Improvement and Self-Study Guide – Middle School, 1998."

## WEBSITES

Many organizations have created their own websites. These addresses have been included in the section on organizations. Websites are updated frequently. One that has been consistent and provides links to many other sites is "PE Central". "PE Central" is sponsored by the Virginia Tech Health and Physical Education Program. Another site providing links to many other health, physical education and fitness sites is "Kathy Schrock's Guide for Educators". These website addresses follow:

<http://www.pe.central.vt.edu>

<http://www.capecod.net/schrockguide/health/fitness.htm>





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