

ARTICLE:

Hastie, P. A. (2017). Revisiting the national physical education content standards: What do we really know about our achievement of the physically educated/literate person? *Journal of Teaching In Physical Education*, 36(1), 3-19.

Type of article:

Review of literature in PE to determine whether students are attaining the Grade-Level Outcomes.

What we know:

- SHAPE America has created National Standards and Grade-Level Outcomes for K-12 Students (2013). - We don't know whether U.S. students are meeting these benchmarks.
- Only some states require assessment of students progress toward the National Standards and Grade-Level Outcomes.
- Curriculum models such as the Sport Education and Teaching Games for Understanding models have not contributed to motor skill competence of individuals, although they have contributed in other areas covered in the National Standards and Grade-Level Outcomes.
- There is literature supporting the notion that students learn cognitively in PE.
- Programs designed to promote physical activity support moderate to vigorous physical activity in PE classes but have not established a clearly defined link/continuity to extracurricular sport and physical activity.
- Teachers are adopting models such as Physical Best but, it's not clear whether that improves students' health-related fitness.
- Literature relating to teaching personal and social responsibility is positive in producing peer interactions and self-monitoring in students.
- Data related directly to attainments of the National Standards and Grade-Level Outcomes is lacking.
- Physical educators should realize that the National Standards for K-12 Physical Education are not measurable items.

The future of standards:

- Investigate how teachers design curricula to improve motor performance.
- Investigate at the end of PE programs what students know about PE and what misconceptions they might have.
- Investigate the links between PE and extracurricular activity and what motivates students. What do students enjoy about PE? Who enjoys PE?
- Investigate how teaching personal and social responsibility translates to contexts outside of PE.
- Conduct descriptive studies to provide details of effective PE programs that produce significant change in selected student outcomes.
- Conduct intervention studies that are more comprehensive in what they study and at more sites



- Research should follow an appreciative inquiry approach (look to positives in programs rather than negatives).
- Investigate how PE teacher education programs teach the National Standards to future physical educators.