

# ***FOR USE BY PRINCIPALS***

## ***Suggested Job Interview Questions for Prospective Physical Education Teachers***

***A Quality Physical Education Program  
Will Keep Your School  
Fit to Achieve***

**Prepared by the National Association for Sport & Physical Education**

### ***Make Hiring a Key Aspect of Assuring a Good Program***

***According to NASPE's Physical Activity Guidelines, school children are encouraged to be physically active at least 60 minutes, and up to several hours per day. Assure that your students are taught the joy and reasons for being physically active by a professional!***

## **Background**

Hiring high quality professional staff is one of the challenges faced by principals. Another is having a general understanding of the standards, issues and trends relative to all the content areas that make up a comprehensive education including physical education. The National Association for Sport and Physical Education (NASPE) has developed guidelines and interview questions to help you to hire the best physical education faculty and contribute to the total education of your students.

NASPE, a nonprofit professional membership organization headquartered in Reston, VA, is the premiere national association supporting K-12 physical education programs and physical educators. Through its nearly 18,000 members, NASPE develops and supports programs of high quality in sport and physical activity that promote healthy behaviors to enhance individual well-being.

Please share these suggestions with other principals in your school district as well as chairs of your departments of physical education. We hope the following will help you better assess your program and prospective faculty members.

## **Suggested Questions for Faculty in Physical Education**

### **1. What do you believe are the characteristics of an effective “physical education teacher?”**

-“A physical education teacher is someone who is able to integrate knowledge and understanding of human movement and physical fitness, student growth and development, and current learning theories in order to facilitate student learning so that students become physically fit, competent movers and understand a range of movement forms.”

#### **1a. What is an effective program?**

#### **2a. What do you want your students to learn in your program?**

-\***Key concepts:** has comprehensive knowledge about scientific and applied aspects of human movement and physical activity; uses developmentally appropriate activities; models sportsmanship; shows awareness of students’ needs; applies effective teaching strategies; accommodates diversity; demonstrates professional commitment through involvement in professional organizations; serves as a positive role model of personal fitness and skill; uses appropriate assessment and evaluation; applies current technology. Students should learn health-related fitness, motor skills, how to be and stay active out of class, sport opportunities, various movement forms.

- *(Key Concepts - the applicant may or may not answer the question in exactly this way, however, the interviewer can focus on the key words related to the concepts involved in the answer.)*

**2. The accepted definition of a “Physically Educated Person” from NASPE is the following:**

- “Has learned skills necessary to perform a variety of physical activities.”
- “Is physically fit.”
- “Participates regularly in physical activity.”
- “Knows the implications of and the benefits from the involvement in physical activities.”
- “Values physical activity and its contribution to a healthful lifestyle.”

**2a. How would you help your children to become physically educated?**

**\*Key Concepts:** Competence in manipulative locomotor and non-locomotor skills, involvement in life activities and various movement forms (sport, dance, gymnastics, aquatics), assesses, achieves and maintains personal physical fitness; understands how to be safe in physical activity; health-enhancing regular physical activity; variety of physical activity options; motor development; healthy lifestyle decisions; enjoyment.

**3. What are the “Appropriate Practices” in physical education?**

“Those practices which recognize children’s developmental status and changing capacities to execute motor skills.” Teachers plan and implement instruction that maximizes each student’s potential to develop in all domains in a safe, motivating environment.

**\*Key Concepts:** selection of movement concepts and motor skills; cognitive development; affective development; fitness; fitness assessment; maximum participation; variety of movement forms; management of competition.

**4. How do you assess students in physical education?**

“Learning should be systemically assessed based on predetermined goals.” Assessments should include a variety of forms that assess understanding and application of concepts and development of skills. Assessment should be ongoing part of learning and reflect authentic application of meaningful skills and knowledge.

**\*Key Concepts:** evaluation of students within psychomotor, cognitive, and effective domains; valid, reliable, and objective; formative evaluation in relation to individualized criteria; guide to instructional planning; criteria-based; focus on individual performance; should assist in grading; indicator of quality instruction.

**5. How do you ensure the “safety and well-being” of all students?**

“The teacher should plan and direct all class activities in an environment that promotes the safety of all students.”

**\*Key Concepts:** Physical maturation and skill development levels (size and strength); pertinent student medical information; continuous supervision in all activity areas and in the locker room; appropriate clothing and shoes; safety aspects of physical activities is an integral part of instruction: emergency first-aid procedures; maintenance of all equipment and facilities.

**5a. How would you accommodate students with a variety of special needs?**

\*Key Concepts: All students are not doing the same thing at the same time but a variety of levels, stations, equipment and activities. It is important to extend and adapt tasks to student needs.

**6. What is your understanding of the National Standards for Physical Education that were developed by the National Association for Sport and Physical Education or of our state's standards for physical education?**

“The purpose of the National Standards was to clearly identify what a student should know and be able to perform as a result of a quality physical education program and to establish teacher-friendly guidelines for assessment.” There are six broad standards with benchmarks for grades K, 2, 4, 6, 8, 10, and 12.

\*Key Concepts: the standards address: motor skill competency; varied movement forms; understanding of movement & fitness; physically active lifestyle; health-enhancing level of physical fitness; responsible personal and social behavior in physical activity settings; respect for differences; opportunities for enjoyment, challenge, self-expression, and social interaction.

**7. What are your plans for professional involvement and self-improvement?**

**7a. Would you be willing to attend inservice trainings on your own time?**

**8. Give an example of how you have been cooperative and flexible in a professional work environment.**

\*Key concepts: compromise, respect, for the good of the school

**8a. Give an example of how you have been a part of a decision making process.**

**9. How do you think physical education contributes to the total curriculum?**

**10. Do you have any additional information you would like to share with us?**

\*Key Concepts: interests, hobbies, certification, professional contributions and involvements, etc.

**Resources for You**

When was the last time you visited a physical education class in your school? Is your program making the contribution it should to the overall education of your students? Are your students becoming physically competent and fit so that they can learn better now and become active and productive adults in the future? Is your physical education teacher a certified specialist who is keeping abreast of the latest standards, issues and trends?

NASPE encourages you to learn more about and develop a greater understanding of the role physical education plays in the overall education of your students. A recent parents opinion survey reported that the majority of adults believe physical education makes children more alert/aware, helps them focus better, increases energy, teaches them how to work with others, reduces stress and helps make children healthier.

To help you review your school's physical education program, NASPE has developed cutting edge materials. Here are several you will want to consider:

**To order the following: Visit our online book store at [www.aahperd.org](http://www.aahperd.org) or call 1-800-321-0789.**

**Professional Standards:** *New Edition! Moving into the Future: National Standards for Physical Education, 2<sup>nd</sup> Edition* defines what students should know and be able to do to become physically educated. The standards, which place physical education clearly in the mainstream of educational reform, make a strong call for rigorous achievement of challenging subject matter both cognitively and physically. Stock #304-10275, \$15 members/ \$21 non-members

*Quality Coaches, Quality Sports: National Standards for Athletic Coaches* tells you what sport coaches should know and be able to do to ensure the safety and quality of athletic programs. Stock #304-10084, \$17 members/ \$22 non-members

**Opportunity to Learn Standards for Elementary Physical Education:** All elementary physical educators and administrators should be aware of the program elements essential to provide students with full "opportunity to learn" physical education. This new NASPE publication outlines the standards that ensure that no student is deprived of the opportunity to meet the content and performance standards for physical education because the school failed to provide an adequate learning environment or adequate resources. Stock #304-10242, \$4 members/ \$7 non-members

### **Appropriate Instructional Practices**

These booklets describe physical education practices, which include guidelines for curriculum design, learning experiences, fitness activities, fitness testing, assessment, and many others.

New ! *Appropriate Practices for High School Physical Education*. Stock #304-10272, \$4 members/ \$7 non-members

Other titles are:

*Appropriate Practices for Elementary School Physical Education*, Stock #304-10230, \$4 members/ \$7 non-members.

*Appropriate Practices for Middle School Physical Education*, Stock #304-10248, \$4 members/ \$7 non-members.

*Looking at Physical Education from a Developmental Perspective: A Guide to Teaching*, Stock #304-10080, \$4 members/ \$7 non-members

**Concepts and Principles of Physical Education: What Every Student Needs to Know:**

Updates all of the knowledge concepts (national physical education standard 2) that a physically educated person should learn. Teachers will find it easy to relay these concepts to their students using the examples, lesson ideas, assessment ideas in the book. Stock #304-10261, \$39 members/ \$59 non-members

**Ask-PE: Physical Education Concepts Test CD-ROM:** *New* – Contains seven tests that assess the concept areas identified in *Concepts of Physical Education*. Stock #304-10271, \$25 members/\$35 non-members

**National Standards for Beginning Physical Education Teachers:** *New Edition* - This document serves as the basis for teacher certification and program development for preparation of physical education teachers. Stock #304-10273, \$15 members/ \$21 non-members

**Physical Activity for Children: A Statement of Guidelines:** *Revised* - Based on the most current research, these guidelines and the physical activity pyramid can be used by teachers, school administrators, pediatricians, and parents to plan the right types and levels of activity for children. Stock #304-10276, \$12 members/ \$16 non-members

**On Your Mark, Get Set, Go! A Guide for Beginning Physical Education Teachers:** *New* – The book covers how to prepare the learning space, scheduling issues, other supervisory duties, and tips on public relation and advocacy. Stock #304-10264, \$17 members/ \$24 non-members

**Physical Activity and Sport for the Secondary School Student, 5<sup>th</sup> Edition:** This comprehensive textbook provides information for all of the popular activities taught in secondary physical education today. New chapters in this edition cover cycling, in-line skating, ropes and climbing, ultimate, and lacrosse. Stock #304-10250, \$40 members/ \$50 non-members

**Assessment Series:** The NASPE Assessment Series for K-12 physical education and teacher preparation programs are books with current assessment ideas to tell you what your students are learning. Each booklet in the series focuses on a different assessment topic. The newest addition is *Assessing Concepts: Secondary Biomechanics*, Stock #304-10220, \$10 members/ \$13 non-members.

Other titles in the Assessment Series are:

- *Creating Rubrics for Physical Education* (by Jacalyn Lund)
- *Standards-Based Assessment of Student Learning* ( by Leslie Lambert)
- *Assessing Motor Skills in Elementary Physical Education* (by Shirley Holt/Hale)
- *Assessing and Improving Fitness in Elementary Physical Education* (by Shirley Holt/Hale)
- *Assessing Social Responsibility and Teamwork* (by Mary O’Sullivan and Mary Henninger)
- *Assessment in Games Teaching* (by Stephen Mitchell and Judith Oslin)
- *Portfolio Assessment for K-12 Physical Education* (by Vincent Melograno)
- *Assessing Student Learning: New Rules, New Realities* (by Ron Brandt)
- *Assessment Strategies for Elementary Physical Education* (by Suzann Schemer)
- *Assessment Learning in Physical Education: Motor Skills* (video Stephen Jefferies)
- *Cardiovascular Fitness for Fun* (by Donna Baker)

## **NASPE Position Papers for Physical Education**

For copies of these documents, visit [www.naspeinfo.org](http://www.naspeinfo.org) then go to Issues and Actions at the top and scroll down to Position Papers.

### **Co-Curricular Physical Activity and Sport Programs for Middle School Students, 2002**

Prepared by the Middle and Secondary School Physical Education Council and NASPE

### **Recess in Elementary Schools, 2001**

Prepared by the Council on Physical Education for Children of NASPE

### **Physical Education is Critical to a Complete Education, 2001**

Prepared by the Council on Physical Education for Children of NASPE

### **Guidelines for Facilities, Equipment & Instructional Materials in Elementary School Physical Education, 2001**

Prepared by the Council on Physical Education for Children of NASPE

### **Substitution for Instructional Physical Education Programs, 1999**

Prepared by the Middle and Secondary School Physical Education Council of NASPE

### **Code of Conduct for Sport & Physical Educators, 1999**

Prepared by the Philosophy Academy of NASPE

### **The Use of Trampolines and Mini-Tramps in Physical Education, 2003**

Prepared by the Middle and Secondary School Physical Education Council of NASPE

### **Rights and Responsibilities of Interscholastic Athletes**

Prepared by the Coaches Council of NASPE

### **Professional Conferences:**

120<sup>th</sup> Annual Convention of the American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD), will be held on April 12-16, 2005, Chicago, IL. For more information, see [www.aahperd.org](http://www.aahperd.org) or call 1-800-213-7193.

### **NASPE Professional Services include:**

- **PIPELine** (Program Improvement for Physical Education) Workshops are complete one-day workshops developed and presented by specialists in curriculum development K-12, instructional strategies, and student assessment in physical education.
- **Physical Best** workshops where teachers learn about this comprehensive health-related fitness education program and the FITNESSGRAM assessment, and how to incorporate them in their K-12 physical education curriculums.
- **Sport For All** workshops to train program leaders on this “turn key” sport-related skills activity program suitable for before- and after-school care, recreation centers, day care, and summer camps.

- **ProLink**, where NASPE can connect you with just the right type of expert you need for workshop presentations, review of physical education programs, or writing curriculum.
- **Teachers of the Year**, nationally recognized professionals, are available for workshops.

Call **NASPE at 1-800-213-7193, ext. 410** or visit our website at [www.naspeinfo.org](http://www.naspeinfo.org) for more information.

Those are just a few of the exciting new programs and resource materials NASPE has to offer your physical education staff. By encouraging your teachers to access all of NASPE's resources, you will be contributing to your students' overall health and well-being. Membership is only \$125 for individuals. NASPE members benefit from publication discounts. Urge your physical educators to enhance their professionalism!

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