



MAJOR CONTEXTUAL FACTOR	SUBFACTORS	POSSIBLE IMPACT ON PHYSICAL EDUCATION PROGRAM
School location	1. Urban, rural, suburban 2. School district 3. Regional climate	1. Class size Outdoor facilities School security Travel to off-campus activities 2. Policies Personnel hiring 3. Weather for outdoor activity Local natural resources for activity (lakes, mountains, parks)
Student demographics	1. Size of school 2. Student SES profile 3. Cultural diversity 4. Community values 5. Academic ability 6. Absentee rate 7. Transitory student rate 8. Students who are non-English-speaking 9. Physical ability/disability	1. Class size Scheduling options 2. Ability to afford PE uniforms Ability to take optional for-charge activities 3. Student experience and preference for movement forms Preference for traditional or alternative movement forms 4. Students' range of experience with movement forms 5. Ability to comprehend instructional information Ability to read task cards, keep score, or work independently 6. High rates require more teacher reviews High rates can lead to starts/stops in student learning 7. High rates can lead to loss of continuity High rates lead to constantly teaching class rules to new students 8. Teacher inability to communicate Student inability to communicate Student waiting/isolation until teacher can "catch them up" Excessively slow class progress due to needs of English learners 9. Need for modified equipment Need for teacher's aides Teacher inability to instruct all students

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Administration	<ol style="list-style-type: none"> 1. District level 2. School level 	<ol style="list-style-type: none"> 1. Program policies for all subjects <ul style="list-style-type: none"> Program policies for PE General budget allocations Hiring of new staff Approval for major renovations/repairs Curriculum guidelines 2. Departmental budget allocations <ul style="list-style-type: none"> Hiring of new staff Evaluation of teachers Support for PE policies Scheduling Permission for off-campus classes Space allocations Approval of equipment requests Familiarity with PE program goals and content
Physical education staff	<ol style="list-style-type: none"> 1. Number of teachers and support personnel 2. Gender, racial, ethnic composition 3. Age 4. PE teaching experience 5. Content expertise 	<ol style="list-style-type: none"> 1. Teacher/aide: student ratio <ul style="list-style-type: none"> Number of concurrent classes offered Ability to team teach 2. Ability to provide role models for students <ul style="list-style-type: none"> Ability to relate to diverse student population 3. Ability to relate to younger generations 4. Need for mentoring (new) <ul style="list-style-type: none"> Ability to provide mentoring (veteran) Ability to assimilate new content and ideas 5. Determines what can and cannot be taught <ul style="list-style-type: none"> Determines match/mismatch with students' preferences and needs
Instructional resources	<ol style="list-style-type: none"> 1. Teaching spaces 2. Equipment 3. Time and scheduling 	<ol style="list-style-type: none"> 1. Class size <ul style="list-style-type: none"> Number of classes sharing space Available teaching stations 2. Student safety <ul style="list-style-type: none"> Student participation rate Ability to vary task difficulty 3. Instructional minutes for each lesson <ul style="list-style-type: none"> Frequency of PE lessons