### Major contextual factors for physical education programs.

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

(continued)
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| Administration          | 1. District level | 1. Program policies for all subjects  
Program policies for PE  
General budget allocations  
Hiring of new staff  
Approval for major renovations/repairs  
Curriculum guidelines |
|                         | 2. School level | 2. Departmental budget allocations  
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| 1. Number of teachers and support personnel | 1. Teacher/aide: student ratio  
Number of concurrent classes offered  
Ability to team teach |
|                         | 2. Gender, racial, ethnic composition | 2. Ability to provide role models for students  
Ability to relate to diverse student population |
|                         | 3. Age | 3. Ability to relate to younger generations |
|                         | 4. PE teaching experience | 4. Need for mentoring (new)  
Ability to provide mentoring (veteran)  
Ability to assimilate new content and ideas |
|                         | 5. Content expertise | 5. Determines what can and cannot be taught  
Determines match/mismatch with students’ preferences and needs |
| Instructional resources | 1. Teaching spaces | 1. Class size  
Number of classes sharing space  
Available teaching stations |
|                         | 2. Equipment | 2. Student safety  
Student participation rate  
Ability to vary task difficulty |
|                         | 3. Time and scheduling | 3. Instructional minutes for each lesson  
Frequency of PE lessons |

From Instructional Models for Physical Education, 3e (Exhibit 3.3, p. 49–50), by Michael W. Metzler. 
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