Physical Education

Dolly Lambdin Ed.D.
Clinical Professor
The University of Texas at Austin

Institute of Medicine Workshop
September 20, 2012
WARNING: THE SURGEON GENERAL HAS DETERMINED A SEDENTARY LIFESTYLE IS HAZARDOUS TO YOUR HEALTH.
The Big Questions

- Schools address obesity—obvious place
- How can we get people on board?
  - Believing PE should be in the core
  - Believing there should be accountability?
- How will physical education get status in the schools?
Assumption #1

It is the job of the schools to create physically educated citizens.

All children should learn to read. All children should learn to take care of their bodies.
IF YOU DON'T
TAKE CARE OF YOUR BODY,
WHERE WILL YOU LIVE?
Definition of a Physically Educated Person

A physically educated person

• HAS learned skills to enjoy and have access to a variety of PA

• KNOWS the benefits from involvement in physical activities

• DOES participate regularly in physical activity

• ACHIEVES and maintains a health enhancing level of fitness

• VALUES physical activity and its contribution to a healthful lifestyle
What were your dreams when you were a kid?
INVEST IN CHILDREN'S LIFELONG HEALTH
DEMAND QUALITY,DAILY PHYSICAL EDUCATION!
Assumption #2

Great physical education programs exist!

THERE ARE TEACHERS DOING AN AMAZING JOB OFTEN WITH VERY LITTLE SUPPORT.

We need to provide them reasonable expectations and decent working conditions

People need to know about GREAT PROGRAMS so they can and will demand them for all children.
Assumption #3

Elementary and Secondary PE programs have different needs, issues and barriers and should addressed separately.

Balance Elementary/Secondary school funding is an issue

**Elementary**
- All about academic priorities
- Break time for teachers
- One school one space
- Time, class size
- Ridiculous student/teacher ratio
- Principal Accountability

**High schools**
- All about priorities, accountability and equity within PE/Athletics
- Hiring practices
- Issues of power & privilege
- Principal Accountability
Agenda

• What’s happening

• Challenges & barriers

• Where could we go
What’s happening

Physical Education
Trends and Progress in Programs & Standards
**Trends in PE in the schools**
What has influenced the trends?

**Positive trends**

<table>
<thead>
<tr>
<th>Influenced by</th>
<th>Coordinated School Health</th>
<th>Adding PA throughout the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• coordinated messaging, signage</td>
<td>Comprehensive School PA Program</td>
</tr>
<tr>
<td></td>
<td>• whole school support,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• improved food service</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role for PE Teachers as directors of PA in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>school (DPA)</td>
</tr>
</tbody>
</table>

- Obesity epidemic
- Impact research
- Legislation-TX

- Identification of benefits of/needs for PA
- Hard work

- Identification of benefits of/needs for PA
- Hard work
Comprehensive (Coordinated) School Health

- Health Education
  - **Senate Bill 19
- Physical Education
  - **Senate Bill 19
- Health Services
- Nutrition Services
  - **Senate Bill 19
- Counseling, Psychological & Social Services
- Healthy School Environment
- Health Promotion for Staff
- Family & Community Involvement
  - **Senate Bill 19
Intervention programs

Two largest

- SPARK
- CATCH

Provide curricula coordinated messaging, teach use of “best practices”, and measure accountability—e.g. SOFIT

Many PE teachers are the Coordinated School Health Coordinator-cheerleader, organizer

Michael & Susan Dell Foundation-600 MS
## Trends in PE in the schools

**What has influenced the trends?**

<table>
<thead>
<tr>
<th>Positive trends</th>
<th>Influenced by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety of activities</td>
<td>PEP grants</td>
</tr>
<tr>
<td>Technology—</td>
<td>Grants</td>
</tr>
<tr>
<td>• heart rate monitors, pedometers</td>
<td>Changing world</td>
</tr>
<tr>
<td>• clickers, hand helds</td>
<td>PEP grants</td>
</tr>
<tr>
<td>• projection—visual images</td>
<td></td>
</tr>
<tr>
<td>• iPad—perform, film, observe</td>
<td></td>
</tr>
<tr>
<td>• active gaming</td>
<td></td>
</tr>
</tbody>
</table>
PHYSICAL EDUCATION: GUIDING YOUTH IN THE PROCESS OF BECOMING PHYSICALLY ACTIVE FOR A LIFETIME
Empower youth with the skills, knowledge, habits, and desire to be physically active and make healthy choices now AND for the rest of their lives.

Physical Education
Quality Physical Education

- Opportunities to learn
- Appropriate content
- Appropriate teaching practices
- Assessment, Evaluation, Accountability
Opportunity to Learn

- Qualified teachers
- Time
- Class size
- Facilities & Equipment
- Support
National Standards for Physical Education (Appropriate Content)

A physically educated person:

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

**Standard 3:** Participates regularly in physical activity

**Standard 4:** Achieves and maintains a health enhancing level of physical fitness

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction
Appropriate Teaching Practices

**Is**
- Positive grouping systems
- Sequential curriculum
- Fitness assessment with instruction and goal setting

**Isn’t**
- Picking teams
- Playing unrelated games
- Fitness Testing without conditioning or explaining why
QUALITY PHYSICAL EDUCATION DOES NOT USE EXERCISE AS PUNISHMENT!
Assessment, Evaluation, Accountability

- Fitness assessment-Fitnessgram
- Proficiency assessments--PE Metrics
- Heart rate/Pedometer tracking
- Presidents Active Lifestyle Award PALA

NEED SYSTEMATIC DATA USED FOR PROGRAM PLANNING & EVALUATION
Existing surveillance systems for PE?

NASPE Shape of the Nation
Every 5 years- last 2010
State mandates, standards,
Teacher cert. Student assess.

CDC School Health Policies and Practices Study (SHPPS) Every 6 years-next 2012
Very specific state, district, school, classroom level-very specific
Do the systems monitor state/school district policies plus school level practices?

Survey—SHHPS—self report

Discrepancies between state and district policies and school-level practices?

?? Everywhere
Illinois  Daily Physical Education K-12
Texas      135 minutes week PA
Who will stand up and demand?
## Physical Education and Activity

<table>
<thead>
<tr>
<th>2.1</th>
<th>Has a state PE coordinator</th>
<th>○</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Requires each district to have a PE coordinator</td>
<td>○</td>
</tr>
<tr>
<td></td>
<td>Requires each school to have a PE coordinator</td>
<td>○</td>
</tr>
<tr>
<td>2.2</td>
<td>Requires or encourages districts or schools to follow national or state PE standards or guidelines</td>
<td>●</td>
</tr>
<tr>
<td>2.3.1, 2.3.2, and 2.3.3</td>
<td>Has PE standards or guidelines based on the <em>National Standards for Physical Education</em></td>
<td>●</td>
</tr>
</tbody>
</table>

### Addresses the following topics in goals and objectives:

<table>
<thead>
<tr>
<th></th>
<th>Elementary Schools</th>
<th>Middle Schools</th>
<th>High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement and maintenance of health-enhancing level of physical fitness</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Competence in motor skills and movement patterns to perform variety of physical activities</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Regular participation in physical activity</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Responsible personal and social behavior that respects self and others in physical activity settings</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>
### Shape of the Nation 2010

<table>
<thead>
<tr>
<th>Requirement</th>
<th>AL</th>
<th>AK</th>
<th>AZ</th>
<th>AR</th>
<th>CA</th>
<th>CO</th>
<th>CT</th>
</tr>
</thead>
<tbody>
<tr>
<td>State mandates elementary school physical education</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State mandates middle school/junior high school physical education</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>State mandates high school physical education</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>State permits schools or school districts to allow students to substitute other activities for the required physical education credit</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State grants exemptions/waivers regarding physical education time or credit</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>State has its own standards for physical education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Other related assessment materials

State
South Carolina
Comprehensive PE program
assessments - funding cut

State
Texas Education Agency
School Survey

Local assessments
• Austin ISD
• PE Manager
• Virtual PE Administrator

Related:
NHANES National Health And Nutrition Evaluation Survey
YRBI Youth Risk Behavior Inventory
School Health Index
Challenges & Barriers
The problem is

These great programs are the minority rather than the majority.

We must nurture them

And expand them to reach all children.
Important Issues

Accountability—public health professionals work with physical education to develop meaningful measures/protocols

Teachers

Principals

Superintendents

(Reading Program)
Describe the status of PE in schools

Occasionally high—pillar of school
e.g. Namaste, Naperville, UTES

Improving as health crisis is more obvious

Mostly low—
behind all NCLB accountability
Do teachers and administrator view physical education as a concern or asset?

- Most don’t think about it.
- Too busy dealing with NCLB
- Many confuse with athletics
  (ask about PE—talk about athletics)
What influences the status of physical education in the schools

- Whether accountability system in place
- Media images
- Quality of teaching
- Education of administrators, parents
  - value for academics
  - value for health
- Memories of personal experience

Valued by teachers as planning period
2000-2005-2010

No significant changes in support for physical education

- Requirements 1 unit HS
- Class size 30-38
- Waiver policy (2005 half allowed)
- Requirements for fitness assessment
Trends in PE in the schools
What has influenced the trends?

Negative trends
- Larger classes
- Less frequent

Influenced by
- NCLB accountability
- Poor economy
- Lack of administrator education
- Lack of models data images
What do ideal programs look like?

- All students joyfully engaged/committed
- Obvious focus of school
- Signage—banners
- Powerful coordinated messaging—
  - gym, classroom, hallways, cafeteria, home
- Quality Physical Education (meet standards)
- Coordinated multiple interventions/programs

Great Oaks Elementary
University of Texas Elementary School
Northside San Antonio
What are the supports for increasing PE (and PA in PE) in the school?

• Research on impact of PA on cognition and academic achievement
• Research on PA & health
• Obesity/inactivity crisis

Secondary schools—push for equity for students not in athletics
What are the barriers to implementing PE (and PA in PE) in schools?

**Elementary**
- Not part of core-not part of what held accountable for-Fear
- TIME, space, (funding)
- Making change
- Lack of Principal accountability

**Secondary**
- Issues of power & privilege-athletics
- Control of facilities
- Accountability
- Lack of professional dev.

PA in PE---Class size, facilities, frequency of classes
Are these barriers the same or different across schools? Districts in your area?

Remarkably the same

Varies by SES-PTA buys extra PE
Build in high SES-demand in low

Easier in smaller settings-cost less
Who might oppose enacting a good, enforceable policy that supports PE (and PA in PE)?

**Elementary**
- Principals & Classroom teachers (Academic time---NCLB accountability risks)
- Fine arts—if lose time

**Secondary**
- Wherever take time
  - Electives teachers
  - Students—lose electives
  - Coaches—lose athletic periods
  - Parents-extra GPA credits
**Do these supports or barriers affect PE to a greater or lesser extent than other PA areas?**

Barriers affect PA areas vs PE

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
<th>Personnel costs</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recess</td>
<td>Same</td>
<td>Lesser</td>
<td>Same/Lesser</td>
</tr>
<tr>
<td>ClassPA</td>
<td>Lesser</td>
<td>Lesser</td>
<td>Less activity</td>
</tr>
<tr>
<td>Extra/intra</td>
<td>Lesser</td>
<td>Lesser</td>
<td>Not all students</td>
</tr>
<tr>
<td>Act Trans</td>
<td>Lesser</td>
<td>Lesser</td>
<td>Not all students</td>
</tr>
</tbody>
</table>
Impact of Classroom Teacher vs Certified PE teacher—Elementary Issue

- **Focus**—accountable for academics, overwhelmed already
- **Knowledge**—little preparation
- **Comfort**—dress, personal skills—comfort with movement
- **Desire**—I’d rather chew on tinfoil
- **Commitment**—less time spent, cancelled more frequently, less modeling
Barriers to policy

• Immediate budget mindset— not investment/prevention mindset

• Foil—family is responsible for health

• Images of what great PE looks like
Charter schools supports and barriers,

Extra Supports
Partners--Encourage innovation—create models—
Parents—yes only ones who chose school
Smaller and special so raising funding may be easier

Same Barriers
Same NCLB requirements
Same funding

Question: How to bring innovations to scale?

Accountability issues—some great charter schools, but
Where we could go
Underused resources/opportunities/assets in the school/community
What are the low hanging fruits?

• **Student leadership**
  On School Health/Community Advisory Committees
  In classes

• Media experts
  Student led PA program
IT’S TIME for a healthier future
Most immediate needs for improving physical education? highest priority?

- In cooperation with Public Health develop appropriate accountability measures for physical education programs
- Add PE to core curriculum NCLB
- Educate principals about value of/need for PA
- Provide time/stipend for being coordinator--school health champion CSH, CSPAP
- Prepare for roles-PE teacher appropriate professional inservice, pre-service teacher preparation
Ideal Policies

• Address PE
• Add PE to accountability systems—NCLB, Blue ribbon schools
• Support accountability, but allow for different approaches Not NCLB -School Health Index
• Provide Opportunity to Learn --TIME, class size, space
• Accountability
My Dreams

Need to create demand "Why is that not in my school!"

If longer school day-by adding physical education & PA

PE Teachers as data driven health champions—provided
time to create interventions and coordinate PA & CSH

Separate PA director over PE & Athletics in HS