

Physical Education Research for Kids (PERK)



Executive Summary

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California Task Force on Youth
and Workplace Wellness,
A project of the Public Health Institute

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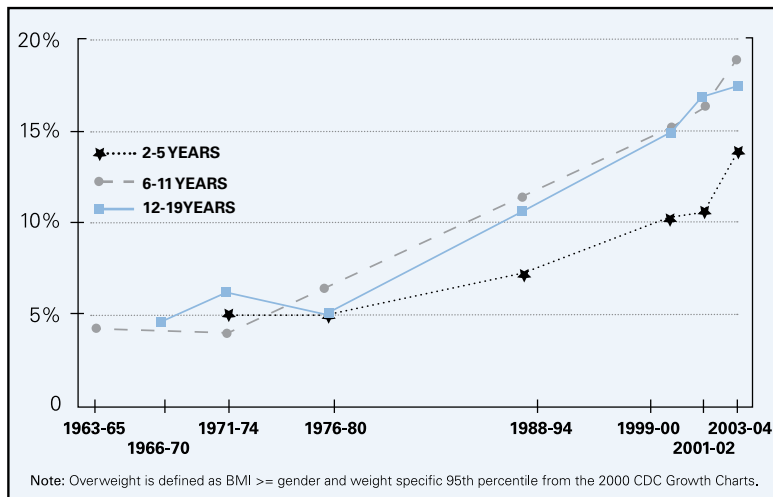
EXECUTIVE SUMMARY

Unless otherwise noted, the information in this executive summary is adapted from the report, *Physical Education Research for Kids (PERK)*, the full text of which, including references, is available at www.WellnessTaskForce.org. The California Task Force on Youth and Workplace Wellness (Wellness Task Force) does not advocate on behalf of policy. The recommendations herein were formed through an advisory team developed and hosted by University of California Berkeley, Dr. Robert C. and Veronica Atkins Center for Weight and Health. We share those recommendations here as an educational resource.

BACKGROUND

As a nation, we consume foods that provide hefty numbers of calories with little nutritional value, and we are largely sedentary—both of which have contributed greatly to the nation’s obesity epidemic. In the past 23 years, obesity rates among adults have increased by 15%, among teens by nearly that much, and even

Figure 1. Trends in Child and Adolescent Overweight



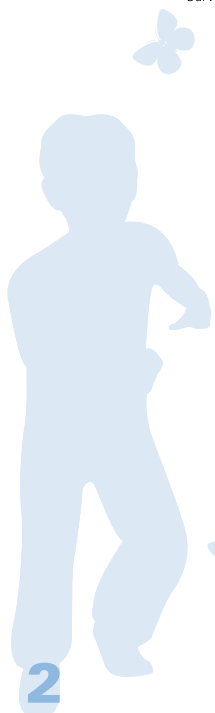
Source: National Health Examination Surveys II (ages 6-11) and III (ages 12-17), National Health and Nutrition Examination Surveys I, II, III and 1999-2004, NCHS, CDC.

among children younger than 5 by nearly 10% (Center for Disease Control) (See Figure 1). Many factors have contributed to this expansion, but certainly our declining support for physical education classes has played an important role.

In California, despite the fact that California Education Codes 51210 and 51222 clearly articulate the minute requirements for physical education in grades K-12, among teachers responding to a survey for this study, a full 72.7% of elementary school teachers and 22.6% of secondary school teachers indicated students were *not* meeting this requirement (see Figure 2).

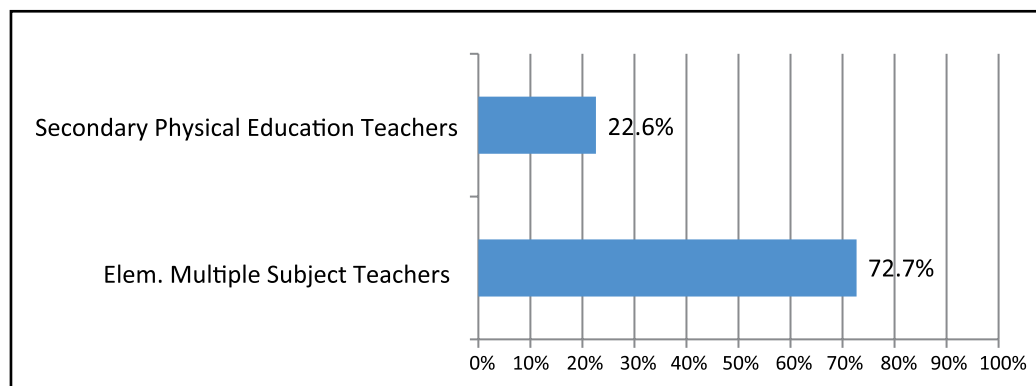
It is well established that adequate physical activity is not only essential for a child’s health, but it is also critical for the child’s ability to learn. Compared to less active children, physically active children perform better academically, have better classroom behavior and attendance, have better psychological well-being, make fewer risky choices, and are at decreased risk for a host of chronic conditions, including diabetes and obesity.

The provision of quality physical education during the school day is an effective and feasible means of increasing physical activity levels among children. Physical education courses in K-12 schools provide additional benefits, such as conflict resolution, goal setting, improved self-esteem, and team building, that can contribute to a child’s overall well-being and academic performance. Given the strong link between physical fitness, a child’s emotional and physical health, and the ability to learn, it is imperative that schools support a robust physical education program and provide opportunities for physical activity throughout the school day.



In California, children’s levels of physical activity are often well below national guidelines, with disproportionately low levels among under-resourced children and children of color. This document provides a summary of the significant findings from a literature review, data from both a survey and focus group process, and the resulting policy recommendations.

Figure 2. Percent of Teachers Reporting Students Not Meeting PE Minute Requirement



Source: Wellness Task Force survey, 2010.

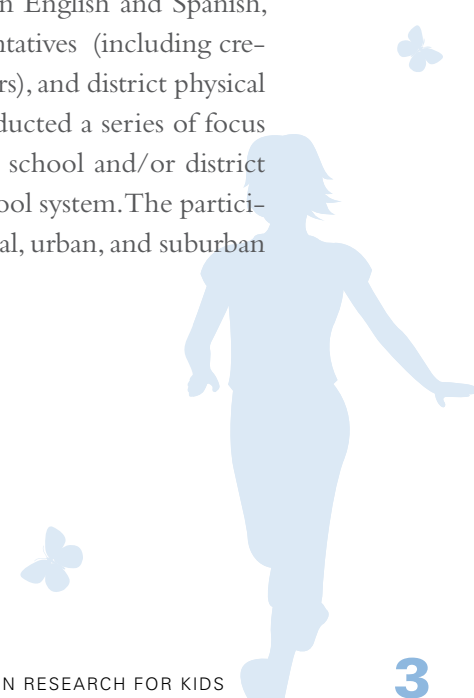
PURPOSE OF THE STUDY

The purpose of the study was two-fold: to provide a clear picture of the state of physical education in California’s K-12 schools through the lens of a physical educator, and to develop a set of policy recommendations that would support the successful implementation of physical education throughout California.

STUDY DESIGN

In January 2009, the California Task Force on Youth and Workplace Wellness (Wellness Task Force) contracted with the Center for Weight and Health, UC Berkeley (CWH) to conduct an extensive literature review focused on physical education and physical activity during the school day in California’s K-12 schools. The State Library’s California Research Bureau conducted an initial search of the literature; supplemental searches were administered by CWH, which then drafted a report based on the findings.

To complement the literature findings, Heather Diaz, DrPH with Sacramento State University, developed and administered a set of surveys throughout California. Surveys were available in English and Spanish, by hardcopy and electronically. Six hundred and ninety physical education representatives (including credentialed physical education teachers, multiple subject teachers (elementary teachers), and district physical education coordinators) completed the survey. In addition, the research team conducted a series of focus groups and key informant interviews with a total of 79 elementary teachers and school and/or district administrators responsible in some way for physical education within the K-12 school system. The participants represented a diverse cross section of communities across California from rural, urban, and suburban communities and from small, medium, and large school districts.



Respondents to the survey came from 71% of California’s counties. In 39% of the school districts responding to the survey, more than half of their students participate in the free and reduced-cost lunch program.

The completed studies formed the basis for policy recommendations initially developed by staff at the Center for Weight and Health. The Center for Weight and Health then convened a panel of state and national experts, which included academics from relevant disciplines, physical education practitioners, policy experts and advocates, and representatives from public health and education, to discuss the policy recommendations before they were finalized.

KEY FINDINGS

LITERATURE REVIEW

The Value of Physical Education

The extensive literature review revealed that physical educators believe their work supports those teaching in the academic classroom and should be valued as an equal contributor to a child’s health and education. The first question addressed by the review was: *Why should the State, administrators, and parents care about physical education classes?* The overarching conclusion from the research provided a few key answers:

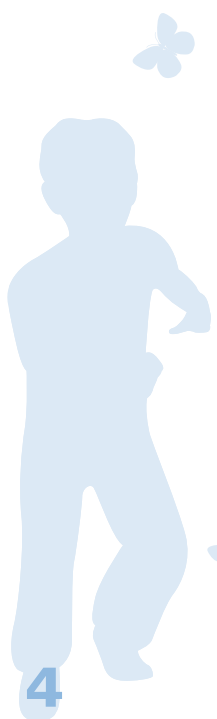
- 1) Physically fit children perform better on academic tests;
- 2) Physical activity can improve classroom behavior and attendance; and
- 3) Physically active students are healthier overall: they have fewer risky behaviors, improved mental well-being, and a decreased risk for chronic diseases.

Challenges with Current Programming

According to data from the California Health Interview Survey, only 30% of children and 15% of teens get the recommended 60 minutes of physical activity every day (UCLA Center for Health Policy Research, 2008). This deficiency appears to be a result of numerous factors, including inadequate monitoring of physical education programs, lack of consistency across programs, and disparities among schools. Researchers have estimated that increasing physical education instruction in kindergarten and first grade by just one hour per week could reduce the number of overweight 5- and 6-year-old girls by as much as 10% nationally (Datur and Sturm, 2004), thereby decreasing their risk of being overweight as adults.

Although research indicates that many types of physical activity can contribute to improved health, structured physical activity such as that provided in physical education classes is more consistently associated with better school grades than is unstructured activity (Fredericks and Eccles, 2006; Mahoney et al., 2005; Mahoney and Stattin, 2000). The No Child Left Behind Act failed to address a key educational component: the connection between physical activity through physical education classes and the overall health and academic performance of the child. This omission appears to have been the catalyst for much of the tension in K-12 schools regarding physical education.

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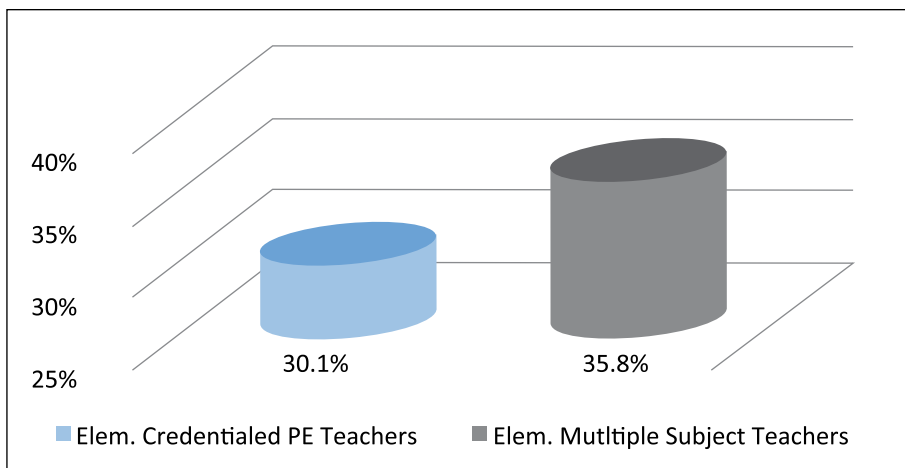
SURVEY, FOCUS GROUP & KEY INFORMANT INTERVIEWS

We conducted surveys, focus groups, and key informant interviews in an effort to provide a “voice” for K-12 physical educators, including those required to teach physical education without a physical education credential. Among this passionate, expressive group of individuals vying for a place in California’s school system we discovered some interesting perspectives.

Lack of Ongoing Training

Though secondary school physical educators hold physical education credentials, a vast majority, along with their elementary school counterparts, do not receive ongoing training or support for their subject matter. Among the reasons participants saw for this deficiency was a lack of administrative support (school, district and state) for a large number of issues within the K-12 physical education system, including ongoing training for teachers. In fact, 30.1% of elementary level physical education teachers and 35.8% of elementary multiple subject teachers responsible for teaching physical education responded that they have received “zero” ongoing training. Perhaps some of this shortcoming stems from a lack of representation at the State level.

Figure 3. Percent of Elementary Teachers Reporting a Lack of Ongoing Training



Source: Wellness Task Force survey, 2010.

Department of Education Support Lacking

Participants clearly indicated their desire to have a full-time position within the California Department of Education devoted exclusively to physical education. Literally thousands of teachers across the state who “teach” physical education do not have a representative at the state level to advocate for them. To our respondents, this lack of attention to their subject matter devalues their importance and is a surprising shortcoming in light of credible evidence demonstrating a direct correlation between the amount of physical education a student receives, increased academic scores, and decreased behavior concerns (Tomprowski et al., 2008; Trudeau and Shephard, 2008). Study participants noted that a successful program starts from the top and includes local support.

Test Scores and Academic Grades Dominate

Physical education teachers expressed frustration with the fact that the Academic Performance Index (API) does not include physical education grades. They feel that until administrators clearly see the connection between whole-child learning and physical education, their physical education classes simply will not be a priority. One participant recalled an administrator's comment: "Sorry, but you've got to realize that until you're a part of API you [PE teachers] are not going to matter." This kind of remark by an administrator reveals the dominance of the focus on No Child Left Behind, SAT 9 testing, and other academic tests, which all exclude the value and assessment of physical education.

"Sorry, but you've got to realize that until you're a part of API you [PE teachers] are not going to matter."

Some teachers have fought back against the system, providing physical education regardless of academic demands. One school district superintendent noted changes in academic performance over time and correlated them to physical education: "[Teachers] said, 'I don't care what my principal says,' and took their students out for PE every single day and they showed a 40% improvement on [their] academic scores."

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Funding Decisions Not Shared

A prime example to physical education teachers of the lack of administrative support is the fact that a majority of physical educators did not know of specific monies received for physical education (e.g., PE-TIP, PEP, block grants) nor how those funds were spent. Overall, 53.9% of those participating in the study reported they were unaware if their district had received *any* grant funds. Of those who were aware of funding, more than 40% were not included in the decision-making process to allocate the funds and did not know how they were spent.

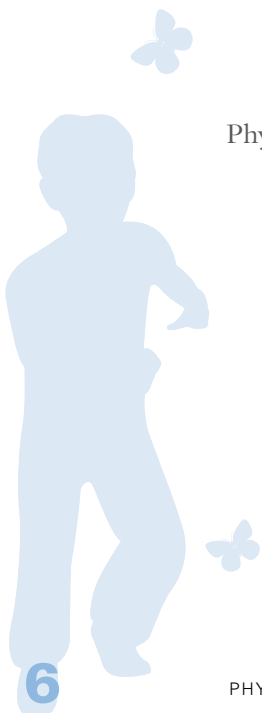
Barriers to Successful Physical Education Programs

Overall, the majority of survey respondents ranked the top barriers to meeting the physical education requirements at the elementary level as follows:

1. Physical education not an academic priority in the district;
2. Lack of credentialed PE teachers in the district; and
3. Lack of PE training for elementary school teachers.

Physical educators ranked the top three barriers at the secondary level as follows:

1. Lack of administrator support and oversight;
2. Miscellaneous barriers, including facility, space, equipment, training; and
3. Competition for time devoted to physical education due to academic testing.



POLICY RECOMMENDATIONS

The Center for Weight and Health at UC Berkeley developed the following set of policy recommendations based on the research findings.

The resulting recommendations are based on the principle that there should be parity between physical education and other subjects taught at school, such that physical education is part of all the processes that apply to other subjects and has access to a proportionate share of available resources. In general, the recommendations do not suggest adding new processes just for physical education, but rather that the processes recommended for physical education should reasonably be applied to other subjects if they are not already in place.

The recommendations are limited to physical education and physical activity during the school day, and therefore do not address strategies such as walk-to-school or after-school programs. They are also limited to actions that are under the authority or influence of state government agencies and/or elected officials.

The sections I, II, and III are listed in priority order, with physical education given the highest priority. Within each subsection, the recommendations are either listed in order of priority or so as to provide a logical flow or sequence of actions. Priorities were based on balancing the potential for impact and feasibility.

Although it is unlikely that all of the recommendations will be put in place in the near term, the implementation of these recommendations in their entirety is a reasonable long-term goal. Simple accountability measures and incentives, required teacher training, approved curricula, transparency, and adequate staffing at the state level: these should be basic elements of any quality public education program, regardless of topic. Acknowledging the enormity of this task, however, the following recommendations are designed to provide a menu of options for policy makers. Some recommendations only make sense and/or would be most effective in combination with others, however many could be implemented individually and still have an impact.

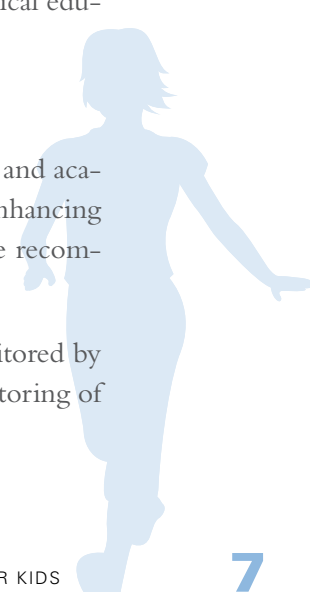
I. IMPROVE CONTENT AND EVALUATION OF SCHOOL PHYSICAL EDUCATION PROGRAMS

There was clear consensus in the literature, among the expert panel, and among the survey/focus group respondents that, given competing priorities, the low value placed on physical education compared to other academic subjects at federal, state, and local levels is the number one barrier to quality physical education.

A. Monitoring and Accountability

Competing academic priorities have forced some schools to choose between physical education and academic class time. By holding schools accountable for offering quality physical education and enhancing the priority placed on physical education, this first set of recommendations will facilitate all the recommendations that follow.

1. Expand the current measures of physical education quality and quantity which are monitored by the State to include the following (while maintaining, expanding, or improving the monitoring of existing measures such as student fitness testing and minute requirements):



- i. Student learning/achievement of the Physical Education Model Content Standards
 - ii. Percent of class time spent in moderate to vigorous physical activity (MVPA)
2. Require the inclusion of all physical education assessment measures into existing accountability mechanisms, reporting, and award programs, including, but not limited to:
 - i. Categorical Program Monitoring
 - ii. School Accountability Report Card
 - iii. Stull Evaluation
 3. Require that student achievement of the Physical Education Model Content standards (not fitness testing results) be reported annually as part of the STAR assessment program and be included in the Academic Performance Index (API).
 4. Establish and enforce consequences for school non-compliance with physical education requirements.
 5. Provide incentives / rewards for compliance with physical education requirements and/or outstanding achievement.
 6. Hold the State accountable for monitoring and reporting the physical education measures: strengthen and enforce requirements that districts conduct the assessments and report to CDE, and that CDE subsequently compile the results for distribution to the State Superintendent and Legislature.
 7. Include physical education teachers in the group of teachers that must meet the requirements to be “highly qualified” as outlined in No Child Left Behind.
 8. Include physical education as a university entrance requirement and physical education grades in GPA measures.
 - i. After establishing a standardized, rational grading system for physical education at the high school level.

B. Quality of Physical Education

The quality of physical education in California is highly variable. Although content standards exist, they are not required or enforced. Physical education class is the only time during the school day when all students can be physically active, yet many classes do not provide students an adequate opportunity to be physically active.

1. Require and enforce (in accordance with Healthy People 2010) that students spend a minimum of 50% of physical education class time engaged in moderate to vigorous physical activity.
2. Require that schools provide physical education in accordance with the model content standards.

C. Physical Education for *All* Students

Due to the numerous exemptions that exist, not all students take advantage of the many benefits that physical education provides. Even those students who are exempted from physical education due to par-



ticipation in sports or other physical activities may miss out on the other learning that occurs during physical education classes. However, the exemption that affects by far the largest number of students is that which makes it possible for most students to opt out of physical education classes for the last two years of high school. Although it is was not the intent of the regulations to make this exemption the standard it has been interpreted as such by most districts.

1. Reword, clarify, and/or enforce existing state regulations such that students cannot routinely opt out of physical education during any of their high school years.

D. Professional Development and Credentialing

Currently the preparation in college physical education courses for multiple-subject credentialed teachers is inadequate and the preparation of those who hold single-subject credentials in physical education may need to be updated to reflect an evolving field, including an increased emphasis on the contributions to student health. Minimum requirements for pre-service, in-service, and continuing education for all teachers with credentials that permit them to teach physical education will help ensure consistency and quality in the instruction that is provided and will help elevate physical education to equal status with other subjects. Given the critical role that school administrators play in terms of supporting physical education at the local level it is also essential that they receive professional development regarding the value of physical education.

1. Require physical education subject matter competency for teachers who hold a multiple subject credential.
2. Revise the *pre-service requirements* for the preparation of teachers who will hold either multiple-subject or single-subject physical education credentials such that all teachers obtain physical education subject matter competency consistent with the model content standards, state approved curricula, regulatory requirements and quality measures, and teaching competencies that enable them to teach physical education effectively.
3. Establish professional development requirements related to physical education that teachers are required to meet to renew their credential.
4. Require a minimum amount of time and content be dedicated to physical education at in-service training for both teachers that hold multiple-subject credentials and those who hold single-subject credentials in physical education. Establish approved providers of the training.
5. Require the Beginning Teachers Support and Assessment Program (BTSA) to include specific support and *mentoring* in physical education for all teachers who hold a credential that permits them to teach physical education.
6. Establish physical education-related requirements for pre-service coursework and field work for school administrators to earn their administrative credential.

E. Physical Education Curricula

Currently there are no state approved instructional materials for physical education. State approved instructional materials would help ensure consistent quality of instruction and parity with other subjects.

1. Require that the California State Board of Education adopt instructional materials for physical education that should:
 - i. Involve an interdisciplinary committee including scholars, physical education instructors, school administrators, and representative of the California Department of Public Health among others.
 - ii. Provide more options (or approve a list of options) or “prepackaged” instructional materials at the elementary curricula level. Secondary teachers’ materials could be more in the form of guidelines and resources (or both options could be offered).
 - iii. Address life-long skills; social skills; character development; behavior change skills such as goal-setting; health, nutrition, and fitness as well as activity and motor skills; ensure students are sufficiently active (MVPA) during class; provide opportunities for students of all skill and fitness levels; be standards-based; be developmentally appropriate for all age groups and genders; be sequential; and include tools for monitoring and assessing course program quality and participation.
2. Increase the state allocation of funds for physical education instructional materials, including equipment and supplies needed to implement physical education curricula.

F. Disparities and Funding

Limited funding forces school districts to make tough decisions. Program improvement schools report feeling pressured to make cuts or even eliminate physical education. Funds intended for physical education get diverted to other priority needs. Parents, faculty, and other stakeholders can not take action because they are uninformed. The state could help by 1) sending a clear message to schools that program improvement schools are still required to adhere to physical education requirements, and that this will benefit the students at those schools in terms of health and academic performance; 2) carefully monitoring and reporting on the use of the physical education funding they provide; and 3) requiring school districts to keep faculty, parents, and the community informed.

1. Inform and support program improvement schools so that they are able to continue to comply with physical education requirements; include physical education in existing program improvement documenting and monitoring processes.
2. Require that state funding intended for physical education/physical activity-related purposes include language, monitoring, and reporting mechanisms to ensure that the funds are used only for the intended purpose.
3. Require school boards to provide the school faculty and general public with an annual cost analysis of each instructional program by discipline.

G. Staffing

Most of the recommendations in this document will require California Department of Education (CDE) staff time. Although some limited staffing guidelines exist, and there are staff who have responsibilities in the area of physical education, the consensus is that current staffing levels are inadequate. At the district and county office of education level, staff is needed to perform the leadership and administrative functions necessary to develop, maintain, and monitor a high quality physical education program.



1. Determine and then require the number and qualifications for CDE staff necessary to oversee compliance with state physical education laws, fulfill their obligations as described in the education code, and provide meaningful technical assistance.
2. Require school districts (and/or county offices of education) to designate qualified leadership (such as district physical education coordinators) to physical education programs and provide the time necessary to conduct leadership activities such as teacher training, applying for grants, and developing and monitoring programs.

II. INTEGRATE PHYSICAL ACTIVITY INTO THE FULL SCHOOL PROGRAM

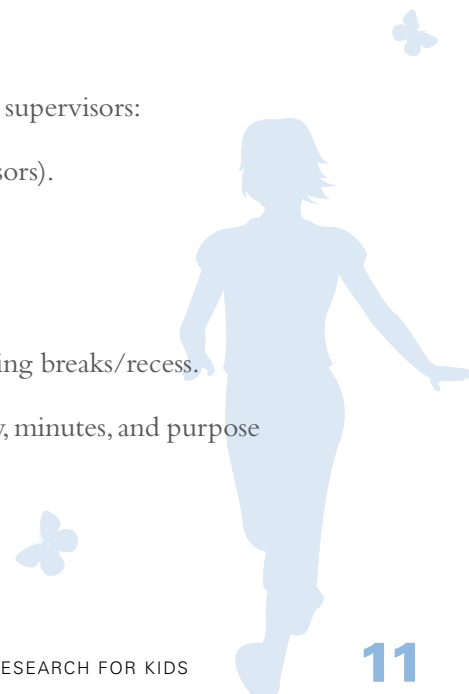
Improvements to playground design, active recess, and classroom physical activity have all been shown to be effective means of increasing physical activity among students. These strategies are a relatively easy and cost-effective means of accomplishing this goal. However, such measures should be viewed as an addition to, and never in place of, a quality physical education program.

A. Physical Activity in the Classroom

1. Require that the benefits of, and strategies for, physical activity in the classroom be included in pre-service and in-service professional development for all teachers.
2. Identify and disseminate effective models/materials for incorporating physical activity in the classroom at all grade levels.
3. Require a specified number of minutes and frequency of physical activity in the classroom (in addition to physical education minutes) for all grade levels.
4. Offer grants to schools to train teachers, obtain instructional materials, and establish programs for physical activity in the classroom:
 - i. Detail specific requirements including criteria for program selection and amount of physical activity to be provided.
 - ii. Monitor use of funds.
 - iii. Require stakeholder involvement and reporting to the public.

B. Recess and Activity Breaks (outside of class time)

1. Offer grants to schools to establish recess/activity break programs and train supervisors:
 - i. Detail specific requirements (e.g., amount of MVPA, training for supervisors).
 - ii. Monitor use of funds.
 - iii. Require stakeholder involvement and reporting to the public.
2. Identify and disseminate effective models for ensuring physical activity during breaks/recess.
3. Make recess/activity breaks mandatory at all grade levels—specify frequency, minutes, and purpose (e.g. physical activity).



C. School Facilities and Playground Design

1. Offer grants to schools to improve their playground and physical activity-related facilities:
 - i. Detail specific requirements.
 - ii. Monitor use of funds.
 - iii. Require stakeholder involvement and reporting to the public.
2. For all new construction, mandate compliance with Guide to School Site Analysis and Development 2000 Editions.
3. Develop/adopt guidelines for maintaining minimum space per pupil of physical activity space.
4. Create and disseminate guidelines for design professionals in building/renovating/ reconfiguring school facilities, in coordination with the State architect's office and the California Department of Education.
5. Identify and disseminate effective and reproducible models for improving school playgrounds and physical activity facilities

III. RECOGNIZE THE BROADER CONTEXT OF SCHOOL PHYSICAL EDUCATION AND PHYSICAL ACTIVITY PROGRAMS

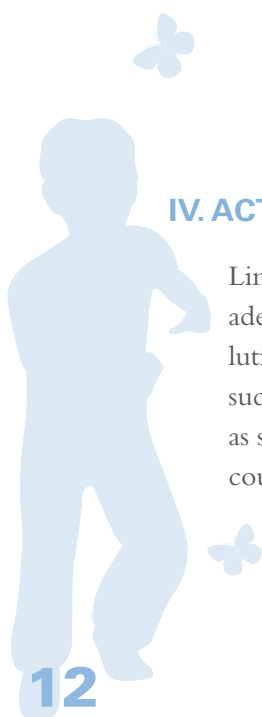
Physical education programs and other forms of school-based physical activity have been shown to be more effective when offered in conjunction with other health and physical activity promotion efforts in other settings. Furthermore, coordination and collaboration with these other programs can lead to greater access to resources (materials, money, and people) and a more comprehensive and intensive exposure of the child to a physically-activity promoting environment throughout the day. Coordinated School Health provides a framework and the federal requirement for school wellness committees provides a mechanism for implementing such an approach.

A. Integration of school, after school, and community physical activity programs

1. Identify and disseminate effective models of integrating school, after-school, and community physical activity programs
2. Provide grants for implementing models for integrating school, after-school, and community physical activity programs

IV. ACTIVITIES TO ENHANCE THE RECOMMENDATIONS

Limited funding makes the provision of quality physical education a challenge. A guaranteed stream of adequate funding is the only viable long-term solution. However in the absence of a more permanent solution, and for physical education-related one-time costs such as facilities and some types of training, grants such as PETIP could be effective and should be maintained or put in place. Novel sources of funding such as such excise taxes on services or products that promote sedentary activities or tax on athletic ticket sales could also be considered. Likewise, providing incentives to school districts and the engagement of the



public are not in and of themselves the solution for the provision of quality physical education. However incentives and recognition are effective at motivating schools and public engagement is critical for advancing the policies recommended herein. Therefore these strategies are critical adjuncts to the other policy recommendations.

A. Funding

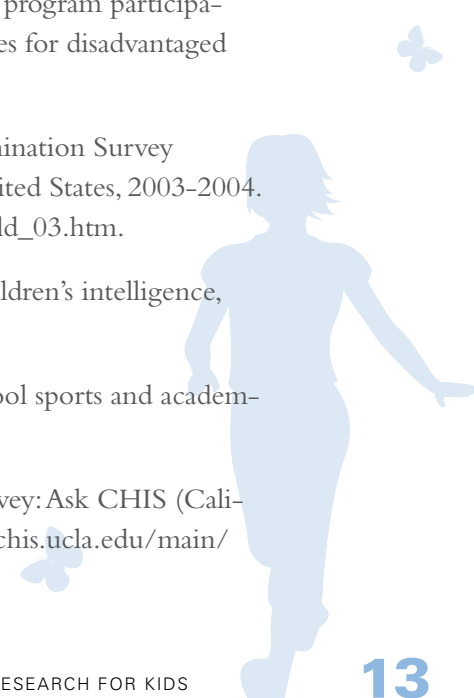
1. Continue or initiate grant funding such as PETIP to support quality physical education
2. Consider novel fundraising strategies such excise taxes on services or products that promote sedentary activities or tax on athletic ticket sales

B. Engaging stakeholders and the public

1. Provide incentives/recognition/publicity programs for student, teacher and school achievement
2. Fund media campaigns to increase awareness and support for physical education among stakeholders
3. Report status and progress of physical education and school physical activity programs and policies to the public
4. Involve key stakeholders in all steps of developing and implementing the policies described herein

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GLOSSARY

Academic Performance Index (API) – Assesses academic performance on a variety of measures, most commonly in Mathematics, Social Sciences, Language Arts and Science (<http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf>).

Elementary Multiple Subject Teachers – For purposes of this report, those teaching in grades K-6 who do not have a Physical Education Credential, but are required to teach physical education classes.

Obesity – A label for a range of weight that is greater than what is generally considered healthy for a given height and has been shown to increase the likelihood of certain diseases and other health problems. An adult who has a “body mass index” (BMI) of 30 or higher is considered obese. For children and teens, BMI ranges above a normal weight vary since they account for gender and age differences in body fat (Center for Disease Control). See www.cdc.gov/obesity/defining.html for more info.

Physical Activity – Any bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure including exercise, sport, dance, and other movement forms (California Department of Education). Physical activity is only a part of physical education instruction.

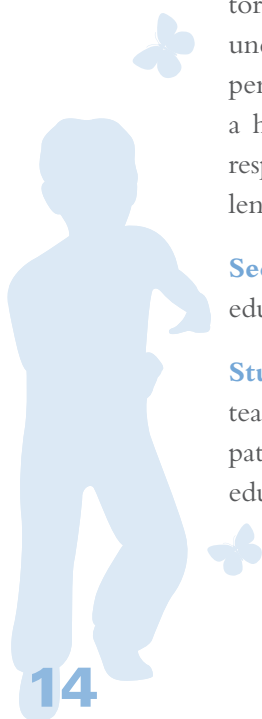
Physical Education – Programs [that] provide students with the skills and knowledge they need to establish and sustain physical activity as a key component of their lifestyle, as children, adolescents, and adults. The physical education model content standards adopted by the State Board of Education (SBE) involve five overarching standards at kindergarten through grades eight and three overarching standards at grades nine through twelve and include eight essential content areas that provide a sequential standards-based set of learning instruction. The curriculum of physical education instruction provides students with essential skills and knowledge through a broadly-based curriculum that is age appropriate and links learning experiences in a sequential and articulated manner (California Department of Education).

Physical Educators – For purposes of this report, those who are required to teach physical education, with or without a credential.

Quality Physical Education – Meets the following standards, as defined by NASPE (Moving into the Future: National Standards for Physical Education, 2nd Edition): (1) Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (2) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (3) Participates regularly in physical activity. (4) Achieves and maintains a health-enhancing level of physical fitness. (5) Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (6) Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Secondary Teachers – For purposes of this report, those who teach Middle or High School physical education classes.

Stull – The required evaluation of certificated school employees. The recommendation is that (1) for teachers, include alignment with the physical education standards to the lessons being taught and participation in required continuing education; (2) for Administrators, include their ability to meet the California education code.



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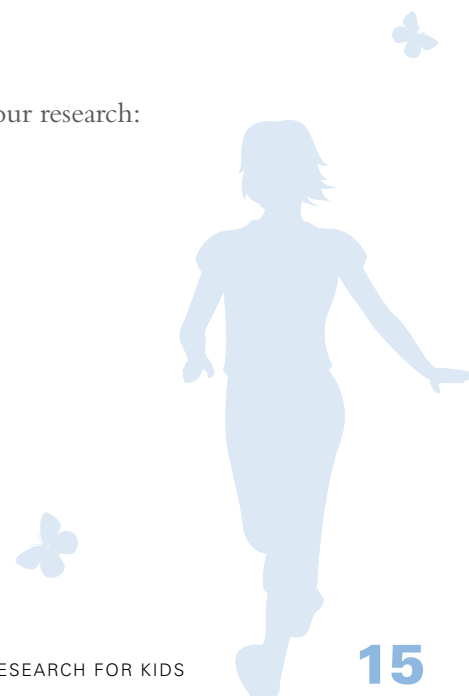
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ABOUT THE WELLNESS TASK FORCE

The Wellness Task Force, launched by the State Legislature in 2002, creates and promotes programs and policies which increase access to nutritious foods and physical activity in California's schools and workplaces. As a public/private endeavor, the Wellness Task Force brings together health advocates, educators, health providers, youth, business leaders, athletes and legislators to implement or recommend solutions to curb the obesity epidemic in California.

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