

# Physical Education Research for Kids (PERK)

## Policy Recommendations for Physical Education and Physical Activity in California Public Schools



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# Parameters

- Physical education and/or physical activity *during the school day*
- Under state government sphere of influence or authority
- Based on literature review, survey, and focus groups
- Comprehensive menu of options
- Balance of feasibility and potential impact
- Put physical education on par with other subjects

# Glossary

- MVPA = Moderate to Vigorous Physical Activity
- NCLB = No Child Left Behind
- Elementary teachers = multi-subject credential
- Middle & high school physical education teachers = single-subject phys. ed. credential
- PE = phys. ed. = physical education
- CDE = California Department of Education
- PA = physical activity

# Outline

## I. School Physical Education Programs

- a. Monitoring and Accountability
- b. Quality of Physical Education
- c. Physical Education for all students
- d. Professional Development and Credentialing
- e. Physical Education Curricula
- f. Disparities and Funding
- g. Staffing

## II. Integrate physical activity into the full school program: In the classroom, Recess/ activity breaks, Facilities/playground design

## III. Recognize the broader context: Integration with other programs

## IV. Activities to enhance the recommendations: Funding, Engaging stakeholders

# School Physical Education Programs

## Overriding issue:

Low value placed on physical education compared to other subjects

- Schools sacrificing PE to satisfy academic pressures
- PE is not a part of many school accountability measures
- Monitoring and enforcement is incomplete
- This issue drives and therefore can help resolve all others

# Monitoring and Accountability

## Recommendations

- Expand current measures for PE to include:
  - Student learning/achievement
  - Class time spent in MVPA, i.e. 50%
- Require all PE measures be included in existing monitoring, reporting, and award mechanisms, including:
  - Categorical program monitoring
  - School Accountability Report
  - Stull evaluation
- Require student achievement of PE standards be:
  - Reported as part of STAR assessment
  - Included in Academic Performance Index
- Establish and enforce consequences for non-compliance

# Monitoring and Accountability Recommendations (cont)

- Provide incentives/awards for compliance and/or outstanding achievement
- Hold the state and districts accountable for monitoring and reporting
- Include PE in teachers who must be highly qualified for NCLB
- Universities to include PE as an entrance requirement and include physical education in GPA measures

# Quality of Physical Education Issues

- Quality of PE varies widely
- Students are not active enough during PE
- California has a physical education framework and model content standards, but schools are not required to follow them



# Quality of Physical Education Recommendations

- Require and enforce that students spend 50% of PE class time in MVPA
- Require that schools provide PE in accordance with the model content standards



# Physical Education for All Students

## Issues

- Most high school students only take PE for two years
- Other exemptions abound
- Misinterpretation of the law

## Recommendation

- Reword, clarify, or enforce existing state regulations so students cannot routinely opt out of PE

# Professional Development & Credentialing: Pre-Service Issues

- Many elementary teachers ill-prepared to teach physical education
- Evolving field: pre-service may need updating
- Lack of pre-service and in-service physical education content
- Inadequate mentoring of new teachers
- Training for physical education should be equal to that of other subjects

# Professional Development & Credentialing: Pre-Service Recommendations

- Require PE subject matter competency for teachers who hold a multiple-subject credential (i.e., elementary teachers)
- Revise pre-service requirements for
  - Multi-subject credential
  - Single subject credential in physical education
  - Align with model content standards, state-approved curricula, regulatory requirements, quality measures, and teaching competencies
- Establish PE coursework & field work for school administrators to earn administrative credentials

# Professional Development & Credentialing: In-Service Recommendations

- Establish PE professional development requirements needed to renew a teaching credential
- Require time and content for PE in-service training (for multi-subject and single-subject PE teachers) and approved providers.
- Require BTSA to include specific support and mentoring in PE for all teachers who can teach physical education

# Physical Education Curricula Issues

- Other subjects have state-approved curricula, physical education does not
- Variable quality
- Multi-subject credential teachers not prepared to choose or develop their own curricula



# Physical Education Curricula Recommendations

- Require the California State Board of Education to adopt instructional materials for physical education
- Increase the state allocation of funds for physical education instructional materials, including equipment and supplies

# Disparities and Funding Issues

- Program improvement schools mistakenly believe they are no longer required to meet physical education requirements
- Physical education inadequately funded
- Physical education—specific funding diverted to other programs



# Disparities and Funding Recommendations

- Inform, support, and monitor program improvement schools so that they comply with physical education requirements
- Require and put in place mechanisms to ensure that state funding intended for physical education is used only for that purpose
- Require school boards to provide the school faculty and the general public with an annual cost analysis of each instructional program by discipline

# Staffing Issues

- Most of the recommendations require adequate staffing and leadership at both the state and district level
- Current staffing is minimal at the state level
- Variable at the district or county office level



# Staffing Recommendations

- Determine and then require the number and qualifications for CDE staff necessary to provide physical education oversight, monitoring, and technical assistance.
- Require schools districts to designate qualified physical education program leadership



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# Integrate Physical Activity into The Full School Program

- Physical activity in the classroom
- Recess and activity breaks (outside class time)
- School facilities and playgrounds
  - ✓ All shown to be effective at increasing PA levels
  - ✓ Easy and cost-effective
  - ✓ Currently not fully utilized
  - ✓ In addition to, but never in place of PE

# Classroom Physical Activity, Recess / Activity Breaks, Facilities Recommendations

- Require:
  - Frequency/minutes of physical activity in classroom and recess/activity breaks—in all grades
  - Facilities specifications and minimum space per pupil
- Identify/disseminate models, materials, guidelines
- Professional development (pre-service and in-service): benefits and strategies
- Provide funding and monitor use of funds
- Stakeholder involvement and reporting

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# Recognize the Broader Context Integration of School, After-School, and Community Physical Activity Programs

## Issue

- Comprehensive and coordinated programming is more effective

## Recommendations

- Disseminate effective models
- Provide grants for implementing these models



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# Activities to Enhance the Recommendations

## Issues

- Temporary funding strategies are much needed, but are rarely a permanent solution
- Incentives and stakeholder engagement can help make the other recommendations happen, and happen more effectively, but cannot replace the other recommendations



# Funding Recommendations

- Continue or initiate grant funding to support quality PE
- Consider novel fund-raising strategies such as:
  - excise taxes on services or products that promote sedentary activities
  - athletic ticket sales



# Engaging Stakeholders and the Public

## Recommendations

- Provide incentives/recognition/publicity for students, teachers, and school achievement.
- Fund media campaigns to increase awareness and support
- Report status and progress to the public
- Involve key stakeholders in all steps of policy development and implementation

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# Thank You!



- California Task Force on Youth and Workplace Wellness: leadership and Schools Committee
- Expert Panel
- Center for Weight and Health faculty, students, and staff, including:
  - Melinda Mattes
  - Aileen Baecker
  - Katie Sheehan
  - Kristine Madsen
- Patricia Crawford, Principal Investigator and Director Center for Weight and Health
- The California Endowment and Kaiser Permanente