RESEARCH-BASED ADVOCACY FOR QUALITY PHYSICAL EDUCATION

Maine-Harvard PRC Annual Workshop
November 12, 2009

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National Association for Sport and Physical Education (NASPE)
NASPE

• Only national professional association for physical education teachers
• Largest of five AAHPERD national associations
• 16,000 members
  K-12 physical education teachers, district and state physical education coordinators, early childhood movement specialists, teacher education faculty, exercise scientists, researchers, coaches, and sport managers
NASPE’s Vision and Mission

NASPE envisions a society in which all individuals are physically educated and participate in lifelong physical activity.

NASPE’s mission is to enhance knowledge, improve professional practice, and increase support for high quality physical education, sport, and physical activity.
Comprehensive School Physical Activity Program

• Encompasses physical activity programming before, during, and after the school day

• Specifically,
  – Quality physical education
  – School-based physical activity opportunities
  – School employee wellness and involvement
  – Family and community involvement

www.naspeinfo.org, tab: Standards and Position Statements
Difference Between Physical Activity and Physical Education

• Physical activity = behavior
• Physical education = curricular area that teaches about physical activity
• Students are physically active in physical education, but students are not (comprehensively) physically educated through recess, sports, ROTC, etc.
Quality Physical Education (QPE)

• Goal
  – To develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity
Challenges to QPE

- Bad experiences and/or bad reputation
- Time
- Money

We can’t afford not to do it

↓

We can less afford to not do it than to do it
Maine Learning Results

• Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.

• Physical education is a core content area requiring adequate time in the school day.

• Questions
  – What is a regular basis?
  – What is adequate time?
Maine – LD 1407

• An Act to:
  – Assess the physical education capacity of elementary schools in Maine
  – Establish the obesity and chronic disease fund within the Department of Education

“The bill moves Maine further in the direction of increasing physical education and physical activity in schools.”

• Governor’s Office press release, June 17, 2009
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Opportunity to Learn – The Minutes

• Elementary Schools
  – At least **150 minutes/week** of physical education

• Middle and High Schools
  – At least **225 minutes/week** of physical education

• Important contextual information
  – Physical education taught by a **certified physical education specialist**
  – Recess, classroom physical activity breaks, etc. ≠ physical education
Initial Justification

• Physical education is an academic subject
• There is a body of knowledge and skills that need to be learned for an individual to become physically educated
• Principles/laws of learning
  – Readiness - Primacy
  – Exercise - Recency
  – Effect - Intensity
Principle of Exercise

• Those things most often repeated are best remembered
• Basis of drill and practice
• Students do not learn complex tasks in a single session; they learn by applying what they have been told and shown
• Every time practice occurs, learning continues
• Instructor must repeat subject matter at reasonable intervals and provide opportunities for students to practice
Principle of Recency

- Things most recently learned are best remembered.
- Conversely, the further a student is removed time-wise from a new fact or understanding, the more difficult it is to remember.
- The closer the training or learning time is to the time of actual need to apply the training, the more apt the learner will be to perform successfully.
Initial Justification – “Result”

• Most academic subjects are taught on a daily basis during the school week
• In elementary school, most subjects are taught for approximately 30 minutes
• In middle and high schools, most subjects are taught for approximately 45 minutes
• Thus, physical education should be taught for 30/45 minutes each day (150/225 minutes each week)
Current Science-Based Justification

  - *Children and adolescents* should do 60 minutes (1 hour) or more of physical activity daily

  - *Schools* provide at least half of the recommended daily physical activity time for youth [30 minutes per day]
Frequently Asked Questions (FAQs)

Does physical activity during recess, ROTC, band, and sports count?
FAQs

Why should physical education and physical activity be the school’s responsibility?
FAQs

Why should I support physical education when it’s typically about “coaches” sitting around while students shoot hoops?
Assessment Tools

- Infrastructure
  - NASPE’s Opportunity to Learn Guidelines
  - CDC’s School Health Index
  - NASPE’s STARS recognition program criteria
  - Questions from CDC’s School Health Policies and Programs Study (SHPPS) and School Health Education Profiles
Assessment Tools (cont’d)

- Content
  - CDC’s Physical Education Curriculum Analysis Tool

- Student Assessment
  - Cooper Institute/Human Kinetics’ FITNESSGRAM
  - NASPE’s PE Metrics
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