CAHPERD

California Association for Health, Physical Education, Recreation and Dance

eJournal

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Mission

The mission of the California Association for Health, Physical Education, Recreation and Dance (CAHPERD) is to promote healthful lifestyles through quality education for all populations and provide leadership to school, community and statewide programs in the areas of health, physical education, recreation, dance and other movement-related programs. CAHPERD is an educational organization which will achieve its mission by supporting, encouraging, and providing assistance to members statewide, as they initiate, develop, conduct and promote programs of health, physical education, recreation, dance and other movement-related programs.

PRESIDENT'S MESSAGE

Hello CAHPERD Members,

We are excited to bring you this edition of our e-Journal. The hard work of your fellow members has helped us compile this publication with research and practioner-based articles. We aim to provide you with data-driven information that connects to your profession, and that you can use to shape and advocate for your programs.

CAHPERD strives to provide its members with opportunities to share the latest information. If you have any article ideas or abstracts you would like included, please contact us to get connected and share your knowledge.

A special thanks is extended to the hard work and dedication of Paul T. Stuhr, our current Editor-in-Chief, for compiling and organizing this journal for you. Additional thanks to Christopher Gentry for his contributions and assistance in editing.

I hope you are planning to attend the annual CAHPERD conference on February 20-22 in Garden Grove, CA. Past and present e-Journal authors will be presenting at the conference. I wish you a wonderful holiday season and I hope to see you in Garden Grove.

Sincerely,
Seth Martin
CAHPERD President 2019-2020

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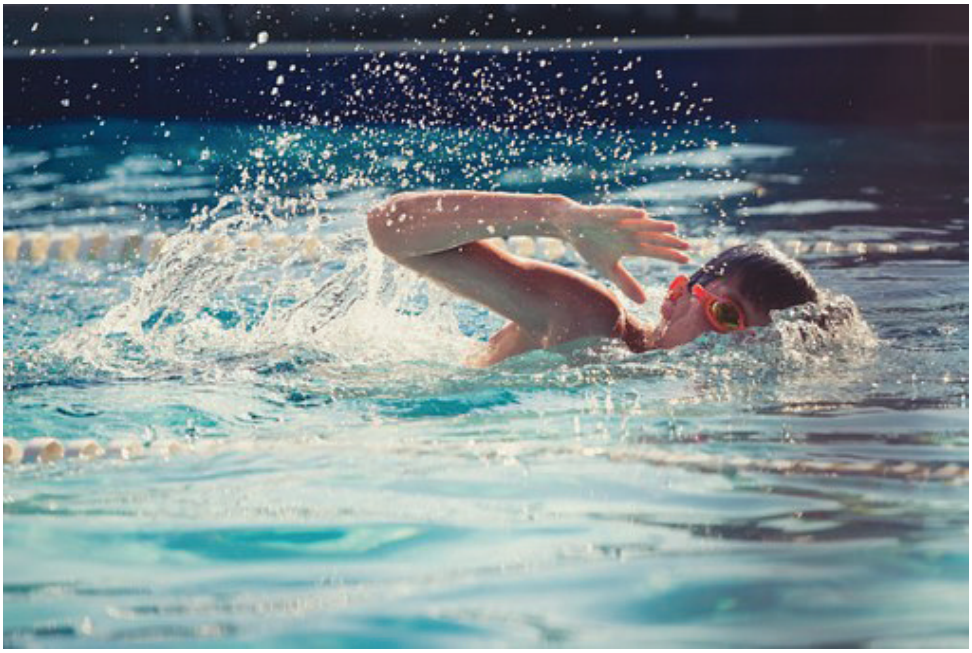
EDITOR'S MESSAGE

The Fall 2019 CAHPERD e-Journal marks the seventh time members have been provided with an electronic format. As a means to reach as many readers as possible, the editorial board continues to look for additonal ways to share the latest and most pertinent information regarding the HPERD field. As such, within this issue is the introduction of a brand new section called Discover and Disseminate. This new section of the CAHPERD e-Journal has been developed to shed light on research and best practice that might otherwise have been missed by readers of this journal alone. The purpose of the Discover and Disseminate section is to provide readers with short abstract reviews of journal articles that have been published within the past five years. The hope is that the CAH-

PERD readership will be able to discover new topics, ideas, and information that can inform and advance their current practice within the area of health, physical education, recreation and/or dance (HPERD). The aim of these reviews is to succinctly disseminate knowledge that appear in peer-reviewed HPERD articles to our readers. In essence, our goal is to bring to fruition the visibility of more literature for CAHPERD members.

As with previous issues, this edition provides the readership with peer-reviewed articles asscoiated with our field. CAHPERD members will be able to read about two distincitve topics. First, David Chorney writes about how teachers can engage students in meaningful experiences in an effort to increase participation in physical education. This practioner-based article examines perceived physical competence, skill development, and relationship building within the K-12 physical education context. The second peer-reviewed article by Grant Hill and Carmen Zhong is a research study that covers elementary classroom teachers' perceptions about teaching physical education, including their desire and ability to teach this subject matter. The manuscript provides several recommendations for K-12 stakeholders, as well as for future research on this important and often overlooked topic.

The editorial board hopes you will enjoy reading about the various research findings, teaching strategies, and topics throughout this issue. We also would like to encourage our membership to consider submitting their own original work. Articles may be submitted by faculty, K-12 educators, and even graduate students within the HPERD disciplines. Further information regarding the current Call for Papers can be found on page 28 of this current issue. We look forward to hearing from you in the near future.



PEER-REVIEWED

MAKING PHYSICAL EDUCATION MEANINGFUL FOR TODAY'S STUDENTS

By David Chorney

Dr. David Chorney is an Associate Professor in the Faculty of Education, Department of Secondary Education at the University of Alberta, Edmonton, Canada. His active research program focuses on teacher education and physical education; curriculum theorizing in physical education as well as technology integration within the field of physical education.

Abstract

Are students more or less interested in physical education classes today than they were in the past? How are today's teachers of physical education changing in response to the options and distractions that today's youth are engaged with? This paper discusses how student engagement can be increased and what teachers might do to make their physical education classes more meaningful, engaging, and relevant to their students. If teachers understand why students enjoy physical education, as well as why they may dislike the subject, they can improve their planning and avoid the displeasure some students have towards physical education. Teachers need to listen to their students and offer activities and learning opportunities that appeal to everyone in the classroom. Educators should also provide meaningful exposure to activities that challenge, motivate, and inspire all youth to be active and strive to be healthier and ultimately happier, throughout their lives.

PE programs that incorporate physical activities and promote attitudes that foster an environment of mutual respect for each individual can further develop a positive climate for student engagement.

Introduction

Participation in regular physical activity is important for the prevention of childhood obesity, cardiovascular disease, type II diabetes and is associated with improved physical, mental, and emotional well being (Anderson, 2002; Lyu & Gill, 2011; Springer & Hoelsher, 2009; Thorp, 2013). Given the declining levels of physical activity in the present generation of youth, and the importance of school physical education (PE) in combating this inactivity (Sallis, McKenzie, et al. 2012), it becomes imperative to understand factors that can contribute to increasing student engagement in the physical education classroom. Increasing physical activity through structured physical education classes in school is a great starting point, but only if those classes deliver a quality program (Silverman, 2011). Physical education programs that provide opportunities for a wide variety of physical activity and promote the development of physical activity knowledge, skills, and attitudes are essential components of such a program (Liukkonen, Barkoukis, Watt, & Jaakkola, 2010; Thorp, 2013).

Student engagement has long been accepted in educational research as a primary facilitator of school success and student learning (Bevans, Fitzpatrick, Sanchez & Forrest, 2010). Student engagement is composed of behavioral, affective, and cognitive indicators of students' investment in and connections to their academic environments (Bevans et al., 2010). Engaged learners experience a sense of connectedness with, and as a result make important contributions to, the meaning and value of what is studied (Anderson, 2002). Engagement occurs when students feel that they can interact with the content and realize that their lives are in some way "touched" by the content (Chen, Chen, & Zhu, 2012). Students need to be invited to work with their own reasoning and perspective as well as develop and contribute personal insights that further enrich the understanding they, their fellow learners, and teachers derive from class instruction and the learning experience (Bibik, Goodwin, & Orsega-Smith, 2007). Accordingly, students are recognized as active participants in the learning process rather than simply receptacles for knowledge created by others (Anderson, 2002).

Since teachers often view the learning process differently than students' interpretations, which are based in a reality that has a different context and culture (Bibik et al., 2007), teachers must learn to probe, observe, and listen to cues that go beyond pedagogical and curricular outcomes. Attention to the phenomenological aspects of learning or the real understanding of specific moments when teaching children, requires an attitude of awareness to the things that matter to students, to that which brings teachers in touch with the experiences of students, and ultimately to the "good" contained within such experience (Anderson, 2002). If one goal of teaching is to trigger student engagement, then the teacher must be in touch with the learner's reasoning and feelings about his or her performance and their learning. Both the teacher and student must create a relationship that recognizes and fully appreciates the value of subjective knowledge gained through experience, reflection, dialogue, and experimentation (Anderson, 2002).

In the various physical education environments that PE teachers work in, engaged students persist in active and effortful attempts to master the knowledge and skills that they encounter, with the hope that they will exhibit a preference for and enjoyment of physical activity both during and after formal schooling has concluded. As such, a logical step toward developing effec-

tive physical education programs in schools is to identify student and classroom factors that increase engagement in physical education. Research has identified that perceived physical competence, skill practice with active instruction, and positive interrelationships alongside social motivation are key components that positively affect student engagement in physical education (Lundvall, 2015).

Perceived Physical Competence

Students' perception of their own competence in physical activity, or the degree to which they feel competent in physical movement, exercise, and sport plays a critical role in predicting engagement regarding both in-class and out-of-class activity (Furlong & Christenson, 2008). This relationship has been shown to be reciprocal such that prior feelings of competence in physical education affects subsequent physical activity behavior, and prior behavior affects subsequent perceived competence (Bevans et al., 2010). In addition, body image, a related but conceptually distinct domain of self-concept, is also a positive determinant of physical education engagement and physical activity levels (Silverman, 2011). Defined as confidence in one's own physique and personal appearance, body image is commonly considered a positive outcome of physical activity. PE programs that incorporate physical activities and promote attitudes that foster an environment of mutual respect for each individual can further develop a positive climate for student engagement.

Positive relationships and social interactions are vital for students in order to be motivated and engaged in physical education classes.

To gain a better understanding of factors affecting student engagement in PE, it is essential to distinguish between student- and system-level facilitators of physical education engagement (Furlong & Christenson, 2008). At the student level, understanding how individual characteristics influence student engagement should guide identification of students in need of engagement-promoting interventions. Garn, Ware, and Solomon (2011) suggested that perceived competence in physical education was found to positively predict physical activity levels, both directly and through its relation with PE engagement. They also stated that enhanced body image positively influenced physical activity levels by increasing students' engagement in physical education classes (Garn et al., 2011). Therefore, interventions should target students with poor perceived competence and body image beliefs, and PE teachers should focus on eliminating these negative attitudes. Students' self-concept and competence beliefs in physical education are enhanced through teacher and classmate praise and encouragement, as well as when students are provided with opportunities to participate in physical activities without evaluative judgment or summative assessment (Bibik et al., 2007). As such, it is recommended that teachers create a learning environment in which students are encouraged to define success in terms of effort and personal improvement, rather than performance relative to that of other students or pre-determined standards (Furlong & Christenson, 2008).

At the system level, understanding how contextual factors influence student engagement guides the selection of useful instructional strategies for PE teachers (Bevans et al., 2010). Contrary to the core assumptions of sport/game-based curricula, Furlong and Christenson (2008) and Garn et al. (2011) indicated that an overreliance on game play could have negative effects on student engagement in physical education settings. Game play environments typically create a performance-oriented learning environment where students focus on interpersonal competition and view success in terms of winning/losing rather than on improving one's personal best (Garn et al., 2011). Performance climates reinforce normative comparisons, center on interpersonal competition, and generate disengaging consequences for making mistakes or errors (Bevans et al., 2010). Further, emphasis on game play, where only the 'playing' and the 'winning' were the sole foci, demonstrated detrimental effects on PE engagement regard-

less of students' perceived competence or body image (Anderson, 2002; Chen et al., 2012; Silverman, 2011). As such, physical education teachers should take these research findings surrounding student's perceived physical competence into consideration when developing and structuring their school physical education programs.

Skill Development

During physical education classes, teachers should encourage students to think about what they can do to increase their knowledge and understanding of game play and tactics aswell as their individual skill development (Anderson, 2002; Furlong & Christenson, 2008; Solmon, 2006). Introducing a Teaching Games for Understanding (TGFU) approach, when teaching and learning games, encourages students to think more and engage cerebrally versus only moving their bodies and learning through the psychomotor realm (Alcala & Garijo, 2017). This added level of engagement and student responsibility requires students to be more in tune with their learning and generally increases intrinsic motivation. Mastery climates in physical education focus on skill practice and support hard work, active instruction and learning, cooperation and task mastery, while considering the student as an integral part of the learning process (Springer & Hoelscher, 2009). Within physical education, student engagement can be increased by creating climates that encourage students to define success as a measurement of personal gain (Dyson & Coviello, 2008). Skill development can also be achieved through hard work and a desire to learn. Students feel satisfied when they develop new skills and view mistakes as part of the natural learning process (Springer & Hoelsher, 2009). Thus, activities focused on skill development with the added level of cognitive involvement can enhance student engagement in physical education. Whereas an overreliance on competitive activities that involve peer comparisons and winning as the primary goal may actually decrease engagement among students, particularly those with initially lower perceived competence (Chen et al., 2012; Thorp, 2013).

Consistent with recommendations for promoting a mastery-oriented learning environment, the proportion of class time devoted to skill practice is positively associated with engagement among students with low perceived competence (Garn et al., 2011; Solmon, 2006). However, research also indicated that it is unrelated to engagement among students with high competence beliefs (Garn et al., 2011; Thorp, 2013). Students developed competence through engagement in mastery tasks, such as skill practice, which facilitated perceived competence and individual motivation to participate in physical education class (Solmon, 2006). Physical education teachers that allocated a much larger proportion of time and resources to skill practice and development as a means of creating a mastery climate enhanced student engagement and activity levels (Bevans et al., 2010).

Despite its prevalence in the current physical education class setting, the amount of time devoted to game play was negatively related to perceived competence and student engagement in physical education (Springer & Hoelsher, 2009). Although significantly less time was devoted to skill practice in PE settings that emphasized gameplay, the proportion of class time spent on developing physical skills is still positively associated with student engagement (Bevans et al., 2010). With respect to the effects of skill practice on student engagement in PE, the amount of class time devoted to inactive instruction was also associated with lower levels of engagement (Garn et al., 2011). Therefore, teachers should reflect on the amount of class time spent describing activities, explaining rules, and demonstrating skills. As these instructional practices decrease student activity levels. However, including students in-class demonstrations, creating relevant lessons, and incorporating peer-teaching opportunities where appropriate can lead to an increase in student engagement (Silverman, 2011; Thorp, 2013).

Relationship Building

Positive relationships and social interactions are vital for students in order to be motivated and engaged in physical education classes. These factors highlight the complex set of personal strivings students have in a physical education setting (Solmon, 2006; Thorp, 2013). The relationship between competence and peer recognition emphasizes the need for physical educators to carefully plan how they structure group or team activities. PE teachers can help to change students' negative attitudes towards physical education through consistently reinforcing the importance of personal competence, stressing improvement over ability, and educating students about accepting skill level diversity (Solomon, 2006). Trying to attain high levels of personal competence is not necessarily associated with seeking to enhance one's peer group standing (Dyson & Coviello, 2008). In other words, students who try and attain high levels of personal competence in skill development were not doing so to try and enhance their own standing within their peer group. PE teachers are encouraged to structure lessons that focus on student imporovement of motor skills, while trying to minimize comparison of ability among students.

Implementing cooperative and smaller-sided games is another strategy to promote social competence for PE students. Since students can gain fulfillment when they feel socially successful and accepted in physical education, teachers must understand the social structures of their classes and plan for learning activities that promote positive interactions. While physical educators may not be able to directly impact a students' social status among peers, providing a social climate of acceptance would likely allow more students to thrive in PE contexts (Garn et al., 2011).

Student motivation can also be seen as an important factor underlying participation in physical activity (Liukkonen et al., 2010). Research has demonstrated that motivation and self-determination are related to persistence and engagement in physical activity (Garn et al., 2011; Springer & Hoelscher, 2009). The importance of motivation is its function in facilitating and enhancing learning achievement (Chen et al., 2012). Liukkonen et al. (2010) suggested that the physical education environment affects students' motivational regulations, which influence student intentions to participate in physical activities. Physical education classes that are appealing to all students emphasize a focus on learning, plan for student development, and

foster positive attitudes toward well-being (Solomon, 2006). Students enjoy physical education when classes are intrinsically motivating and contain a high level of student engagement. As such, physical education teachers should provide a range of activities, a variety of student groupings, and sport-related choices within their classes in order to promote a sense of autonomy and increase levels of self-determination (Bevans et al., 2010).

Research has also demonstrated that enjoyment represents a key factor underlying students' motivation to maintain positive engagement in physical education (Yli-Piipari, Watt, Jaakkola, Liukkonen, & Nurmi, 2009). Enjoyment represents a direct and tangible influence on students' participatory behavior, providing immediate results for being physically active (Thorp, 2013). Enjoyment positively encourages students' behavior and motivates them to participate in physical activity. Through interaction with students and instruction, teachers possess the influence to create and enhance student enjoyment (Smith & St. Pierre, 2009). Educators can also increase enjoyment, and therefore student engagement, by utilizing enthusiasm, sense of humor, and exhibiting outgoing personality traits (Thorp, 2013). Intrinsic motivational strategies, which include giving students a choice in the activities in which they want to participate, modifying activities, and properly challenging all students also increases student engagement (Smith & St. Pierre, 2009). Physical educators can further increase student engagement by providing continued encouragement, acknowledging student involvement in structuring groupings, and incorporating student input regarding lesson planning and assessment methods (Thorp, 2013).

Increasing Student Engagement in Physical Education

Factors that Influence Student Enagagement	What Teachers Can Do
I. Perceived Physical Competence	• Incorporate physical activities and promote attitudes that foster an environment of mutual respect for each individual. • Create a learning environment where students are encouraged to define success in terms of effort and personal gain, rather than performance relative to others. • Limit the amount of gameplay as this performance-oriented learning environment defines success in terms of winning/losing rather than on improving one's best. • Introduce a Teaching Games for Understanding Approach to all game playing lessons. This increases the cerebral component of learning and allows all students the opportunity to be engaged and involved.
II. Skill Development	• Dedicate more class time to skill practice. This is positively associated with engagement among students with low perceived competence. • Ensure a variety of equipment, size and variability are offered to increase student choice and thus opportunity for successful practice opportunities. • Minimize the amount of time describing activities, explaining rules, and demonstrating skills as these practices decrease student activity and student practice time.
III. Relationship Buidling	• PE teachers must be thoughtful about how teams are chosen or groups selected. • Implement cooperative games or smaller-sided games. • Provide a variety of activities and a variety of student groupings, which can foster or promote a sense of autonomy and increase levels of self-determination. • Utilize enthusiasm, exhibiting outgoing personality traits and instilling humor where possible and appropriate.

Implications

Schools may be one of the most powerful systems for the establishment of a physically active lifestyle among youth, and the physical education setting may be the best environment to effect such change (Dyson & Christenson, 2008). Further, student engagement is essential to the success of any educational program, including physical education. Perceived physical competence, skill development, and positive relationship building are key components to positively engage students in physical education. Physical education teachers need to consider these factors by incorporating a variety of instructional strategies and creating an environment where students feel safe and comfortable.

Research indicates that engagement in physical education enhances the frequency and intensity of student physical activity (Furlong & Christenson, 2008). Given this association, activity-promoting physical education programs should be developed with consideration to the student, school, and classroom characteristics that strengthen student engagement over time. Undoubtedly, adequate exposure to high-intensity physical activity is a key contributor to a healthy lifestyle among youth. Students' engagement in physical edcaution is an important target for those physical activity-promoting interventions. Specific physical education instructional strategies such as focusing on enhancing student perceived competence, reducing game play while increasing skill practice in a mastery-oriented climate, and emphasizing the positive social interaction and relationship building within the physical education setting all effectively lead to an increase in student engagement in physical education.

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PEER-REVIEWED

ELEMENTARY CLASSROOM TEACHERS' PERCEPTIONS REGARDING THEIR DESIRE AND ABILITY TO TEACH PHYSICAL EDUCATION

By
Grant Hill
and
Carmen Zhong

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Carmen Zhong M.A. is a physical education teacher and department chair at Thomas Starr Middle School in the LA Unified School District.

Abstract

The purpose of this study was to determine the perceptions of elementary school teachers regarding the value of elementary physical education (PE), and their desire and readiness to teach it effectively. An online survey was administered to elementary school classroom teachers in two large Southern California public school districts. Results suggest elementary classroom teachers value daily structured physical activity for children and most perceived themselves to be qualified to effectively teach elementary PE. Only 57% indicated that their university teacher education program adequately prepared them to effectively teach elementary PE, and 59% indicated they felt competent to administer the state mandated Fitnessgram. Findings suggest university accrediting agencies should require university teacher credential programs to provide at least one required elementary physical education teaching methods course, and school districts should provide continuous in-service training for elementary school classroom teachers who teach physical education.

Introduction

In most states, elementary classroom teachers are permitted or even required to provide the physical education (PE) instruction for their students (SHAPE America, American Heart Association & Voices for Healthy Kids, 2016). While most classroom teachers believe in the educational value of physical education, they often feel lacking in professional preparation, and many hold negative views of their own PE experiences as school pupils and as pre-service teachers (Webster et al., 2015; Chroninin & O'Sullivan, 2016).

Many elementary teacher certification programs do not adequately prepare pre-service teachers to teach PE (Fletcher, 2012). This occurs because there is less emphasis on PE content than other academic content areas, and little training in PE teaching methodology is provided. Elementary physical education teacher education (PETE) may be limited to as little as eight to twelve hours of instruction in a general teacher training program (Fletcher & Mandigo, 2012; Hardman, 2008). Humphries and Ashy (2002) found in a survey of 134 elementary classroom teachers that approximately 30% were not required to complete a teaching methods course in PE and almost 20% of their undergraduate institutions did not even offer such a course for elementary education majors. This is unfortunate because beginning teachers are not adequately

prepared to teach PE. Their students most likely will not be provided with basic movement skill instruction which is cornerstone to a successful lifelong mover (Webster et al., 2015). Those children are more likely to develop sedentary lifestyles and, consequently, have an increased incidence of hypokinetic related diseases later in life, including coronary heart disease, diabetes, obesity, and lower back pain (Britt, 2019).

Historically, classroom teachers have had generally negative attitudes toward PE and PE teaching (Faucette, Nugent, Sallis, & McKenzie, 2002; Faucette & Patterson, 1989). While some researchers have found a generally positive recent shift in teacher attitudes toward PE in the 2000s (Barney & Deutsch, 2009; Morgan & Hansen, 2008a &b), others have cited mixed attitudes with some viewing it as valuable and others not (Linker & Woods, 2018). Elementary classroom teachers who view PE negatively often cite negative physical activity and sporting experiences as school pupils, and inadequate pre-service PETE as barriers to their desire and ability to provide a quality PE program (Chroninin, & O'Sullivan, 2016; Fletcher, Mandigo, & Kosnik. 2012;). Others have indicated they give PE a lack of priority given the responsibility to teach multiple subjects and their low level of confidence to teach it adequately (Webster et al., 2015).

Given that many elementary classroom teachers are required to teach PE during their careers, and the recent call to increase school-wide PA, it is important to consider classroom teacher's perceptions about teaching PE.

Some states, such as California, require a minimum number of minutes of instruction in PE (Shape America, 2010). However, in California there is no requirement that instruction be provided by a credentialed PE specialist. Consequently, most students in California do not have a credentialed PE instructor until they reach the 6th or 7th grade. While elementary classroom teachers typically have minimal training in PE subject matter, they are expected to prepare their students to achieve passing scores in the California Physical Fitness Test and to meet the State Standard competencies for Physical Education. The national association has addressed the issue of insuring quality elementary PE instruction by providing specific program guidelines (NASPE, 2007), however no study has utilized the criteria of the NASPE guidelines to determine the perceived readiness of elementary school classroom teachers to effectively teach physical education.

Purpose of Study

Given that many elementary classroom teachers are required to teach PE during their careers, and the recent call to increase school-wide PA, it is important to consider classroom teacher's perceptions about teaching PE. This is important because their beliefs may strongly influence their attitudes and judgments, and ultimately affect their teaching performance. Specifically, their affinity or lack of desire to teach physical education undoubtedly impacts the quality of their PE lessons (Linker & Woods, 2018). Thus, it appeared important to determine the perceptions of elementary school teachers regarding the value of elementary PE and their desire and readiness to teach it effectively.

Methods

The participants of this study were elementary school classroom teachers in Southern California. An on-line survey was utilized. This survey was adapted from a previously validated NASPE PE teacher evaluation instrument, The Physical Education Teacher Evaluation Tool (NASPE, 2007). A total of 23 items were initially created by NASPE within a total of five categories (constructs) that are considered essential to effective teaching of physical education: 1) instructional skills, 2) evidence of student learning, 3) management/organization, 4) learning climate, and 5) professionalism. Using a Likert scale (1-5), respondents rated their competence for each of the 23 survey items. In addition, the survey included a demographic section, questions regarding how valuable they believe PE is for their students, their level of commitment to teach physical education, and an open-ended section in which teachers could comment about their past teaching experiences in physical education. Content validity was evaluated by a panel of 30 K-12 PE teachers who compared

the 23 survey items with The Physical Education Teacher Evaluation Tool (NASPE, 2007). The panel also provided editing suggestions to enhance clarity. The survey was then tested for reliability by having the same panel of 30 complete the survey twice, four weeks apart. Correlations of at least .85 were found for all survey items.

The survey was posted on a Qualtrics site. Participants were initially identified through a stratified sample of schools in two large Southern California public school districts. The University IRB was contacted and permission was granted to conduct the study. Once the schools were identified, names of potential respondents were found by accessing school websites. Approximately 300 potential participants received an email explaining the purpose of the study along with a link to the survey. It is also possible potential participants could have forwarded the questionnaire link to a classroom teacher who was not initially identified as a potential participant. A total of 193 teachers agreed to participate in the study. Participants were required to complete an Informed Consent form prior to filling out the questionnaire. Data were analyzed using descriptive statistics, as well as tests of comparison to determine differences in responses by gender.

Results

A total of 193 elementary classroom teachers with an average of approximately 15 years of teaching experience completed the on-line survey. The majority of the respondents were female (72.5%) and approximately 70% reported being responsible for teaching PE to their classes. Approximately 88% reported they are either moderately or highly physically active (See Table 1).

In Table 2, means and standard deviations are reported in the left column for each of the 23 perception question items. In addition, the 5-point Likert scale was compressed into three categories: (1 & 2) Strongly and moderately agree, (3) Undecided, and (4 & 5) Moderately and strongly disagree, with both N and percentages provided in the right three columns.

Discussion

The results strongly suggest elementary classroom teachers value daily structured physical activity for elementary school aged children. In addition, over 70% of the respondents indicated they had a satisfactory knowledge of the California State Standards for Physical Education, can teach fitness concepts, can explain and model team sports skills, can use effective classroom management strategies, and can motivate students to be physically active outside of class time. Most of the elementary school teachers perceived themselves to be qualified to teach elementary physical education. However, just because most indicated they feel competent to teach PE, it doesn't necessarily mean they want to do it (Linker & Woods, 2018).

Just 57% of the respondents felt their University Teacher Education Program (TEP) adequately prepared them to effectively teach elementary PE. These findings are consistent with Fletcher (2012), Hardman (2008), and Humphries and Ashy (2002) who all documented the inadequacies of university teacher education programs in preparing elementary classroom teachers to teach physical education. While 88% of the teachers viewed PE as an important subject, there was a wide range in how effectively they felt they could perform various duties of a PE instructor (e.g., 84% manage disruptive behavior, 77% teach fitness concepts, and 62% assess and give feedback regarding motor skills). The

Table 1: Demographic Data

Gender
Females 72.5% (140) Males 26% (50) No indication 1.5% (3)

Average years of certified teaching experience
14.7 years

Grades currently taught
K-3 45.3% (86) 4-6 54.7% (104)

Current perceived level of respondent's physical activity
Low 12.5% (24) Moderate 61.5% (118) High 26.0% (50)

Status regarding elementary school physical education teaching
69.7% (131) Currently responsible for teaching elementary PE to their class
18.1% (34) Have taught elementary PE to their class in the past, but not currently
12.2% (23) Have never taught elementary PE

Table 2: Elementary Classroom Teacher's Perceptions Regarding Their Ability to Teach PE

Items (with means & S. D.)	Strongly or Moderately Agree %	N	Undecided %	N	Strongly or Moderately Disagree %	N
PE is an important elementary subject 4.48 (0.82)	88.1	(177)	7.5	(15)	4.5	(9)
Most students enjoy participating in my PE lessons 4.29 (0.85)	86.1	(174)	9.9	(20)	4.0	(8)
I can effectively manage disruptive behavior in PE 4.19 (0.95)	84.2	(169)	8.9	(18)	6.9	(14)
I am able to create a physically safe environment in PE 4.14 (0.93)	81.2	(164)	12.4	(25)	6.4	(13)
I can teach fitness concepts to children 4.12 (0.93)	77.1	(155)	17.4	(35)	5.5	(11)
I am able to motivate students to support the learning of others during PE 4.02 (0.94)	76.6	(154)	15.4	(31)	8.0	(16)
Elem. children should participate in PE at least 200 Minutes every 10 school days 4.21 (1.16)	76.3	(154)	12.1	(24)	11.6	(23)
I am able to promote lifelong physical activity and skillful movement in my PE lessons 4.02 (0.97)	76.2	(154)	14.4	(29)	9.4	(19)
I can explain and model team sports skills 3.97 (1.10)	75.5	(151)	11.0	(22)	13.5	(27)
I model a healthy and physically active lifestyle 4.03 (0.95)	74.3	(150)	18.3	(37)	7.4	(15)

Table 2: Continued

Items (with means & S. D.)	Strongly or Moderately Agree		Undecided		Strongly or Moderately Disagree	
	%	N	%	N	%	N
I desire to teach PE to my students 4.06 (1.06)	73.6	(148)	18.4	(37)	8.0	(16)
I can teach class procedures for relocation, equipment collection and distribution, & other management in PE 4.02 (1.02)	73.3	(148)	20.3	(41)	6.4	(13)
I have a satisfactory knowledge of elementary PE curriculum 3.90 (1.05)	73.1	(114)	15.9	(40)	10.9	(46)
I can motivate and guide students to be physically active outside of school 3.96 (0.99)	72.6	(146)	18.9	(37)	8.5	(17)
I have a satisfactory knowledge of CA PE Standards 3.87 (1.09)	70.5	(141)	16.5	(33)	13.0	(26)
I can adjust difficulty of skills and games so students can be successful & sufficiently challenged 3.78 (1.05)	69.3	(140)	16.8	(34)	13.9	(28)
I can make accommodations in my PE lessons so students with physical and mental limitations can experience success 3.76 (1.11)	66.8	(133)	20.1	(40)	13.1	(26)
I am able to collaborate with community, colleagues, staff, & resource persons to plan appropriate PE content 3.77 (1.20)	64.9	(131)	20.3	(41)	14.9	(30)*
I am able to give accurate feedback & assess motor skills of students 3.69 (1.11)	62.2	(125)	21.4	(43)	16.4	(33)
I am able to correctly administer the FITNESSGRAM 3.71 (1.28)	59.4	(117)	23.4	(46)	17.3	(34)
I can integrate other subjects into PE lessons 3.59 (1.14)	59.0	(118)	23.5	(47)	17.5	(35)
My University TEP adequately prepared me to effectively teach elementary PE 3.47 (1.19)	57.0	(114)	20.0	(40)	23.0	(46)
I can utilize various forms of technology to track physical activity in PE (e.g., heart rate monitors, pedometers). 3.26 (1.35)	47.0	(94)	23.0	(46)	30.0	(60)*

* Significant differences in means, male > female, p <.05

lowest percentages of strong to moderate agreement were for items related to giving the Fitnessgram test, integrating other subjects into PE lessons, and utilizing various forms of technology to track physical activity. These skills need to be stressed more directly in TEP program courses as well as in district in-service sessions. Studies have shown that classroom teachers, with training and regular assistance from subject matter specialists, can improve their PE lessons substantially (Goh et al., 2014; Fletcher, Mandigo, & Kosnik, 2013). These findings underscore the importance of providing classroom teachers with extensive training and support so students receive better PE instruction when PE specialists are not provided.

It is concerning that approximately 40 percent of the respondents did not perceive themselves to be sufficiently competent to administer the Fitnessgram. Teachers who feel inadequate when administering the Fitnessgram are unlikely to be able to provide meaningful mentoring to their students on how to improve their fitness levels (Leirhaug & MacPhail, 2015).

When T-tests ($p < .05$) were conducted to compare the 5-point Likert scale mean responses for gender for the 23 perception items, significant differences were found for just two items, with male means significantly greater for: 1) I am able to collaborate with community, colleagues, staff, and resource persons to plan appropriate PE content and 2) I can utilize various forms of technology to track physical activity in PE (e.g., heart rate monitors, pedometers). These findings suggest male elementary school classroom teachers may have an edge over females both in networking and in utilizing technology as relates to teaching physical education. In-service education should be provided to narrow this gap for female elementary classroom teachers.

Recommendations

First elementary school administrators should make a strong commitment to providing quality daily physical education in order to increase PA levels for children given the immediate and long-term cognitive benefits that are derived. Ratey (2007) and others have documented the positive impact of vigorous activity on information processing and overall mental health. Second, university accrediting agencies should require university teacher credential programs to provide at least one required elementary PE teaching methods course taught by a PETE faculty member, which includes a field experience that requires practice teaching lessons to elementary school children. Third, school districts should offer continuous in-service training for classroom teachers who teach PE so they will be well informed of appropriate curriculum, ways to integrate other subject areas (i.e., physical activity breaks), and how to properly administer and report the Fitnessgram (McMullen, Kulinna & Cothran, 2014). Fourth, school districts should seek to hire additional elementary PE specialists given the early years have been identified as critical learning periods for motor skills and developing a physically active lifestyle (Myer et al., 2015). Fifth, recess and afterschool programs should be developed to encourage students to be more physically active during the school day (Barnas, Wunder, & Ball, 2018). Sixth, schools should seek to publicize community sport and recreation programs in order to promote student participation in PA during non-school hours. Hopefully, as the benefits of daily physical activity become better known, there will be an increase in support for quality PE in elementary schools (Dauenhauer & Keating, 2011).

Future research should include interviews with classroom teachers, which would allow for follow-up questions to identify and address specific barriers to providing quality PE. Additional questions could include whether they have the proper and adequate amount of PE equipment, and sufficient time during the school day to prepare for and provide quality PE activities. It would be helpful to determine the correlation between teacher age and comfort with education technology. It also seems important to further probe the impact of completing a full PE methodology course in a university teacher preparation program on perceived confidence to teach elementary PE.

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DISCOVER AND DISSEMINATE

The CAHPERD editorial team is proud to introduce the inaugural edition of Discover and Disseminate. As previously introduced, this section is designed to succinctly disseminate knowledge that appears in other peer-reviewed HPERD articles in order to bring to fruition the visibility of more literature for CAHPERD members. We hope you can discover research, teaching tips, and other ideas from reading and pursuing the literature in this section.

Abstract #1

Article:
Higginson, K. & Ward, P. C. (2018). Do this, not that: Important pedagogies for secondary school physical education teachers. Journal of Physical Education, Recreation & Dance, 89(7), 23-27. DOI: 10.1080/07303084.2018.1490223

Background: Sound pedagogical strategies (e.g., rules and routines, active supervision, instant activities, class closure) infused by K-12 physical educators can help promote a desirable learning environment for students. When physical educators are able to employ effective pedagogy they have the ability to produce a number of desirable outcomes (e.g., reduced managerial time, increased student engagement, higher probability of learning).

Purpose: This practitioner paper highlights five teaching methods that can have an impact on the teaching-learning paradigm within secondary physical education. The methods discussed include: (1) technique and tactic development within game contexts rather than as discrete instructional tasks; (2) planning for and using small-sided games to increase students' opportunity to perform; (3) minimizing wait time by getting students involved in the lesson right away; (4) viewing standards as guideposts and finding ways to teach beyond them; (5) developing content with incremental progressions over longer periods of time.

Implications: The planning for, and implementation of effective teaching strategies can make a big difference in the quality of a physical education program. These five pedagogical concepts (although not new to the profession) provide the reader with an opportunity to learn about (or revisit) a few sound ways to help maximize student time in secondary physical education toward a more desirable learning environment.

Submitted by Paul T. Stuhr, California State University San Marcos

Abstract #2

Article:
Nowels, R. G., & Hewit, J. K. (2018). Improved learning in physical education through immediate video feedback. Strategies, 31, 5-9. DOI: 10.1080/08924562.2018.1515677

Background: Teachers traditionally use verbal feedback with instruction, however, the use of video allows students to view their performance to augment verbal feedback. Instructors at the U.S. Military Academy evaluated the efficacy of using video technology to supplement verbal feedback.

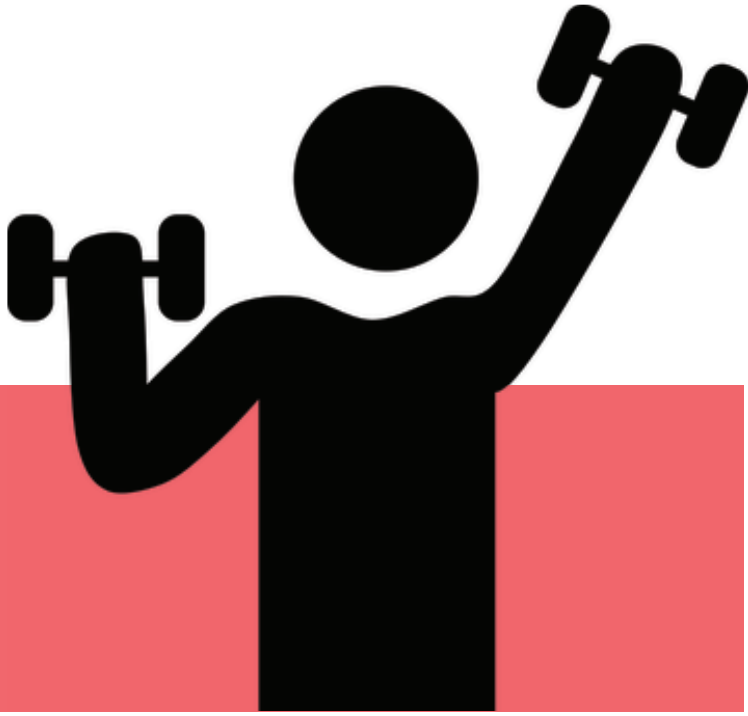
Purpose: This study was conducted to evaluate the effectiveness of providing immediate video feedback on a basic vaulting skill versus traditional verbal-only feedback.

Methods: Twenty-two students enrolled in the Military Movement course volunteered for participation. Students were divided equally into control and experimental groups. Both groups received verbal feedback and performed the same skill, the flank vault. However, the experimental group viewed a video of their performance in addition to verbal feedback. Data were collected through a survey that assessed perceived competence of the skill and an instructor evaluation of the skill.

Results: The video feedback group had significantly higher scores from their instructor on the skill from their first attempt to the second attempt, meaning the students improved. Additionally, the video feedback group were better able to estimate what their score would be.

Implications: Practically, it would be difficult for a teacher to video, then watch the video and provide feedback for every student. Physical education teachers can however, allow students to work in small groups and video each other using phones or other available devices. The teacher will need to provide structure to encourage appropriate peer feedback. But, as this study found, the use of video feedback can improve performance of skills and ownership of performance.

Submitted by David N. Daum, San Jose State University



Abstract #3

Article:
Burner, A., Bopp, M., Papalia, Z., Weimer, A., & Bopp , C. M. (2019). Examining the relationship between high school physical education and fitness outcomes in college students. The Physical Educator, 76, 285–300. https://doi.org/10.18666/TPE-2019-V76-I1-8462

Background: Past research has shown physical activity tends to decline for both males and females from youth to young adulthood, eventually leading to negative health outcomes.

Purpose: This study sought to determine whether positive experiences in high school (HS) physical education (PE) classes have an impact on later collegiate physical activity (PA), fitness, blood glucose, and lipids levels.

Methods: 537 college students completed a fitness assessment for aerobic endurance, muscular endurance, body composition, blood glucose, and lipids. They also completed a survey that solicited their current PA and past high school PE experiences, including number of semesters and level of enjoyment in HS PE.

Results: For males, HS PE enjoyment was positively related to current level of fitness and time spent in vigorous PA, and negatively related to triglycerides and total cholesterol levels. Males who took PE voluntarily, or who had a waiver from HS PE, had a higher level of fitness than those males who did not. Females who took elective HS PE had a higher VO2 Max and engaged in more PA than those who had not. Females who had a waiver from HS PE had higher triglycerides and total cholesterol than those who did not.

Implications: For both males and females, the findings provide evidence of the potential of quality HS PE to positively impact collegiate physical activity (PA), fitness, blood glucose, and lipids levels. High schools should offer stimulating and enjoyable elective PE classes that match students' interests.

Submitted by Grant Hill, California State University Long Beach

Abstract #4

Article:
Egan, C. A., Webster, C. A., Stewart, G. L., Glenn Weaver, R., Russ, L. B., Brian, A., & Stodden, D. F. (2019). Case study of a health optimizing physical education-based comprehensive school physical activity program. Evaluation and Program Planning, 72, 106-117. DOI: 10.1016/j.evalprogplan.2018.10.006

Background: Comprehensive school physical activity programs (CSPAP) are a means to increase the amount of physical activity among K-12 students. Implementing a CSPAP guided by the Health Optimizing Physical Education (HOPE) curriculum model would help to guide curricular alignment and the types of programs offered for the students, however, it does not clearly provide an answer as to how various stakeholders can work together to ensure program success.

Purpose: This qualitative case study was conducted to examine enablers and barriers to the creation and sustainability of a CSPAP guided by the HOPE curriculum model within a model middle school.

Results: Findings suggest that a team approach is necessary to CSPAP success. Both teacher training and external support mechanisms are essential. A needs assessment is necessary before considering implementation.

Implications: CSPAP guided by the HOPE curriculum model would seem to be a worthy approach, but it would take a strong team and support system to implement and sustain over time. Small steps toward building a culture that can sustain portions of a CSPAP guided by the HOPE curriculum model may be more realistic for many schools. Using a HOPE curriculum model would help programs to have a unified goal for curriculum planning.

Submitted by Chris Gentry, California State University San Bernardino

Abstract #5

Article:
Rocamora, I., Gonzalez-Villora, S., & Fernandez-Rio, J. (2019). Physical activity levels, game performance and friendship goals using two different pedagogical models: Sport education direct instruction. Physical Education and Sport Pedagogy, 24(1), 87-102. DOI: 10.1080/17408989.2018.1561839

Background: Pedagogical approaches (a.k.a. curriculum or instructional models) within physical education are designed to help promote outcomes associated with the psychomotor, cognitive, and affective domains of learning. The Sport Education Model (SEM) is one such pedagogical approach that has been shown to provide an authentic and more comprehensive sport experience for students. The characteristics of the SEM promote enthusiastic, literate and competent sportspersons (Siedentop, Hastie, and van der Mars, 2019).

Purpose: This study sought to determine the effects of SEM and Direct Instruction (DI) on physical activity (PA) intensity, level of game performance, and friendship goals.

Methods: 88 elementary physical education students, ages 10-11 years, participated in the experimental study. 47 students participated in the SEM (experimental group), while 41 experienced DI (non-equivalent group). The physical education content taught to both SEM and DI groups was Handball. The length of the Handball unit was 15 (45-minute) class sessions. Pre-post test data were collected in three ways: accelerometers to measure PA, questionnaires to determine friendship goals, and the Game Performance Assessment instrument to determine level of game performance.

Results: The SEM group had significantly higher PA levels and friendship goals compared to the DI group. The students who experienced SEM also had higher game performance scores when compared to the DI group.

Implications: In this particular study the SEM was a more effective pedagogical approach in helping students toward psychomotor and affective learning outcomes. Physical education teachers may find benefit in learning more about the SEM as a means to help structure the scope and sequence of the curriculum.

Submitted by Paul T. Stuhr, California State University San Marcos

Abstract #6

Article

Haerens, L., Krijgsman, C., Mouratidis, A., Borghouts, L., Cardon, G., & Aelterman, N., (2019). How does knowledge about the criteria for an upcoming test relate to adolescents' situational motivation in physical education? A self-determination theory approach. 25, 983-1001. DOI: 10.1177/1356336X18783983

Background: Increasing student's awareness of how they will be assessed has been identified as a critical component of assessment quality. Allowing students to have clarity of how they will be assessed permits the student to self-evaluate, set goals, and set strategies towards attaining these goals. Additionally, by sharing the end criteria, it forces the teacher to have a pre-determined set of benchmarks planned instead of using subjective measures of performance.

Purpose: The purpose of this study was to investigate if knowing about the criteria of a test affects a student's motivation and anxiety.

Methods: A total of 39 PE teachers, 659 students (366 boys and 293 girls, mean age of 14.72), across 32 schools in Flanders, Belgium participated. All PE classes were taught as normal, no modifications were made. Data were collected via questionnaires that evaluated knowledge of criteria for upcoming tests, motivation, anxiety, frustration, and teacher behavior.

Results: Data indicated that students with knowledge about the criteria of a test valued and enjoyed the lesson more, and had greater focus. Additionally, students felt more in charge of their learning, better able to achieve goals, and felt more connected to their teacher.

Implications: PE teachers should develop pathways for sharing information about assessments with their students. This information could include: the purpose of the assessment, ways students will be making progress towards the assessment, and modifications/choices within the assessment. By being more transparent in assessment practices, teachers can increase motivation of their students.

Submitted by David N. Daum, San Jose State University

Abstract #7

Article:
D'Agostino, E. M., Day, S. E., Konty, K. J., Larkin, M., Saha, S, & Wyka, K. (2018). The association of health-related fitness and chronic absenteeism status in New York City middle school youth. Journal of Physical Activity and Health, 15(7), 1-9. https://doi.org/10.1123/jpah.2017-0388

Background: Research has shown a link between student health-related fitness level and school absenteeism. When students' fitness levels decrease there are also potentially negative effects on self-esteem, physical health, mental health, and cognitive processing. In the NYC public K-12 system as many as 200K students may be absent on a given day. Chronic absenteeism tends to increase with student age and is also strongly associated with ethnicity and household poverty rate.

Purpose: This study sought to determine whether decreases in FITNESSGRAM scores from one year to the next predict subsequent chronic absenteeism in grades 5-8.

Methods: Researchers accessed both NYC FITNESSGRAM results and attendance records of approximately 350K students in grades 5-8. The sample population included 39% Hispanic, 28% Black, and 17% non-Hispanic white. FITNESSGRAM scores were converted into percentiles with each student receiving a composite percentage increase or decrease score in overall fitness from one year to the next. These percentages were then compared with the next year absenteeism rates using intraclass correlation coefficients to determine whether decreases in fitness levels were significantly related to chronic absenteeism – missing 20 days or more of school.

Results: Chronic absenteeism rates were highest in students with a 10% or more decrease in fitness level from the year before. Greater decreases in fitness predicted higher odds of chronic absenteeism the following year.

Implications: Given the link between a decline in fitness level and chronic absenteeism, it appears essential schools use fitness promotion as an intervention to improve attendance rates.

Submitted by Grant Hill, California State University Long Beach

CALL FOR PAPERS

CAHPERD issues this call for papers anticipated to appear in the Spring 2020 edition of the e-Journal. The e-Journal contains two types of articles: (a) practical manuscripts related to teaching, professional practice or performance, (b) research articles in the HPERD disciplines. All submissions will be subject to a blind peer review process. Authors who are professionally engaged in the study of HPERD and related fields, including professors, teachers, and others, are encouraged to submit articles for review and potential publication. Authors need not be professional writers. Graduate students in the HPERD disciplines are also encouraged to submit. The editors will give priority consideration to those articles that relate directly to HPERD issues confronting California professionals. This includes articles that provide expert teaching strategies. Authors may not submit the same article to this e-Journal and other publications for simultaneous review. Previously published content should not be submitted.

Authors seeking publication in the e-Journal should include the following materials: (1) Cover letter indicating the desire to have materials reviewed for possible publication. The cover letter should indicate acknowledgement that CAHPERD will hold the copyright to all information published in the e-Journal. (2) Email attachment of the desired publication as a word document only. (3) Biographical information about the author(s) (not to exceed 25 words).
Manuscripts should not exceed 2500 words (not including references or graphics). Authors are expected to follow APA formatting. The order of information included in the manuscript should be as follows: (1) Cover letter, (2) Title Page, (3) Title page with author(s) and affiliation information, (4) Abstract, (5) Text, (6) References, (7) Tables, (8) Figures, and (9) Acknowledgements, if appropriate.

Papers for upcoming issues may be submitted to Chris Gentry at cgentry@csusb.edu
Submission deadline for consideration in the Spring 2020 e-Journal is February 15. All other submissions will be reviewed for Fall 2020.

2020
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When: 2/20/2020 - 2/22/2020

Where: Hyatt Regency Orange County Garden Grove, CA

This coming year will be guided by the theme "In Focus" where we will discover and share best practice as it relates to health, physical education, recreation and dance. We are proud to announce that Jessica Lawrence and Catherine Sanderson will serve as our keynote speakers. So, let's get "In Focus" and continue to advance our field together in Garden Grove.