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Roslow Research Group

Physical Education Trends in Our Nation's Schools

A Survey of Practicing K-12 Physical Education Teachers

Prepared For:

**Polar Electro Inc.
National Association for Sport and Physical Education (NASPE)**

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I BACKGROUND

This report highlights the findings from an online survey conducted among physical education teachers in elementary, middle and high schools across the United States. Conducted on behalf of Polar Electro Inc. and the National Association for Sport and Physical Education (NASPE), the survey was designed to explore a number of key aspects of physical education programs in our nation's schools. Questions covered instructional content, the use of technology in physical education programs, professional development for physical education teachers, principals' knowledge and support for physical education programs, physical education teachers' perceptions of student and parent interest and involvement and funding for physical education programs. In addition to generating this "profile of physical education" the intent is to replicate the survey periodically in the future; so that trends can be tracked/documentated over time.

A total of 1,375 physical education teachers participated in the survey between May 28 and June 15, 2009. Of this, 1,164 K-12 physical education teachers completed the survey. The survey was sent via e-mail to members of NASPE/AAHPERD who identify themselves as elementary, middle, or high school physical education teachers. Recipients of the e-mail were encouraged to forward the survey link to other practicing K-12 physical education teachers.

II SPECIAL NOTES

- For the tables comparing results among elementary school, middle school and high school PE teachers, differences were tested for statistical significance, at a 95% level of confidence. When results were found to be significantly different:

A small postscript/letter is inserted immediately to the right of the significantly higher of the two numbers. These postscripts are “e” for elementary school, “m” for middle school and “h” for high school. So, for example, if the letter “m” appears to the right of a number in the “elementary school” column; that indicates that the elementary school percent/result was significantly higher than the middle school percent.

- For the tables comparing results between more frequent users of technology and less frequent + non-users of technology, differences were tested for statistical significance, at a 95% level of confidence. When results were found to be significantly different:

A small arrow is inserted between the two numbers, pointing in the direction of the significantly higher number.

- Sample size/bases vary somewhat from question-to-question. Maximum error ranges for the bases shown in the tables (at a 95% level of confidence) are as follows:

<u>Sample Size</u>	<u>Maximum error range</u>
1150 (Approx. – Total)	+/- 2.9 points
480 (Approx – Elementary School teachers)....	+/- 4.5 points
290 (Approx. – Middle School teachers)	+/- 5.8 points
270 (Approx. – High School teachers)	+/- 6.0 points
484 (“Very” or “somewhat frequent” users of technology for student instruction)	+/- 4.5 points

III OVERVIEW OF RESULTS

Primary Focus of Physical Education Programs

For nearly 50% of these educators, the primary focus of the physical education program is “health-related fitness,” followed by “motor skills and movement forms” (33%), “personal and social responsibility/character development” (12%), and “preparation for sport participation” (6%). Not surprisingly, however, this focus varies dramatically by school level:

- Among those teaching in elementary schools, the focus is more likely to be on “motor skills and movement,” while for those middle and high school educators, the emphasis is more likely to be on “health-related fitness.”

Physical Activities Offered

The most common activity taught/offered by schools: basketball. 93% of the programs teach/offer basketball; followed by “personal fitness” (88%), volleyball (88%), jump rope (86%), soccer (83%), baseball/softball (75%) and football (74%).

- Most of the incidence differences by school level might be predicted based on child age and development. For example, jump rope is significantly more likely to be taught/offered in elementary schools; while baseball, football and golf are significantly less likely to be offered in elementary schools.
- Interestingly, football, hockey, track & field and kickboxing are significantly more likely to be taught/offered in middle school than in high school ...and such sports/activities as baseball, disc sports, bowling, golf, exergames, lacrosse and rock climbing are as likely to be offered in middle schools as in high schools.

Use of Technology in Physical Education Programs

44% of physical education teachers use technology as part of student instruction “very” or “somewhat frequently.” Only 10% do not use technology at all.

- These incidences vary little, regardless of school level.

Over three-quarters use technology as a management tool “very” or “somewhat frequently” (such as for recording assessment scores or grading).

What specific technologies are being used?

- 72% cite “computers/the internet;” 70% are using pedometers; 51% are using fitness assessment technologies/equipment (such as TriFIT and Tanita scales); and 39% are using heart rate monitors.
 - Heart rate monitors are more likely to be used in middle schools vs. elementary schools; and more likely to be used in high schools than in either elementary or middle schools.

Nearly two-thirds cite “technology” as enhancing their physical education program as a function of its ability to enhance teacher/parent communication. Over half of the teachers also cite other ways that technology enhances their physical education programs, including:

- ...Providing data for assessment and grading,
- ...Enhancing instruction,
- ...Enhancing communication with school and district administrators about student performance and achievement,
- ...And increasing student motivation.

One of the more notable findings herein: Those teachers who are more likely to incorporate technology into their student instruction perceive increasing interest among students and parents in physical activity and physical education. For example:

- 38% of physical education teachers perceive increased interest among students in physical education over the past three years. Among those teachers using technology more frequently, 46% perceive increased interest; while among those using technology less frequently or not at all, 32% perceive increased interest.
- 46% of teachers who use technology more frequently perceive that students’ health-related fitness levels have increased over the past three years; vs. 28% of teachers who use technology less frequently or not at all.
- 38% of teachers who use technology more frequently perceive that parents’ interest in students’ physical activity has increased in the past three years...vs. 26% of teachers who use technology less frequently/not at all.

Professional Development for Physical Education Teachers

- 65% of these educators are required to attend professional development classes;
- 64% of schools/districts provide funding for physical education teachers to attend professional classes/workshops/conferences;
- And over 70% of schools/districts provide time-off for attending.

Professional Organizations

50% of the physical education teachers are members of the national American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); and two-thirds are members of their state's AAHPERD. Just under half have attended their state's AAHPERD conference in the last three years...and 25% have attended the national AAHPERD convention.

- Elementary school teachers are more likely to have attended these conferences than have middle or high school teachers.

The Principal's Knowledge and Involvement

When it comes to physical education programs, 58% rate their principal as "very supportive" of the physical education program; and another 35% rate the principal as "somewhat supportive." Only 7% consider their principal "not supportive."

- Despite this, only 27% rate their principal as "very knowledgeable" of physical education as an instructional program...and in one-fifth of schools, the principal never observes a physical education class.

Student & Parent Interest in Physical Education

In the last three years, 38% of the physical education teachers perceive that their students' attention/interest in physical education class "has increased."

- Interestingly, this incidence was significantly stronger among middle school teachers vs. those teaching in high school; and significantly stronger among elementary school teachers, vs. either middle or high school teachers.

- And as highlighted earlier: Incidence perceiving increased student interest in physical education class is significantly higher among more frequent users of technology: For example, among those teachers using technology for student instruction more frequently, 46% perceive increased interest among their students in physical education class.

31% of the physical education instructors perceive increased interest and support from parents regarding students' physical activity; and 27% perceive increased interest/support from parents regarding students' physical education.

- ...And – echoing the earlier observation regarding the use of technology in student instruction – here too parent interest is significantly stronger when the teacher is a frequent user of technology. For example, 34% of more-frequent users of technology perceive increased interest from parents regarding students' physical education; vs. 21% of those teachers who are less frequent or non-users of technology.

Funding for Physical Education Programs

- The median funding amount for physical education programs is \$764. For over 60% of programs, annual funding is under \$1,000. Only 15% have funding of \$2,000 or more.
 - Among high school programs, 32% have funding of \$2,000 or more ...with the median being \$1,370.
- “School budget” is the most-cited source for program funding (for 64%), followed by school district budget (38%), PTA/PTO (34%), and grant programs (28%).
- Most have seen budgets for physical education programs remain the same or shrink in recent years: 45% say that their budgets have remained about the same since 2006; and 36% say that budgets have decreased.

IV SUMMARY OF RESULTS

A Primary Focus of Physical Education Programs

For nearly 50% of these educators, the primary focus of the physical education program is “health-related fitness,” followed by “motor skills and movement forms” (33%), “personal and social responsibility/character development” (12%), and “preparation for sport participation” (6%). Not surprisingly, however, this focus varies dramatically by school level:

- Among those teaching in elementary schools, the focus is more likely to be on “motor skills and movement,” while for those middle school and high school educators, the emphasis is more likely to be on “health-related fitness.” Versus elementary school, there is also relatively greater focus on “preparation for sports participation” in middle and high school (Table 1).

Table 1
Primary Focus of the Physical Education Program

<u>Area</u>	<u>Total (%)</u>	<u>School Level</u>		
		<u>Elementary (%)</u>	<u>Middle (%)</u>	<u>High School (%)</u>
Health-related fitness	49	33	63 <i>e</i>	67 <i>e</i>
Motor skills and movement forms	33	53 <i>mh</i>	17	13
Personal and social responsibility/ character development	12	12	12	12
Preparation for sport participation	6	2	9 <i>e</i>	8 <i>e</i>
Base (#)	1211	522	308	302

Question: What is the primary focus of the physical education program at your school?

When asked to rate each on importance, 86% rate “health-related fitness” as “very important,” 81% rate “personal and social responsibility/character development” as “very important,” and 69% rate “motor skills and movement forms” as very important” (Table 1a). Here again, note the considerable variation based on school level.

Table 1a
Importance of Different Areas of Physical Education Programs –
Top-Box Ratings*

<u>Area</u>	<u>Total</u> (%)	<u>School Level</u>		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
Health-related fitness	86	86	87	85
Personal and social responsibility/ character development	81	87 <i>h</i>	82 <i>h</i>	71
Motor skills and movement forms	69	92 <i>mh</i>	57 <i>h</i>	40
Preparation for sport participation	20	16	25 <i>e</i>	23 <i>e</i>
Base (#)	1211	522	308	302

Question: Please rate the importance of the following areas in the physical education program at your school.

**Top-Box = % rating area as “very important”*

When it comes to NASPE Standards, 94% of physical education programs incorporate Standard #3 (Regular participation in physical activity), 92% Standard #7 (Valuing of physical activity for health, enjoyment, challenge, self expression and/or social interaction), and 91% Standard #5 (Responsible personal and social behavior). As shown in Table 2 on the following page, there are some incidence differences by school level:

- For example NASPE Standard #1 (Competency in motor skills and movement patterns) is significantly more likely to be addressed in elementary schools than in middle or high schools. The same is true for Standards #2 and #5. However, despite these differences, it's noteworthy that – across all school levels – no less than three-quarters of programs are addressing each of the seven NASPE Standards.

Table 2
National Standards Addressed in Physical Education Program

<u>Standard</u>	<u>Total</u> (%)	School Level		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
NASPE Standard #1 (Competency in motor skills and movement patterns)	89	97 <i>mh</i>	85	80
NASPE Standard #2 (Understanding of movement concepts, principles, strategies and tactics)	86	93 <i>mh</i>	84 <i>h</i>	76
NASPE Standard #3 (Regular participation in physical activity)	94	94	96	93
NASPE Standard #4 (Achievement and maintenance of a health-enhancing level of physical fitness)	90	90	91	88
NASPE Standard #5 (Responsible personal and social behavior)	91	94 <i>mh</i>	90	87
NASPE Standard #6 (Valuing of physical activity for health, enjoyment, challenge, self-expression and/or social interaction)	92	94 <i>h</i>	91	88
Base (#)	1211	522	308	302

Question: Which of the national standards does the physical education program at your school address?

B Specific Physical Activities Offered

As shown in Table 3 on the following page, the most common sport/physical activity taught and/or offered by schools: basketball. 93% of the programs teach/offer basketball; followed by “personal fitness” and volleyball (each at 88%), jump rope (86%), soccer (83%), baseball/softball (75%) and football (74%).

Based on child age/development, most of the incidence differences by school level might be predicted. For example, jump rope is significantly more likely to be taught/offered in elementary schools...and conversely; baseball, football and golf are significantly less likely to be offered in elementary schools. But a few of the middle vs. high school patterns are noteworthy:

- Football is significantly more likely to be taught/offered in middle school than in high school,
- Similarly, hockey, track & field and kickboxing are significantly more likely to be taught/offered in middle school vs. high school,
- And such sports/activities as baseball, disc sports, bowling, golf, exergames, lacrosse and rock climbing are as likely to be offered in middle schools as in high schools.

Table 3
Physical Activities Taught/Offered

<u>Activity</u>	<u>Total</u> (%)	<u>School Level</u>		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
Basketball	93	91	96 <i>e</i>	94
Personal fitness	88	85	89	92 <i>e</i>
Volleyball	88	82	93 <i>e</i>	91 <i>e</i>
Jump rope	86	97 <i>mh</i>	85 <i>h</i>	66
Soccer	83	84	85	81
Baseball and/or softball	75	64	85 <i>e</i>	84 <i>e</i>
Football	74	63	88 <i>eh</i>	78 <i>e</i>
Dance	70	83 <i>mh</i>	67 <i>h</i>	51
Disc sports (e.g., frisbee golf)	69	60	74 <i>e</i>	78 <i>e</i>
Hockey (e.g., floor, Field, ice)	64	62	73 <i>eh</i>	56
Bowling	57	74 <i>mh</i>	43	43
Tennis	56	48	53	74 <i>em</i>
Track & Field	56	58 <i>h</i>	60 <i>h</i>	46
Weight Training	50	18	63 <i>e</i>	93 <i>em</i>
Team Handball	39	19	50 <i>e</i>	60 <i>em</i>
Golf	34	27	37 <i>e</i>	40 <i>e</i>
Exergames (e.g., Dance Dance Revolution, Wii Fit)	31	32	35	34
Lacrosse	31	17	43 <i>e</i>	40 <i>e</i>
Yoga	28	26	21	35 <i>em</i>
Rock wall climbing	22	27 <i>mh</i>	19	15
Archery	20	6	24 <i>e</i>	40 <i>em</i>
Pilates	16	8	14 <i>e</i>	32 <i>em</i>
Orienteering	14	13	14	12
Bicycling and/or mountain biking	11	11	7	14 <i>m</i>
In-line skating	11	8	13 <i>e</i>	13 <i>e</i>
Swimming	11	6	10	18 <i>em</i>
Kickboxing	9	4	17 <i>eh</i>	11 <i>e</i>
Hiking	7	6	7	9
Martial arts	5	3	6	6
Snowshoeing	5	4	4	6
Geocaching	4	3	6 <i>h</i>	2
Fishing	4	3	5	4
Skiing	3	2	3	2
Boating (e.g., canoeing, kayaking, sailing)	3	2	2	4
Skateboarding	2	1	5 <i>e</i>	2
Camping	2	1	-	3
Scuba	1	-	-	3
Base (#)	1211	522	308	302

Question: Which of the following physical activities are taught/offered in your school's physical education program?

C Use of Technology in Physical Education Programs

Respondents were asked how often they use technology in their programs as part of student instruction; and 44% responded that they use technology “very frequently” or “somewhat frequently.” Only 10% do not use technology at all. And these incidences varied little, regardless of school level (Table 4a).

Table 4a
Frequency of Use of Technology in
Physical Education Program for Student Instruction

<u>Frequency Used</u>	<u>Total</u> (%)	<u>School Level</u>		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
Very frequently	11	11	11	10
Somewhat frequently	33	30	34	36
Somewhat infrequently	47	48	47	46
Not at all	10	11	8	8
Base (#)	1147	500	294	280

Question: How frequently is technology used in your school's physical education program for student instruction/learning?

Technology is even more pervasive when it comes to its use as a management tool by teachers (such as recording assessment scores or grading). As per Table 4b, over three-quarters use such technology “very frequently” or “somewhat frequently.”

Table 4b
Frequency of Use of Technology in Physical Education Program for Management by Teachers

<u>Frequency Used</u>	<u>Total</u> (%)	<u>School Level</u>		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
Very frequently	43	39	45	51 ^e
Somewhat frequently	33	35	35	28
Somewhat infrequently	19	20	17	18
Not at all	5	6	4	4
Base (#)	1147	500	294	280

Question: How frequently is technology used in your school's physical education program for management by teachers (e.g., recording assessment scores, grading)?

What specific technologies are being used by these educators? 72% cite “computers/the internet;” 70% are using pedometers; 51% are using fitness assessment technologies/equipment (such as TriFIT and Tanita scales); and 39% are using heart rate monitors.

- Note that pedometers are significantly more likely to be used in elementary schools than in middle or high schools; heart rate monitors are more likely to be used in middle schools vs. elementary schools; and heart rate monitors are significantly more likely to be used in high schools than in either elementary or middle schools (see Table 5)

Table 5
Technology Used in the Physical Education Program

<u>Technology/Equipment</u>	<u>Total</u> (%)	School Level		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
Computer/Internet	72	70	74	73
Pedometers	70	74 <i>mh</i>	67	64
Fitness Assessment (e.g., TriFIT, Tanita scales)	51	48	55	53
Heart rate monitors	39	30	40 <i>e</i>	53 <i>em</i>
Exergames/video games (e.g., Dance Dance Revolution, Wii Fit)	32	31	39 <i>eh</i>	26
Stationary fitness equipment (e.g., treadmill, elliptical)	28	6	35 <i>e</i>	55 <i>em</i>
Video recording	19	19	19	20
Smart board	12	11	12	14
Video projection system (e.g., HOPSports)	12	10	15 <i>e</i>	12
Handheld computers	7	7	9	6
Global positioning systems (GPS)	4	3	5	3
Distance Learning	3	2	3	4
Accelerometers	2	1	1	3
Motion analysis system (e.g., Dartfish)	1	-	-	-
Base (#)	1147	500	294	280

Question: Which of the following types of technology are used in your school's physical education program?

Technology enhances a physical education program in many ways. As per Table 6, nearly two-thirds acknowledge that technology “enhances communication with parents,” 60% feel that it “provides data for assessment and grading,” 59% feel it “enhances instruction,” and 51% feel it “increases student motivation.”

Table 6
Ways Technology Enhances the Physical Education Program

<u>Ways Technology Enhances PE Program</u>	<u>Total (%)</u>	<u>School Level</u>		
		<u>Elementary (%)</u>	<u>Middle (%)</u>	<u>High School (%)</u>
Enhances communication with parents	64	61	67	67
Provides data for assessment and grading	60	57	65 ^e	64
Enhances instruction	59	57	57	63
Enhances communication with school/district administrators about student performance/achievement	52	51	54	49
Increases student motivation	51	52	51	48
Increases student accountability for performance/achievement	47	41	49 ^e	55 ^e
Enhances physical education	45	42	48	45
Provides objective data about student performance	44	45	46	42
Expands physical activity offerings	30	29	34	26
Enables teachers to determine the amount of physical education class time that students spend in moderate to vigorous physical activity	27	23	30 ^e	29
Increases students' skills and confidence in using technology	25	22	26	28
Increases support from stakeholders (e.g., parents, administrators)	24	23	25	24
Frees time for teachers to provide students w/ individualized feedback	17	15	19	19
Technology is not used in my school's PE program	12	10	13	13
Base (#)	1147	500	294	280

Question: How does technology enhance your school's physical education program?

D Professional Development for Physical Education Teachers

65% of these educators are required to attend professional development classes. Indeed, for one-third, the school district requires a minimum of three days per year for such classes (Table 7).

Table 7
Days Per Year School District Requires Professional Development Classes Specific to Physical Education

<u>Days per school year</u>	<u>Total (%)</u>	<u>School Level</u>		
		<u>Elementary (%)</u>	<u>Middle (%)</u>	<u>High School (%)</u>
0 days	27	27	25	27
1 day	14	14	16	11
2 days	18	19	14	24 <i>m</i>
3 days	12	9	16 <i>e</i>	13
4 days	7	8	6	9
5 or more days	14	15	16	11
Don't know	9	8	8	10
Base (#)	1131	492	291	271

Question: How many days per school year does your school district require physical education teachers to attend school district provided professional development specific to physical education?

As shown below, 64% of schools/districts provide funding for physical education teachers to attend professional classes/workshops/conferences...and over 70% provide time-off for attending. Elementary schools are significantly more likely to provide these than are either middle schools or high schools.

Table 8
Incidence of Schools/Districts Providing
Funding and Time-off for Professional Development Classes

Incidence	Total (%)	School Level		
		Elementary (%)	Middle (%)	High School (%)
School District provides funding to attend professional development classes	64	70 <i>mh</i>	62 <i>h</i>	53
School/District provides release days to attend professional development classes	71	78 <i>mh</i>	64	62
Base (#)	1131	492	291	271

Question: Since 2006, did your school and/or school district provide you with any funding to attend a professional development class/workshop/conference/convention provided by an entity other than your school district?

Question: Since 2006, did your school and/or school district provide you with any release days (and/or substitute teacher) to attend a professional development class/workshop/conference/convention provided by an entity other than your school district?

E Professional Organizations

- 50% of the physical education teachers are members of national AAHPERD; and two-thirds are members of their state’s AAHPERD. In both cases, elementary school instructors are more likely to be members than are their middle school or high school counterparts (Table 9).
- 75% belong to at least one of the three associations included in the table (national AAHPERD, state AAHPERD or state interscholastic coaches association).

**Table 9
Membership in Professional Organizations**

<u>Organization</u>	<u>Total (%)</u>	<u>School Level</u>		
		<u>Elementary (%)</u>	<u>Middle (%)</u>	<u>High School (%)</u>
American Alliance for Health, Physical Education, Recreation & Dance (national AAHPERD)	50	54 <i>mh</i>	45	44
State association for Health, Physical Education, Recreation & Dance (state AAHPERD)	57	68 <i>mh</i>	47	45
State interscholastic coaches association	18	7	17 <i>e</i>	38 <i>em</i>
Not a current member of these org’s	25	23	33 <i>e</i>	26
Base (#)	1131	492	291	271

Question: Are you a current member of any of the following professional organizations?

Just under half have attended their state’s AAHPERD conference in the last three years...and 25% have attended the national AAHPERD convention. The elementary school teachers are more likely to have attended these than the middle or high school teachers (Table 10).

Table 10
Incidence Attending Selected Conferences

<u>Conference</u>	<u>Total</u> (%)	School Level		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
State association for Health, Physical Education, Recreation & Dance annual conference	48	57 <i>mh</i>	43 <i>h</i>	35
American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD) annual national Convention	25	30 <i>mh</i>	22	19
District association for Health, Physical Education, Recreation & Dance annual conference (e.g., Eastern District, Southwest District)	19	22 <i>mh</i>	15	14
State interscholastic coaches association’s annual conference	9	3	9 <i>e</i>	20 <i>em</i>
Did not attend any of the conferences	38	31	44 <i>e</i>	48 <i>e</i>
Base (#)	1131	492	291	271

Question: Since 2006, did you attend any of the following conferences/conventions?

F The Principal's Knowledge and Involvement

When it comes to physical education programs – regardless of school level – roughly one-quarter rate their principal as “very knowledgeable” (Table 11). And, as per Table 12, 58% of the teachers rate their principal as “very supportive” of the physical education program (67% of elementary school physical education teachers, vs. 54% of those teaching in middle school and 49% of those teaching in high school).

Table 11
Rating The Principal's Knowledge About Physical Education

<u>Principal's Level of Knowledge</u>	<u>Total (%)</u>	<u>School Level</u>		
		<u>Elementary (%)</u>	<u>Middle (%)</u>	<u>High School (%)</u>
Very knowledgeable	27	28	29	27
Somewhat knowledgeable	55	57	52	52
Not knowledgeable	18	15	20	21
Base (#)	1125	490	291	271

Question: How would you rate your principal's knowledge about physical education as an instructional program?

Table 12
Rating The Principal's Support for Physical Education Program

<u>Principal's Support for Physical Education Program</u>	<u>Total (%)</u>	<u>School Level</u>		
		<u>Elementary (%)</u>	<u>Middle (%)</u>	<u>High School (%)</u>
Very supportive	58	67 <i>mh</i>	54	49
Somewhat supportive	35	29	35 <i>e</i>	39 <i>e</i>
Not supportive	7	4	10	11 <i>e</i>
Base (#)	1125	490	291	271

Question: How would you rate your principal's support for your school's physical education program?

How often do principals conduct formal evaluations of instructors? 45% report that their principal conducts such an evaluation once a year...for 37% it's two or more times a year...and for 18% it's "never" (Table 13).

Table 13
Frequency with Which Principal
Conducts a Teacher Evaluation

<u>Frequency</u>	<u>Total</u> (%)	<u>School Level</u>		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
One time during the school year	45	48	41	42
Two times during the school year	26	31 <i>h</i>	25	19
Three or more times during the school year	11	10	16 <i>h</i>	10
Never	18	11	18 <i>e</i>	29 <i>e</i>
Base (#)	1125	490	291	271

Question: During one school year, how often does your school principal conduct a formal evaluation of you (the teacher)?

For 54% of these educators, the principal attends/observes the physical education class three or more times during the school year (Table 14).

Table 14
Frequency with Which Principal
Observes a Physical Education Class

Frequency	Total (%)	School Level		
		Elementary (%)	Middle (%)	High School (%)
Daily	1	1	2	1
Weekly	8	8	10	6
Bi-weekly	7	7	6	7
Monthly	16	18 <i>h</i>	16	10
At least three times during the school year	22	24	22	19
Two times during the school year	13	12	15	15
One time during the school year	13	13	9	13
Never	21	17	21	30 <i>em</i>
Base (#)	1125	490	291	271

Question: About how often does your principal visit/observe a physical education class for at least five full minutes (excluding any times that he/she is conducting a formal teacher evaluation)?

G Student & Parent Interest in Physical Education

In the last three years, 39% of the physical education teachers perceive that their students' attention/interest in physical activity "has increased." Interestingly, this incidence was significantly stronger among middle school teachers vs. those teaching in high school; and significantly stronger among elementary school teachers, vs. either middle or high school teachers (Table 15).

Also note – in Table 15a – that those more frequent users of technology were significantly more likely to perceive increased student interest and attention in physical activity.

<u><i>Incidence agreeing that...</i></u>	<u>Total</u> (%)	<u>School Level</u>		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
...Students' attention/Interest in being physically active "has increased"	39	46 <i>mh</i>	35 <i>h</i>	26
...Students' attention/interest in physical education class "has increased"	38	50 <i>mh</i>	32 <i>h</i>	20
...Students' daily participation in physical activity "has increased"	34	40 <i>mh</i>	32	25
...Student health-related fitness levels "have increased"	36	40 <i>mh</i>	24	20
...Parents' interest/concern/support for student physical activity "has increased"	31	39 <i>mh</i>	24	20
...Parents' interest/concern/support for student physical education "has increased"	27	36 <i>mh</i>	20	14
Base (#)	1111	486	288	265

Table 15a
Recent Change in Students' Daily Participation in Physical Activity
(Among more frequent users of technology for student instruction)

<u>Incidence agreeing that...</u>	<u>Among ...</u>	
	<u>...More frequent users of technology</u> (%)	<u>...Less frequent & non-users of technology</u> (%)
...Students' attention/interest in being physically active "has increased"	47	← 33
...Students' attention/interest in physical education class "has increased"	46	← 32
...Students' daily participation in physical activity "has increased"	42	← 28
...Students' health-related fitness levels "have increased"	46	← 28
...Parents' interest/concern/support for student physical activity "has increased"	38	← 26
...Parents' interest/concern/support for student physical education "has increased"	34	← 21
Base (#)	484	627

As one might expect, the pattern for "interest in physical education class" is near-identical to the pattern for "interest in physical activity:"

- 38% of teachers perceive increased interest from students in physical education class; significantly more among the middle school teachers vs. the high school teachers; and significantly more among the elementary school teachers vs. those in middle or high school...
- ...And incidence perceiving increased interest is significantly higher among more frequent users of technology vs. those who never or rarely use technology.

And the pattern roughly parallels the aforesaid for "students' daily participation in physical activity" and for "students' health-related fitness levels."

31% of the physical education instructors perceive increased interest and support from parents regarding students' physical activity...and 27% perceive increased interest/support from parents regarding students' physical education.

- Here too, interest is comparatively stronger among parents of students in the elementary school grades...
- ...And here too parent interest is significantly stronger when the teacher is a frequent user of technology. For example, 34% of more-frequent users of technology perceive increased interest from parents regarding students' physical education; vs. 21% of those teachers who are less frequent or non-users of technology in student instruction.

41% have formally surveyed their students about their satisfaction and/or ideas vis-a-vis the physical education program; and 13% have surveyed parents (Table 16).

Table 16
Incidence Who have Formally Surveyed
Students or Parents Regarding the Physical Education Program

<u>Incidence</u>	<u>Total</u> (%)	<u>School Level</u>		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
Have surveyed students	41	38	42	43
Have surveyed parents	13	16 <i>m</i>	9	11
Base (#)	1111	486	288	265

Question: Since 2006, have you ever formally surveyed your students about their satisfaction with and/or ideas for your school's physical education program?

Question: Since 2006, have you ever formally surveyed your students' parents about their satisfaction with and/or ideas for your school's physical education program?

H Funding for Physical Education Programs

For over 60% of programs – and for 80% of elementary school programs – annual funding is under \$1,000. Indeed, the median for physical education programs is \$764. Only 15% have funding of \$2,000 or more.

Among high school programs, 32% have funding of \$2,000 or more...with the median being \$1,370.

Table 17				
<u>Funding from School/School Districts for Physical Education Programs</u>				
<u>Average Funds</u>	<u>Total</u>	<u>School Level</u>		
		<u>Elementary</u>	<u>Middle</u>	<u>High School</u>
	(%)	(%)	(%)	(%)
\$0	7	7	7	7
\$1-\$499	31	47 <i>mh</i>	23 <i>h</i>	10
\$500-\$999	23	26 <i>h</i>	25	19
\$1,000-\$1,499	14	11	15	19 <i>e</i>
\$1,500-\$1,999	10	5	13 <i>e</i>	15 <i>e</i>
\$2,000-\$2,499	4	1	6 <i>e</i>	8 <i>e</i>
\$2,500 or more	11	4	11 <i>e</i>	24 <i>em</i>
Median (\$)	\$764	\$460	\$900	\$1,370
Base (#)	1102	483	287	260

Question: Since 2006, what has been the approximate average funding for your school's physical education program from only your school's and/ or school district's budgets?

Table 18 displays the various sources of funds for physical education programs. Specifically school budget is the most-cited source (for 64%), followed by school district budget, PTA/PTO, and grant programs. Note that the district is more likely to be a source as school level increases...and PTA/PTO and school fundraisers are less likely to be sources as school level increases.

Table 18
Sources of Funds for Physical Education Program

<u>Source</u>	<u>Total</u> (%)	<u>School Level</u>		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
School budget	64	66	64	64
School district budget	38	35	36 <i>h</i>	45 <i>e</i>
School's parent/teacher assn. or org. (PTA, PTO)	34	53 <i>mh</i>	22 <i>h</i>	9
Grant program	28	31 <i>h</i>	27	20
School fundraiser	27	36 <i>mh</i>	25 <i>h</i>	12
Financial donation from a local (community) corporate partner	3	3	5 <i>h</i>	1
Financial donation from a local (community) foundation	3	4	3	1
Financial donation from a local (community) org. other than a corporation or foundation	3	2	2	2
None of the above	2	1	3	3
Don't know	4	1	5	9
Base (#)	1102	483	287	260

Question: Since 2006, what have been the sources of funding for your school's physical education program?

Most have seen their budgets for physical education programs remain the same or shrink in recent years: 45% say that their budgets have remained about the same since 2006; and 36% say that budgets have decreased.

Table 19
Recent Changes in Funding for Physical Education Program

<u>Recent changes in funding</u>	<u>Total</u> (%)	<u>School Level</u>		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
Funding has increased substantially	3	3	2	3
Funding has increased slightly	8	8	8	7
Funding has stayed about the same	45	51 <i>h</i>	47 <i>h</i>	37
Funding has decreased slightly	21	21	19	25
Funding has decreased substantially	15	13	16	14
Don't know	8	5	7	14
Base (#)	1102	483	287	260

Question: Since 2006, what has been the status of funding for your school's physical education program?

APPENDIX A – Student & Parent Interest – Detailed Tables

Table A-1
Recent Change in Student Interest in Physical Activity

<u>Interest has...</u>	<u>Total (%)</u>	<u>School Level</u>		
		<u>Elementary (%)</u>	<u>Middle (%)</u>	<u>High School (%)</u>
Increased	39	46 <i>mh</i>	35 <i>h</i>	26
Decreased	23	12	31 <i>e</i>	34 <i>e</i>
Stayed the same	36	38	32	37
Don't Know	3	4	2	3
Base (#)	1111	486	288	265

Question: Since 2006 do you perceive that your students' attention/interest in being physically active has increased, decreased or stayed the same?

Table A-2
Recent Change in Student Interest in Physical Activity

<u>Interest has...</u>	<u>Total (%)</u>		<u>Among frequent technology users (%)</u>
Increased	39	→	47
Decreased	23		19
Stayed the same	36		33
Don't Know	3		1
Base (#)	1111		484

Question: Since 2006 do you perceive that your students' attention/interest in being physically active has increased, decreased or stayed the same?

Table A-3
Recent Change in Student Interest in Physical Education Class

<u>Interest has...</u>	<u>Total (%)</u>	<u>School Level</u>		
		<u>Elementary (%)</u>	<u>Middle (%)</u>	<u>High School (%)</u>
Increased	38	50 <i>mh</i>	32 <i>h</i>	20
Decreased	17	7	23 <i>e</i>	33 <i>em</i>
Stayed the same	42	41	42	43
Don't Know	3	3	4	3
Base (#)	1111	486	288	265

Question: Since 2006 do you perceive that your students' attention/interest in physical education class has increased, decreased or stayed the same?

Table A-4
Recent Change in Student Interest in Physical Education Class

<u>Interest has...</u>	<u>Total (%)</u>		<u>Among frequent technology users (%)</u>
Increased	38	→	46
Decreased	17		13
Stayed the same	42		39
Don't Know	3		2
Base (#)	1111		484

Question: Since 2006 do you perceive that your students' attention/interest in physical education class has increased, decreased or stayed the same?

Table A-5
Recent Change in Students' Daily Participation in Physical Activity

<u>Daily participation has...</u>	<u>Total</u> (%)	<u>School Level</u>		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
Increased	34	40 <i>mh</i>	32	25
Decreased	26	20	29 <i>e</i>	36 <i>e</i>
Stayed the same	36	36	37	36
Don't Know	3	4	3	3
Base (#)	1111	486	288	265

Question: Since 2006 do you perceive that your students' daily participation in physical activity has increased, decreased or stayed the same?

Table A-6
Recent Change in Students' Daily Participation in Physical Activity

<u>Interest has...</u>	<u>Total</u> (%)		<u>Among frequent technology users</u> (%)
Increased	34	→	42
Decreased	26	←	21
Stayed the same	36		34
Don't Know	3		3
Base (#)	1111		484

Question: Since 2006 do you perceive that your students' daily participation in physical activity has increased, decreased or stayed the same?

Table A-7
Recent Change in Students' Health-Related Fitness Levels

<u>Fitness Levels have...</u>	<u>Total</u> (%)	School Level		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
Increased	36	40 <i>mh</i>	24	20
Decreased	26	18	30 <i>e</i>	37 <i>e</i>
Stayed the same	31	35 <i>m</i>	27	29
Don't Know	7	7	6	6
Base (#)	1111	486	288	265

Question: Since 2006 have your students' health-related fitness levels increased, decreased or stayed the same?

Table A-8
Recent Change in Students' Health-Related Fitness Levels

<u>Interest has...</u>	<u>Total</u> (%)		<u>Among frequent</u> <u>technology users</u> (%)
Increased	36	→	46
Decreased	26	←	19
Stayed the same	31		29
Don't Know	7		5
Base (#)	1111		484

Question: Since 2006 have your students' health-related fitness levels increased, decreased or stayed the same?

Table A-9
Recent Change in Parents' Interest and Support for Students' Physical Activity

<u>Parents' Interest Levels have...</u>	<u>Total</u> (%)	School Level		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
Increased	31	39 <i>mh</i>	24	20
Decreased	17	10	23 <i>e</i>	26 <i>e</i>
Stayed the same	41	41	44	40
Don't Know	12	11	9	14
Base (#)	1111	486	288	265

Question: Since 2006 do you perceive that interest/concern/support for student physical activity among your students' parents has increased, decreased or stayed the same?

Table A-10
Recent Change in Parents' Interest and Support for Students' Physical Activity

<u>Interest has...</u>	<u>Total</u> (%)		<u>Among frequent</u> <u>technology users</u> (%)
Increased	31	→	38
Decreased	17		15
Stayed the same	41		38
Don't Know	12		9
Base (#)	1111		484

Question: Since 2006 do you perceive that interest/concern/support for student physical activity among your students' parents has increased, decreased or stayed the same?

Table A-11
Recent Change in Parents' Interest and Support for Students' Physical Education

<u>Parents' Interest Levels have...</u>	<u>Total</u> (%)	School Level		
		<u>Elementary</u> (%)	<u>Middle</u> (%)	<u>High School</u> (%)
Increased	27	36 <i>mh</i>	20	14
Decreased	15	6	20 <i>e</i>	25 <i>e</i>
Stayed the same	48	47	50	46
Don't Know	12	11	11	14
Base (#)	1111	486	288	265

Question: Since 2006, do you perceive that interest/concern/support for physical education among your students' parents has increased, decreased or stayed the same?

Table A-12
Recent Change in Parents' Interest and Support for Students' Physical Education

<u>Interest has...</u>	<u>Total</u> (%)		<u>Among frequent</u> <u>technology users</u> (%)
Increased	27	→	34
Decreased	15		13
Stayed the same	48		44
Don't Know	12		9
Base (#)	1111		484

Question: Since 2006, do you perceive that interest/concern/support for physical education among your students' parents has increased, decreased or stayed the same?

APPENDIX B -- Respondent Profile

**# of yrs as Physical Education
teacher (avg. #)** 15.2

**Community Where School
Is Situated (%)**

Urban	28%
Suburban	48%
Rural	24%

School Level (%)

Elementary school	44%
Middle school	25%
High school	25%
Other	6%

School Type (%)

Public	95%
Private	4%
Charter	-