



1. Delivered by an instructor with specialized training
2. Engaging students in moderate to vigorous physical activity for at least 50% of the class time
3. Promoting physical activity in and outside of PE classes

If not, learn more about evidence-based PE Programs today. Check out The SPARK Programs at <http://www.sparkpe.org/> or CATCH PE Programs at <http://www.catchinfo.org/>

Sources:

Dowda M., Sallis J.F., McKenzie T.L., et al. (2005). Evaluating the sustainability of SPARK physical education: a case study of translating research into practice. *Research Quarterly for Exercise & Sport*, 76, 11–19.

McKenzie, T.L. & Lounsbery, M.A.F. (2009). School physical education: the pill not taken. *American Journal of Lifestyle Medicine*, 3, 219–225.

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Are Students Receiving Quality PE



Did you know

that quality

PE programs

contribute

to academic

and

public health goals?

Are Students Receiving Quality PE at Your School?

PE can promote healthy, active lifestyles, provide children with a significant proportion of their recommended physical activity, increase physical fitness levels, and teach generalizable movement and behavioral skills.

Countless research studies have also shown that these outcomes have positive implications for student academic performance (see Trost & van der Mars, 2009). But, did you know that numerous barriers to quality PE programming exist? These barriers include minimal time allocations, low subject status, inadequate resources, weak curriculum, and poor quality instruction. Barriers such as these directly hinder PE from playing a major role in contributing to educational goals, providing physical activity, and making a public health contribution. (McKenzie & Lounsbery, 2009).

Evidence-Based PE

During the past 15 years, there have been several large-scale physical activity and fitness



interventions in schools that focused on improving PE. While these interventions differed in type, scope, magnitude, and duration, the most effective PE programs involved implementing an activity-based curriculum that was accompanied by staff development and on-site support. Through these studies, evidence-based PE programs were developed.

Studies have shown that by adopting evidence-based PE, student moderate to vigorous physical activity in PE classes could be increased by as much as 18%, without increasing the frequency or duration of lessons (Dowda et al., 2001; McKenzie et al, 2004; Sallis et al., 1997). Additionally, students became more physically fit and improved their movement skills. Controlled studies have also shown that physically fit students are more likely to get better grades.

These are compelling reasons why schools should adopt evidence-based PE programs. However, few schools have done so. To better understand the facilitators and barriers to school adoption of evidence-based PE programs, a recent study

collected questionnaire data from principal and PE teacher pairs from 118 elementary schools from 34 states. Of these schools, 49 schools had adopted evidence-based PE programs, and 69 had not.

The results found few demographic or PE program profile differences between schools that had and had not adopted evidence-based PE.

Both principals and PE teachers were highly satisfied with the current status of their programs. It was clear, however, that principals were not familiar with the details of the PE programs being conducted in their schools, particularly in schools that did not have evidence-based PE.

It was also clear that PE programs are not being evaluated regularly, and are not being evaluated for outcomes they are purportedly trying to meet. Schools often fell short on recommendations for the frequency and duration of PE and whether it was being delivered by an instructor with specialized training in PE.

You are encouraged to take a critical look at the PE program being offered in your school. Inspect it carefully to see if it is:

