



**The World's Most Researched Physical Education
& Physical Activity Programs!**

Sample Text for Grant Writers

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SPARK: Countering Childhood Obesity Since 1989

Evidence. Innovation. Impact.

SPARK is a research-based organization of San Diego State University Research Foundation (disseminated by Gopher Sport) dedicated to creating, implementing, and evaluating programs that promote lifelong wellness.

SPARK strives to improve the health of children, adolescents, and adults by disseminating evidence-based Physical Education, After School, Early Childhood, and Classroom Activity & Recess programs to teachers and youth leaders serving Pre-K through 12th grade students.

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SPARK Overview and Synopsis of SPARK -- Yesterday and Today

I. Overview of the SPARK Programs

SPARK began as a research-based elementary physical education program, and now includes middle and high school physical education (PE) programs for after-school recreation, early childhood, and coordinated school health (e.g., staff wellness, nutrition, and health). Developed from a public health view point (Sallis & McKenzie, 1991), the SPARK programs were designed in response to a societal need to combat decreases in physical activity that are accompanied by increases in childhood obesity and diabetes. Existing PE programs had not been thoroughly evaluated to document their effects on health-related variables, so new approaches had to be designed (Sallis & McKenzie, 1991). SPARK was concerned with increasing physical activity during PE, and from for a public health viewpoint, focused on promoting the generalization of physical activity beyond classes to become a component of an active lifestyle.

Project SPARK (Sports, Play, and Active Recreation for Kids) was initiated in 1989 with a large grant (5 years) to San Diego State University from the National Institutes of Health to develop and evaluate a health-related PE program for upper elementary students. The initial SPARK program consisted of a PE curriculum designed to provide ample amounts of physical activity in class, a behavioral self-management curriculum to promote physical activity outside of school, and extensive teacher training and support.

The promising results of Project SPARK convinced the developers that the programs could contribute to improvements in the quality and quantity of physical activity in schools throughout the US. In 1993, an enterprise was established within San Diego State University to disseminate SPARK on a non-profit basis.

Over the years, the SPARK team of researchers and educators continued working on benchmark studies, either receiving funding directly or collaborating with other universities. These efforts enabled relevant research and subsequent dissemination in Middle and High School PE, Early Childhood, After School, and Classroom Activity & Recess programs, while supplementing the knowledge base in elementary PE. Selected examples of special projects and studies include:

- Early Childhood: Head Start Project, Univ. of TN Memphis, Catawba SPARK in N.C., Fit WIC in CA, and Navajo Nation WIC in AZ and N.M.
- Elementary Physical Education: OPprA (Obesity Prevention in Pre-Adolescents), Stanford Univ., Aventuras De Los Ninos, San Diego State Univ., OPI (Obesity Prevention Initiative) CA, Pathways NIH, Univ. of AZ, N.M, PEACH (Parents and Educators Addressing Children's Health), Stanford Univ., Health Champions, CA
- After School: Project BOLT, CA, Gender Equity and Sports Project, IBM, multiple sites in U.S., Fun 5 Hawaii, Healthy High 5 Highmark Foundation, PA
- Middle School Physical Education: M-SPAN (Middle School Physical Activity and Nutrition) NIH, CA, TAAG (Trial of Activity for Adolescent Girls), NIH, multi-site, The Healthy Study, NIH, multi-site.
- High School Physical Education: POPI (Pittsburgh Obesity Prevention Initiative) PA, Alief School District, Houston TX

[Click here to view SPARK research projects](#)

Over time, SPARK's dissemination efforts grew and eventually exceeded the capacity of an academic institution. Today, SDSU has licensed the dissemination of the program to Gopher Sport. SPARK founders and authors, Dr. Jim Sallis, Dr. Thom McKenzie, and Paul Rosengard serve on the SPARK Advisory Board and remain thoroughly engaged in all aspects of SPARK's ongoing efforts to positively contribute to the health and wellbeing of young and old.

[Click Here](#) to read about the SPARK Principals

II. Research on the SPARK Programs

Initial SPARK studies (e.g., SPARK, M-SPAN, TAAG, et. al) involved randomizing schools to control and treatment conditions, then comparing results from schools that implemented SPARK programs with those that did not. The results of numerous studies are presented at conferences worldwide and/or included in peer-reviewed publications. SPARK has evidence of success with the following variables:

- **Physical activity (McKenzie et al. 1997, 2004; Sallis et al., 1997, 2003)**
- **Physical fitness (Sallis et al., 1997)**
- **Motor skill development (McKenzie et al., 1998)**
- **Academic achievement (Sallis et al., 1999)**
- **Adiposity (Sallis et al., 1993)**
- **Student enjoyment of SPARK (McKenzie et al., 1994)**
- **Lesson context and teacher behavior (McKenzie et al., 1997; 2004)**
- **Process measures (e.g., self-management, parent behavior) (Marcoux et al., 1999)**
- **Program maintenance and institutionalization (Dowda et al., 2005; McKenzie et al., 1997)**

[Click Here](#) to view publications

III. Current Dissemination Efforts

SPARK's Leadership Team, with over 30+ years combined SPARK experience consists of: Julie Frank-SPARK Executive Director, Jeff Mushkin-SPARK Development Director, and Ryan Schissler-SPARK Educational Programs Director.

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SPARK trainers and presenters are the “face” of SPARK and they are a special group indeed. Trainers are experienced instructors (most with masters degrees, many are former state or national teachers of the year), who have implemented SPARK themselves, then participated in extensive SPARK specific training. They function under policies and procedures identified in the “SPARK Trainer Manual.” Part of becoming “certified” as a trainer includes participating in SPARK workshops, assisting master trainers conduct programs, and assessing their own instruction using video analysis. After conducting 20 workshops successfully (e.g., high evaluations from participants) and meeting other established criteria, certified trainers may advance in status to “Master Trainer” and subsequently to “Elite Trainer.” These levels bring increased responsibilities. For example, Elite trainers may be called upon to present at a state or national level conferences, conduct awareness presentations to high level decision makers, and lead media or special events. SPARK is committed to hiring, training, and supporting the finest presenters because research shows the most effective and efficacious of the “essential components” (i.e.,

curriculum, teacher training, content-matched equipment, and follow up support) is in fact, teacher training. To demonstrate their support of quality teacher training, SPARK invests significantly to host an Annual Trainers Meeting, which brings their trainers together for 2.5 days of professional growth every June.

The SPARK dissemination process is a focused effort that coordinates and provides the essential components to schools, school districts, agencies and organizations on a contractual basis. Each SPARK program includes unlimited consultation, 4 evaluation tools, SPARK manuals, music CD's, SPARKfamily.org access (videos, skill/task cards, more resources), materials and web access, staff development, extensive follow up support services, and support for each implementer, and age-appropriate equipment. SPARK partners with a world-class company, Gopher Sport, that supports SPARK's commitment to evidence, impact, and innovation. Gopher is the perfect dissemination partner for SPARK. For over 70 years, Gopher has built a strong reputation for helping physical education, athletics, and fitness professionals achieve their goals. Their dedication to high-quality, innovative equipment and superior customer care have made them the trusted source in physical education. Gopher's passion for the products they sell guarantees teachers and PE programs they serve will be satisfied – or their money back! With their unconditional 100% satisfaction guarantee and exceptional customer service, Gopher has become the #1 choice of teachers. The purpose of a comprehensive approach is to establish a supportive and enabling infrastructure in the host environment (e.g., school, recreation center, etc.) and expand SPARK into the community. After testing numerous delivery options, SPARK provides two programs: Standard and Premium.

4a. Staff Development – Research and Rationale

The professional (staff) development (teacher training) of physical educators and other physical activity providers is important for many reasons. For example, PE has been identified as one of only five interventions strongly recommended for increasing physical activity by the National Task Force on Community Preventive Services (Kahn et al., 2002). While PE is mandated in most countries, neither the quantity nor quality of current programs meets professional expectations (Puhse & Gerber, 2005). Over time, innovations are developed, but there is often no way to disseminate these efficiently. Meanwhile, there is a large turnover of teachers (about 14% annually in the USA), and in many locations classroom teachers have responsibility for physical education classes. With the growing concerns of sedentary living, it is critical that children and adolescents receive quality physical education programs and that instructors be properly trained. While staff development is one method for helping teachers remain current, there are few papers available that describe efforts to bring innovation to the physical activity field via staff development.

Staff development is a collaborative effort (Garet et al., 2001). Children are the main targets or recipients of innovations which are typically initiated by university researchers, but university personnel and children rarely meet face-to-face. Rather, successful staff development consists of a series of extended collaborations involving program innovators, program disseminators, school personnel (from school boards to district superintendents to teachers, the implementers of the program), and to the main recipients of programs, children (see Table 1).

Table 1. Categories of collaboration in SPARK staff development

Personnel	School Personnel	End Recipients
<u>1. Development</u>		
University personnel	District administrators	Children
-interventionists	School principals	Parents
-measurement	PE specialists	
-support	Classroom teachers	
	Food service personnel	
<u>2. Dissemination</u>	Support staff	
SPARK personnel		
-promotion		
-delivery and support		
-workshop trainers		
-business office		

Staff development has been defined, in a narrow sense, as efforts to improve teachers' knowledge, skills, and attitudes so that they perform their roles more effectively" (Gall & Vojtek, 1994, p. 1). It typically includes attempts to get instructors to reflect on their work, improve teaching skills and strategies, and implement specialized programs. On the other hand, professional development with innovative programs and instructional methods, is more complicated; it involves additional stages that take place after the program has been developed and tested. These stages, sometimes referred to as dissemination, adoption, implementation, and institutionalization, are integrated and often overlap. In general, dissemination involves efforts to make teachers aware of innovations and eventually to adopt them; adoption refers to teachers making a commitment to a new program (e.g., planning and buying materials); implementation is the process of teachers actually incorporating the program into their classes; and institutionalization is the integration of the program into overall school policies and practice—which is important for sustainability. From a public health point of view, there is little sense in developing and researching solid health-related PE programs if they do not become disseminated.

Stone et al. (1998) reviewed studies of physical activity interventions in schools and communities, and found that few focused on the efficacy of staff development related to health-related physical education. One of the most widely evaluated programs was SPARK (Sports, Play, and Active Recreation for Kids), a program that continues to expand and be disseminated. The purpose of this presentation, then, is to describe professional development efforts to disseminate SPARK, a research-based, health-related, physical education curriculum and staff development program.

4b. Staff Development – The SPARK Approach

A goal of SPARK staff development is to consistently deliver a standardized implementation package (to teachers, schools, districts). This involves consistency with the curriculum, staff development and training, on-site support visits, educational materials, and physical activity supplies and equipment. Because schools are contextually different, it is important to accommodate some local variability in order to provide acceptability and promote the adoption of SPARK. As a result, the staff development process must be carefully monitored to ensure standardization and high quality. The strategies used in SPARK can provide a viable model for others wishing to do staff development and assess dissemination efforts.

The SPARK Standard Program consists of 6 instructional hours (breaks and lunch are built in and supplement the 6 hours) with teachers (1 full-day or 2 half-day workshops) and the Premium Program includes 12 instructional hours (2 full days or 4 half-days). SPARK also provides additional training and materials for a facilitator (i.e., SPARK Star), who agrees to be an enthusiastic lead person at each school or recreation site. This on-site facilitator (often a PE specialist, assistant principal, or grade-level coordinator) helps the program succeed by overcoming infrastructure and implementation barriers and by institutionalizing SPARK concepts and methods. SPARK regularly provides follow-up services to schools, and the "SPARK Star" serves as the main contact.

Specific goals of SPARK inservice workshops are to: (a) improve instructors' motivation to implement the curricula, (b) help them comprehend, use, and adapt the carefully planned lessons and units provided in the curricula, (c) improve their instructional and class management skills so they can teach more effectively, and (d) function in an overall manner to increase children's moderate to vigorous physical activity levels before, during, and after school. SPARK workshops are "hands-on," with participants engaging actively in the lesson segments, skills, and activities that they will eventually teach. Participants engage in activities from the curriculum so they become familiar and comfortable with the material, and simultaneously through structured modeling by the trainers, they develop pedagogical skills to teach more effectively.

5. Assessing the SPARK Staff Development Model

As identified earlier, a dissemination goal is to consistently deliver a high quality, standardized implementation package. The physical education that children eventually receive depends heavily on their own teachers' willingness and ability to incorporate SPARK into their programs, and these two factors are related to the quality of the SPARK staff development program. In addition to having a well-researched curriculum that is delivered by certified trainers under similar contractual conditions, SPARK includes numerous process evaluation strategies. The evaluation procedures provide important information concerning aspects of program delivery by identifying what works or does not and by pinpointing strengths and limitations (Marcoux et al, 1999; McKenzie et al, 1994).

SPARK includes both formal and informal strategies for assessing staff development. Formal strategies include participants completing a "Workshop Evaluation Form" and a "Presenter Evaluation Form" for each workshop. These forms are mailed to the SPARK office in Owatonna, MN for analysis, and the information is used to modify future workshop content and procedures and to provide feedback to individual trainers. Formal evaluations sometimes also include structured interviews with teachers after they have implemented the programs. Informal evaluations include follow-up conversations by SPARK full-time staff with workshop trainers and teachers and their administrators.

While process evaluations during dissemination are used most often for internal purposes, such as making immediate adjustments to workshop delivery and instructional procedures, two larger examples are provided here for illustrative purposes. These are formal evaluations that used data from workshops conducted during 1999-2001 (McKenzie et al., 2003). Numerous analytic techniques were used, including ANOVA, t-test, and Games-Howell methods. In study one, questionnaires completed after professional development sessions were analyzed to determine whether participants' (N=1500 teachers from 257 schools) perceptions of session components differed by: (a) program grade level (K-2 vs. 3-6); (b) teacher type (PE specialists vs. classroom teachers); (c) year of in-service; (d) which of 16 certified trainers delivered the workshop, and (e) level of in-service. Teachers rated sessions on 12 variables using a 1-5 Likert-type scale and responded to open-ended questions. Over the three years, mean responses on all 12 variables were high (ranging from 4.5 to 5.0) and standard deviations were low, indicating teachers were highly favorable toward session components. Low scores were generally related to uncontrollable environmental variables (e.g., space, temperature). Few statistical differences were evidenced among independent variables, however, classroom teachers reported receiving more new information than PE specialists ($p=.001$). In study two, 421 teachers from 72 schools in nine states completed follow-up questionnaires after implementing SPARK with their children. They responded to 12 questions on a 1-7 Likert-type scale and to open-ended questions. Means for all 12 variables were high (ranging from 4.7 to 6.8), indicating teachers were positive toward the program and its implementation. There were few statistically significant differences by grade level, teacher type, and year. PE specialists, however, found it easier to implement the curriculum than classroom teachers (mean= 6.38 vs. 5.48, $p=.002$). Overall, teachers were highly supportive of both staff development and the program they adopted. There were few differences on variables by year of implementation, teacher type, and grade level, suggesting the program was highly generalizable and continued to be found suitable and well liked by teachers.

Finding few differences in responses between classroom teachers and PE specialists was important. In 1989 SPARK developers were well aware that much of PE in elementary schools was delivered by classroom teachers who often had little background in the subject matter. They began to make considerations in the (a) curricula and supporting materials (e.g., unit and lesson content and sequencing, provision of management and instructional strategies, provision of precise instructional cues), (b) the content and conduct of training workshops, and in (c) the 8 strategies needed for the program to be sustained in schools after SPARK personnel left. Some of classroom teachers' concerns and how they were met by SPARK have been described by Faucette and colleagues (Faucette, Nugent, Sallis, & McKenzie, 2002).

Another example of a formal assessment, this time by outside evaluators, was recently published (Dowda et al., 2005). In this study, the sustainability of SPARK was evaluated in 111 elementary schools in seven US states. Surveys, developed and compiled by an independent evaluator, were mailed to schools that had received SPARK curriculum materials, training, and follow-up (response rate=47%). Up to 80% of schools that had adopted SPARK PE reported sustained use of the program four years later. Schools using SPARK held more frequent PE classes. Sustained use of the program was related to support provided by the school principal, not previously having a standard PE program, having adequate equipment available, and the teachers themselves being physically active. Program sustainability was similar in advantaged and disadvantaged schools.

6. SPARK Awards & Honors

When you provide a true, programmatic approach to environmental change and prove it works and lasts, opportunities, recognition and honors follow. Below is a brief sample of the awards that The SPARK Programs have received over the years:

- ❑ SPARK was cited in the U.S. Surgeon General's Report as a "School-based solution to our nation's health care crisis."
- ❑ SPARK has been validated by the U.S. Department of Education and earned "Exemplary Program" status.
- ❑ SPARK has received the "Governor's Commendation" award for improving the health of California's youth.
- ❑ SPARK earned "Gold" rankings from a Cooper Institute funded study examining effective U.S. activity and health interventions. SPARK was the only program to achieve the highest level for K-8 physical education.
- ❑ SPARK was identified by the HSC Foundation as a successful model for combating childhood obesity in their report *Fighting Obesity: What Works, What's Promising*.
- ❑ SPARK was identified by the Center for Disease Control (CDC) as a national model for programs designed to increase physical activity and combat childhood obesity in their report *School-Based Physical Education: An Action Guide*.
- ❑ SPARK was chosen as a "Selected School-Based Intervention" in the report *Preventing Childhood Obesity: Health in the Balance* by the National Academy of Sciences

[Click Here](#) to view all awards and honors

7. Summary

The SPARK programs were developed and tested in response to a public health need. Sedentary living is a global public concern and innovative programs are needed for schools and other entities concerned with physical activity promotion. Schools are in a position to be a cost-effective resource to combat inactivity, but innovations are needed and school personnel need support and retraining to implement them. Few models for the dissemination of research-based activity interventions are available. Results of follow-up studies in the field suggest the SPARK programs continue to be effective and that current staff development strategies are successful. The strategies used provide a viable model for others wishing to implement and evaluate dissemination efforts.

Selected References

(these correspond to the papers cited on the first page)

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3. McKenzie, T. L., Alcaraz, J., & Sallis, J. F. (1994) Assessing children's liking for activity units in an elementary school physical education curriculum. Journal of Teaching in Physical Education, 13, 206-215.
4. McKenzie, T. L., Sallis, J. F., Kolody, B., & Faucette, N. (1997). Long term effects of a physical education curriculum and staff development program: SPARK. Research Quarterly for Exercise and Sport, 68, 280-291.
5. Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Faucette, N., & Hovell, M. F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. American Journal of Public Health, 87, 1328-1334.
6. Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Hovell, M. F., & Nader, P. R. (1993). Project SPARK: Effects of physical education on adiposity in children. Annals of the New York Academy of Sciences, 699, 127-136.
7. Sallis, J. F., McKenzie, T. L., Kolody, B., Lewis, M., Marshall, S., & Rosengard, P. (1999). Effects of a health-related physical education on academic achievement: Project SPARK. Research Quarterly for Exercise and Sport, 70, 127-134.
8. Dowda, M. C., Sallis, J. F., McKenzie, T. L., Rosengard, P. R. & Kohl, H. W. (2005). Evaluating the sustainability of SPARK physical education: A case study of translating research into practice. Research Quarterly for Exercise and Sport, 76, 11-19.

II. SPARK Programs and Components:

a. The SPARK Programs include:

- Early Childhood (physical activity for ages 3-5)
- Classroom Activity & Recess (SPARKabc's for grades K-6)
- Elementary Physical Education (grades K-2 and 3-5/6 are separate programs)
- Middle School Physical Education (grades 6-8)
- High School Physical Education (grades 9-12)
- After School (ages 5-18)

b. Each SPARK Program provides:

- Project coordination
- Evaluation and assessment materials. These consist of needs assessments, lesson quality assessment tools (for self or peer application), workshop evaluations, and program evaluation tools. SPARK provides unlimited consultation and support on the use of these instruments.
- Education materials for teachers (curricula) including manuals with yearly, unit, and lesson plans; on-line resources (videos, assessment tools, skill/task cards, etc.); SPARKfolio content boxes; and music CD's.
- On-site workshops – and/or annual Institute opportunities in San Diego which include targeted handouts, participation awards, and raffle prizes for up to 40 participants.
- Follow-up support via SPARK Stars training (SPARK liaisons that support implementation), 800 number and e-mail consultation, e-Newsletter subscription, monthly webinar series, and social media opportunities.
- A Train the Trainer model (optional program, not applicable for all scenarios, not included in Standard or Premium packages).

c. There are 2 Levels of SPARK Program Implementation:

1. Standard: All the above “provides” plus a full day (6 hours) of on-site training for staff and a SPARK Stars meeting (up to 1 hour) afterwards – including materials and web support. (Transportation, curricula, and online professional development and equipment cost not included.)
2. Premium: All Standard plus a second full day (6 hour) workshop, a second SPARK Star meeting, SPARK Certification Awards for each teacher, unit of credit (eligible), colorful SPARK banner for the school. (Transportation, curricula, and equipment cost not included.)

Notes:

1. SPARK research and dissemination experiences strongly support schools and agencies implementing the Premium Program.
2. Implementing any SPARK program helps schools and districts align to state and/or national standards ([Click Here](#) to see your state's standards alignment) and the SPARK Pre-K through 12th grade scope and sequence ([Click Here](#) to see scope and sequence).

III. SPARK Research and Dissemination:

a. SPARK Background Information:

SPARK began studying elementary school physical education in 1989, and today, the name SPARK represents a collection of exemplary, research-based programs that promote lifelong wellness.

The original SPARK study was supported by the Heart, Lung, and Blood Institute of the National Institutes of Health as a counter to heart disease, which can begin in childhood. The health benefits of physical activity (PA) are similar in children and adults. Regularly active children tend to be leaner, have lower blood pressures, higher levels of beneficial HDL-cholesterol, and improved mental health status. Many children are very inactive, and it is believed this is a major reason why children are rapidly becoming more obese.

Studies of elementary physical education (PE) classes have shown that many children receive insufficient activity during a typical class. Additionally, the frequency and duration of PE classes has been on the decline for years. Thus, the opportunity for promoting physical activity for all children is not being effectively used to reduce health risks.

Healthy People Goals 2010 for the nation suggests 50% or higher moderate to vigorous physical activity (MVPA) during physical education classes. Numerous studies have documented the capability of the SPARK program to significantly increase the percentage of students engaged in MVPA during PE classes. With proper staff development, schools that have implemented the program engaged in 40.2 minutes of MVPA each week while students in schools not utilizing SPARK only engaged in an average of 17.8 minutes of MVPA each week. SPARK achieved these results with both classroom teachers and physical education specialists implementing the program.

b. SPARK Results:

Numerous refereed publications (over 45 to date) have reported SPARK PE program effects, including papers showing evidence of achievement in the following variables (the number refers to the citation listed near the end of this document):

- **Physical activity (1, 4, 5, 6)**
- **Physical fitness (5)**
- **Lesson context and teacher behavior (4)**
- **Academic achievement (7)**
- **Motor skill development (2)**
- **Student enjoyment of the program (3)**
- **Adiposity (6)**
- **Long term effects/institutionalization (4, 8)**
- **Process measures (parent behavior, teacher acceptance of the program) (1)**

[*Click Here*](#) to view publications

c. SPARK Expansion to Become Pre-K through 12th Grade, In and Out of School:

Following the research phase, the elementary PE program was expanded to focus on dissemination. Over the years, additional research has led to the creation and development of a complete menu of programs (see Section I). SPARK has evolved to become a public health organization committed to moving successful research to practice. Since 1989, SPARK has trained more than 100,000 teachers representing schools in all 50 states, several U.S. Commonwealths, and many foreign countries.

d. SPARK Talking Points:

- **SPARK WORKS.** Over 50 publications demonstrate significant outcomes on students and teachers - including increased moderate to vigorous physical activity (MVPA) and academic achievement ([Click Here](#) to view publications)
- **SPARK LASTS.** A 2005 paper in Research Quarterly proved SPARK sustainability and institutionalization ([Research Quarterly for Exercise and Sport, 2005](#))
- **SPARK is the ONLY National Institute of Health (NIH) researched program** available providing coordinated curriculum, training, follow up support, and equipment for Pre-K through 12th grade teachers. (See SPARK alignment to national and state standards - and - SPARK scope and sequence at www.sparkpe.org.)
- Each SPARK program provides a coordinated package of curriculum (the “what to teach”), teacher training (the “how to teach it”), content-matched equipment (the “tools you need to teach”), as well as extensive follow up support (because programs must institutionalize to be successful).
- The SPARK staff of researchers and educators has 20 years of successful experience working at state, community, and district levels in both urban and rural areas; and with a variety of cultures and demographics (including state-wide adoption and city-wide Department of Health initiatives).
- SPARK students did as well or better on standardized achievement tests than non-SPARK P.E. kids that spent almost 300% more time in the classroom.
- **SPARK is the partner you need to implement your policy change:**
If one of your objectives is to increase MVPA time in PE to over 50% – SPARK has been proven to achieve this goal. If you pass a policy to focus physical education on personal fitness and countering childhood obesity, SPARK PE has been cited by the Centers for Disease Control and the U.S. Surgeon General’s Report as an effective obesity prevention strategy. If a policy is passed to mandate a new, standards-based curriculum, SPARK offers standards-based content and instruction that has proven to work and last.

e. SPARK Honors:

- SPARK PE was **cited in the Surgeon General’s Report on Physical Activity and Health as a “School based solution** to our nation’s health care crisis.”
- SPARK was validated by the National Diffusion Network of the U.S. Department of Education in 1993 and earned “Exemplary Program” status.

- SPARK received the “Governor’s Commendation” from California Governor Pete Wilson and the Chair of the California Governor’s Council On Physical Fitness and Sports, Arnold Schwarzenegger for their work in “Helping improve the health of California’s youth.”
- In 2005, the Cooper Institute awarded SPARK Gold status (highest possible ranking) in an extensive national study of effective physical activity and health programs. **SPARK is the ONLY national program to receive Gold status for K-8th grade physical education.**
- SPARK was recently identified as a successful model for combating childhood obesity in the report, “*Fighting Obesity: What Works, What’s Promising*” by the HSC Foundation. The report speaks of SPARK’s history, practice, and methods. **SPARK was the ONLY program recommended for physical education AND physical activity.**
- SPARK was identified by the Center for Disease Control (CDC) as a national model for programs designed to increase physical activity and combat childhood obesity in their report School-Based Physical Education: An Action Guide.
- SPARK was chosen as a “Selected School-Based Intervention” in the report Preventing Childhood Obesity: Health in the Balance by the National Academy of Sciences.
- Many SPARK elementary schools and several middle and high schools have earned awards for their outstanding PE programs. SPARK is especially proud to have been selected by many leading universities as their physical education/activity program on research grants and projects including: PEACH (Parents and Educators Advancing Children’s Health) N.I.H. study, Stanford; OPprA (Obesity Prevention in pre-Adolescents) N.I.H., Stanford; PATHWAYS, the largest study ever on Native American children and physical education; Power Play, a study of after school programs in urban Memphis, U.T. Memphis; and other projects from UCLA, the University of Houston, San Diego State University, and the University of Alabama, Birmingham, just to name a few.

f. SPARK Research: Cultural Disparity

SPARK has made cultural awareness a focus since their initial research began in 1989, followed by their dissemination effort in 1993. For more than two decades, SPARK has compiled cutting-edge science with “real-world” experiences to build a knowledge base of cultural best practices. Here is a short list of research projects that have contributed significantly to SPARK’s cultural evolution:

Latino/Hispanic Populations:

Aventuras Para Niños: Funded by NIH-NHLBI, 2002-2007. Study of obesity prevention in Latino communities. Provided SPARK K-2 curricula and staff development for teachers of grades k-3; 12 elementary schools. **Principal investigator/Key Staff:** Dr. John Elder, Dr. Thom McKenzie.

OPI (Obesity Prevention Initiative): Funded by San Diego County Board of Supervisors, California Obesity Prevention Initiative (COPI), Department of Health Services, and the Centers for Disease Control, with in-kind provided by CA 5 a Day Power Play, Project LEAN, American Cancer Society, San Diego Unified School District, 2003-2004. Intervention involving 40 urban elementary schools with English second language populations, providing a comprehensive school health approach including physical education, nutrition education, and smoking awareness. **University affiliation:** San Diego State University **Study location:** San Diego, CA **Project leaders:** Paul Rosengard, Dr. Thom McKenzie **Project co-coordinators:** Kathy Stumm, Julie Frank.

African American:

Power Play: Funded by the Assisi Foundation, 1994-1996. Project focusing on physical activity for after school programs using 13 urban church site programs for intervention (90%+ African American population). **University affiliation:** University of Tennessee, Memphis, San Diego State University **Study location:** Memphis, TN **Principal investigator:** Dr. Bob Garrison **Key staff:** Dr. Phyllis Richey, Patty Kimbrell, Paul Rosengard.

POPI (Pittsburgh Obesity Prevention Initiative): Funded by Highmark Blue Cross Blue Shield and Grable Foundation. POPI was a 4-year study that attempted to improve PE content and instructional practice in 7 urban, high schools (90%+ African American population). **Study Location:** Pittsburgh, PA. **Project Managers:** Michelle Matthews, Julie Frank, BJ Williston. **Principal Investigators/Key Staff:** Paul Rosengard, Dr. Robbie Ali, Sarah Jameela Martin, Larry Higgins, Paige Metz.

Asian:

OPprA (Obesity Prevention in Pre-Adolescents): Funded by N.I.H. (NHLBI) 1996-2001. Development of a social cognitive theory-based, 3-year multiple-component intervention (elementary classroom curricula, school lunch, physical education, family education, and treatment) for primary and secondary prevention of obesity among children, and evaluation in a 13-school randomized controlled trial, with an additional one-year follow-up (N~1000 children). Urban population with high multiple Asian cultures. **University affiliation:** Stanford University School of Medicine **Study location:** Santa Clara, CA **Principal investigator:** Thomas N. Robinson, MD, MPH. **Key staff:** Paul Rosengard.

PEACH (Parents and Educators Advancing Children's Health): Funded by NCI, 1997-2002. To develop and evaluate a cancer risk factor reduction program, including both behavioral and environmental components, for preadolescents in schools serving predominately low-income, Latino families. The targeted outcomes are adiposity, dietary fat intake, fruit and vegetable intake, physical activity, and smoking. Evaluation of effectiveness in a randomized controlled trial in 16 elementary schools (N~1200) **University affiliation:** Stanford University School of Medicine **Study location:** San Jose, CA **Principal investigator/Key Staff:** Joel D. Killen, PhD, Paul Rosengard.

Native American:

Pathways: Funded by NHLBI, 1994-2000. Provided modified SPARK curricula and staff development for a national study targeting Native American elementary school children on numerous reservations in 4 geographical locations. Over 20 schools participating in various aspects of the project. **University affiliations:** University of New Mexico, University of Arizona, Johns Hopkins, University of Minnesota, University of North Carolina **Study locations:** Navajo, Hopi, Pima, Apache, Lakota reservations; Arizona, New Mexico, South Dakota **Principal Investigator/Key staff:** Dr. Tim Lohman (U. of AZ), Paul Rosengard.

Navajo Nation WIC Program: Funding: USDA, 2003-2004. Navajo Nation WIC received a grant from the USDA to increase physical activity knowledge and awareness for WIC families. **Location:** Navajo Nation in Arizona and New Mexico **Program manager:** Doris McGuire, MS, RD, LD **Key staff:** Patty Kimbrell

IV. SPARK Curricula by Program:

Early Childhood (Ages 3-5) Components:

The set of instructional materials recommended for each EC teacher consists of:

I. SPARKfamily.org

II. Manual

III. Music CD

IV. SPARKfolio

Each SPARK set comes with lifetime consultation via toll-free phone and e-mail, monthly webinar series, e-Newsletter subscription, and social media opportunities. Descriptions of each Early Childhood curricular component follow:

a. SPARKfamily.org:

SPARKfamily.org is a special, password-protected website where teachers can access a library of effective digital tools to support their SPARK Early Childhood physical activity program.

This robust digital library consists of:

- ❑ Complete “e-Manual” with digital files of all content
- ❑ Videos of SPARK activities and dances
- ❑ Program assessment and national alignment tools
- ❑ Hundreds of skill/task cards in English & Spanish
- ❑ Audio music files for use in iPods or MP3 player
- ❑ Content ready to download to iPad, tablet, smart phone



b. EC Manual:

Designed specifically for the preschool teacher who works with young children ages 3-5; this is a practical document presented in a simple and easy to use format. The goals are to increase gross motor development, physical activity levels, and social skills, while incorporating effective school readiness strategies. SPARK EC features include:

- ❑ “Ready, Set, Go!” format on color-coded pages
- ❑ 10 instructional units written in scope and sequence
- ❑ Musical ASAP’s (Active Soon As Possible) for lesson warm-up and cool-down
- ❑ More than 400 dynamic, field-tested activities and adaptations
- ❑ Academic Integrations embedded throughout
- ❑ Inclusion and Limited Space sections/strategies
- ❑ Family Fun take-home activities that align with SPARK EC lessons



c. EC Music CD:

- ❑ A 2-CD set containing the music needed to instruct all the activities in the SPARK EC manual and on the SPARKfamily website
- ❑ Musical ASAP's that engage students with lively music and rhythmic movement skills







d. EC SPARKFolio:

- ❑ Holds and organizes teaching materials provided on SPARKfamily.org
- ❑ Color-coded and laminated cards divided by tabs for easy access
- ❑ Many are English on one side and Spanish on the other
- ❑ Save time and \$ downloading, copying, and laminating



[Click Here](#) for more information

EARLY CHILDHOOD	SPARKfamily.org 1 Year Membership (includes e-Manual, videos, music, assessments, & more) 	SPARKfamily.org 3 Year Membership (includes e-Manual, videos, music, assessments, & more) 	Printed Manual 	Music CD 	SPARKfolio 
Set #1 (Digital Version)	✓	✓			
Set #2		✓	✓	✓	
Set #3		✓	✓	✓	✓

SPARKabc's Active Classroom Components:

The set of instructional materials recommended for each elementary classroom teacher consists of:

1. SPARKfamily.org
2. Classroom Equipment Package
3. The Recess Equipment Package (designed for classes/grade levels to share)

Each SPARKabc's set comes with FREE lifetime consultation via toll-free phone and e-mail, monthly webinar series, e-Newsletter subscription, and social media opportunities.

a. SPARKfamily.org

SPARKfamily.org is a special, password-protected website where classroom teachers can access the complete SPARKabc's program.

This robust digital library consists of:

- ❑ Complete "e-Manual" with digital files of all content
- ❑ Classroom ASAPs to provide simple classroom activity breaks
- ❑ Language Arts/Literacy, STEM, Social Studies & Nutrition Education Activities
- ❑ Common Core State Standards Alignment
- ❑ Instructional and training videos to guide implementation
- ❑ Student instructional materials in both English and Spanish
- ❑ Remarkable Recess activities and evaluation tools
- ❑ Character Matters social skill development program and resources
- ❑ MP3 Audio files for use with iPod / MP3 / or CD-R
- ❑ Content ready to download to iPad, tablet, smart phone



[Click Here](#) for more information

Active Classroom	SPARKfamily.org 3 Year Membership (includes e-Manual, videos, music, assessments, & more)	Printed Manual	Music CD & DVD	SPARKfolio
Set #1 (Digital Version)	✓			
Set #2	✓	✓	✓	
Set #3	✓	✓	✓	✓
Additional Option			✓	

Physical Education Grades K-2 Components:

The set of instructional materials recommended for each K-2 teacher consists of:

1. SPARKfamily.org
2. Manual
3. Music CD
4. SPARKfolio

Each SPARK set comes with FREE lifetime consultation via toll-free phone and e-mail, monthly webinar series, e-Newsletter subscription, and social media opportunities.

a. SPARKfamily.org:

SPARKfamily.org is a special, password-protected website where teachers can access a library of effective digital tools to support their SPARK K-2 PE programs.

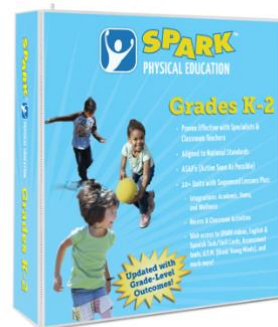
This robust digital library consists of:

- ❑ Complete “e-Manual” with digital files of all content
- ❑ Videos of SPARK activities and dances
- ❑ Program assessment and national alignment tools
- ❑ Hundreds of skill/task cards in English & Spanish
- ❑ Audio music files for use in iPods or MP3 player
- ❑ Content ready to download to iPad, tablet, smart phone



b. K-2 PE Manual:

SPARK has created a three-ring binder with over 400 pages and 16 chapters of engaging, age-appropriate activities, instructional materials, and resources. The SPARK K-2 manual includes 10 dynamic instructional units: Building a Foundation, Parachute, Manipulatives, Stunts and Tumbling, Throwing and Catching, Jumping, Dribbling and Trapping, Dance, Volleying and Striking, and Games. Each curricular component is presented in scope and sequence via daily lesson plans that are aligned to National Standards, which are clearly visible on each page. ASAP's (Active Soon As Possible), provide an enjoyable, active warm-up before the main lesson. The SPARK K-2 curriculum also contains academic integration tips (with a special emphasis on literacy), social skills themes by grade level, and challenging extensions for each activity. Every movement lesson shows the Standard(s) addressed and provides useful tips from teachers who have instructed it before. The Limited Space chapter contains activities teachers can do in their classrooms, and the Recess Activities section helps promote movement throughout the school day.



c. K-2 PE Music CDs:

All the music a teacher needs to instruct SPARK PE Grades K-2 provided on two CD's. The CD's include warm-up music, long and short music intervals for skill/fitness circuits, and songs (cultural, current, country, and more!) to instruct SPARK Dances.



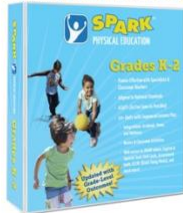




d. K-2 PE SPARKfolio:

This easy-access box holds and organizes the content found on K-2 section of SPARKfamily.org and provides hundreds of color-coded, laminated activity cards in English and Spanish. Teachers save valuable time and money because SPARK has done all the downloading, copying onto color-coded cardstock, and laminating.



[Click Here](#) for more information

K-2 Curriculum	SPARKfamily.org 1 Year Membership (includes e-Manual, videos, music, assessments, & more) 	SPARKfamily.org 3 Year Membership (includes e-Manual, videos, music, assessments, & more) 	Printed Manual 	Music CD 	SPARKfolio 
Set #1 (Digital Version)	✓	✓			
Set #2		✓	✓	✓	
Set #3		✓	✓	✓	✓

Physical Education Grades 3-6 Components:

The set of instructional materials recommended for each 3-6 teacher consists of:

1. SPARKfamily.org
2. Manual
3. Music CD
4. SPARKfolio

Each SPARK set comes with FREE lifetime consultation via toll-free phone and e-mail, monthly webinar series, e-Newsletter subscription, and social media opportunities.

a. SPARKfamily.org:

SPARKfamily.org is a special, password-protected website where teachers can access a library of effective digital tools to support their SPARK 3-6 PE programs.

This robust digital library consists of:

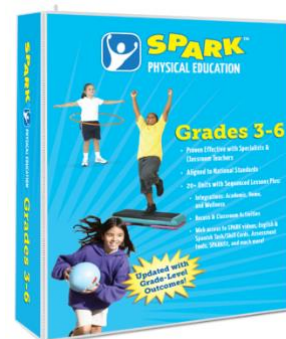
- ☐ Complete “e-Manual” with digital files of all content
- ☐ Videos of SPARK activities and dances
- ☐ Program assessment and national alignment tools
- ☐ Hundreds of skill/task cards in English & Spanish
- ☐ Audio music files for use in iPods or MP3 player
- ☐ Content ready to download to iPad, tablet, smart phone



[Click Here](#) for more information

b. 3-6 PE Manual:

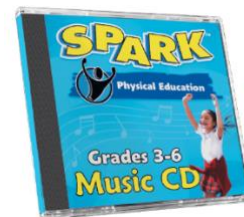
Over 400 different activities presented in more than 20 themed, instructional units. Each unit is written in scope and sequence and includes activities aligned to National Standards (which are provided on each lesson). Red pages “Focus on Fitness;” examples include: “ASAP’s” (Active Soon As Possible), “Chasing and Fleeing,” “Map Challenges” (plus 7 others). Blue pages shine the “Spotlight On Skills;” examples include: “Flying Disc,” “Hockey,” “Recess Activities” (and 7 more). Combining an activity from “Fitness” with one from “Skills,” then adding a cool-down, creates a complete SPARK experience. Personalized fitness monitoring, social skills themes, clear visuals and diagrams, and a variety of integration tips complete this comprehensive curriculum. And -- each 3-6 manual comes with a CD (SPARK Instructional Media Disc) that provides over 450 skill and task cards, assessment tools, pedometer activities, home plays, and much more!



[Click Here](#) for more information

b. 3-6 PE Music CD:




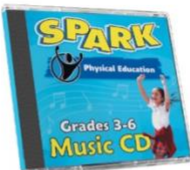

All the music you need to teach SPARK PE Grades 3-6 on one CD. The CD includes warm-up music, long and short music intervals (with 10 second breaks) for skill/fitness circuits, and 14 songs (cultural, current, country, and more) to instruct SPARK Dances.

**d. 3-6 PE SPARKfolio:**

This easy-access box holds and organizes the content found on the 3-6 section of SPARKfamily.org and provides hundreds of color-coded, laminated activity cards in English and Spanish. Teachers save valuable time and money because SPARK has done all the downloading, copying onto color coded cardstock, and laminating.



[Click Here](#) for more information

Grades 3-6	SPARKfamily.org 1 Year Membership (includes e-Manual, videos, music, assessments, & more) 	SPARKfamily.org 3 Year Membership (includes e-Manual, videos, music, assessments, & more) 	Printed Manual 	Music CD 	SPARKfolio 
Set #1 (Digital Version)	✓	✓			
Set #2		✓	✓	✓	
Set #3		✓	✓	✓	✓

Middle School (Grades 6-8) Physical Education Components:

The set of instructional materials recommended for each MS PE teacher consists of:

1. SPARKfamily.org
2. Manual
3. Music CD
4. SPARKfolio

Each SPARK set comes with FREE lifetime consultation via toll-free phone and e-mail, monthly webinar series, e-Newsletter subscription, and social media opportunities.

a. SPARKfamily.org:

SPARKfamily.org is a special, password-protected website where teachers can access a library of effective digital tools to support their SPARK MS PE programs.

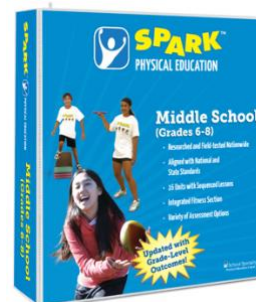
This robust digital library consists of:

- Unit Introduction Videos providing a research-based and standards-driven overview of each unit.
- Instructional videos of SPARK MS PE activities and dances.
- Hundreds of skill and task cards in English and Spanish.
- Personally Fit Wellness Extensions with Home Activity Challenges, Health Education Integrations, and more.
- SPARKfit section containing fitness and nutrition focused lessons, circuit training videos, goal setting tools, and more.
- SPARK Event providing teacher tools such as bulletin board resources for each unit, tournament instructions and organizational tools, student-focused management suggestions.
- Interactive Skill Assessment tools including dynamic rubrics optimized for iPads and similar tablets along with matching skill video demonstrations.
- Leveled Portfolio Assessment tools designed to assess physical, cognitive, and social development.
- Audio music files for use in iPods or MP3 player, or burned to a CD. Files include warm-up music, long and short music intervals (with interval breaks) for skill/fitness circuits, and up-tempo songs with BPM listed for each.



b. Middle School PE Manual:

The SPARK MS PE manual provides more than 400 MVPA promoting activities for grades 6-8 students in 15 instructional units including: Cooperatives, Dance, Flying Disc, World Games, Racquets and Paddles, just to name a few. Each unit concludes with a “SPARK Event” designed to motivate students and promote greater enjoyment and success. A new section, “Personally Fit” incorporates successful behavioral techniques (e.g., goal setting, positive self-talk, obtaining social support, etc.) and is designed to teach students the skills they need to be active for a lifetime. Other themes address



instructional alignment to standards, teaching and assessing social skills, maintaining appropriate behavior, strategies for ACTIVE roll call, and myriad other management and organizational techniques that have been proven to increase MVPA (moderate to vigorous physical activity) among middle school students. SPARK activities have “Extensions” which are used to foster differentiated learning and grade level variations. Limited space and large class size strategies are provided too, and there is a section promoting physical activity away from PE class in both the school and home environments. Every lesson has an optional “Integration,” either Academic (i.e., Math, Science, History, Literacy), Home, or Wellness, and these help both student and teacher with cognitive supplementation and/or physical challenges to attempt away from class and with others.

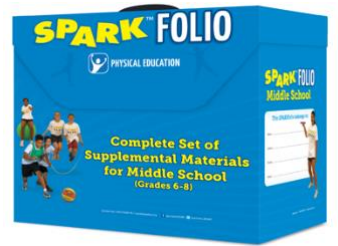
c. Middle School PE Music CD:

All the music a teacher needs to instruct SPARK MS PE on one CD. Not only every cultural, country, and current dances from the SPARK manual, but warm-up and cool-down music, long and short intervals for circuits, and more totaling over 75 minutes in length and providing 18 songs.








d. Middle School PE SPARKfolio:

This easy-access box contains and organizes hundreds of the content pieces found on the middle school section of the SPARKfamily website. The idea is to save teachers time and money downloading, copying, labeling, and laminating.



[Click Here](#) for more information

Middle School	SPARKfamily.org 1 Year Membership (includes e-Manual, videos, music, assessments, & more) 	SPARKfamily.org 3 Year Membership (includes e-Manual, videos, music, assessments, & more) 	Printed Manual 	Music CD 	SPARKfolio 
Set #1 (Digital Version)	✓	✓			
Set #2		✓	✓	✓	
Set #3		✓	✓	✓	✓

High School Grades 9-12 Physical Education Components:

The set of instructional materials recommended for each HS physical education teacher consists of:

1. SPARKfamily.org
2. Manual
3. Music CD
4. SPARKfolio

Each SPARK set comes with FREE lifetime consultation via toll-free phone and e-mail, monthly webinar series, e-Newsletter subscription, and social media opportunities.

Descriptions of each High School curricular component follow:

a. SPARKfamily.org:

SPARKfamily.org is a special, password-protected website where teachers can access a library of effective digital tools to support their SPARK HS PE programs.

This robust digital library consists of:

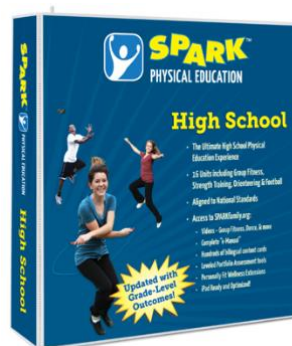
- ❑ Complete “e-Manual” with digital files of all content
- ❑ Instructional videos of SPARK HS PE skills, activities, and dances, being done with students
- ❑ Hundreds of content, skill, and task cards -- many in English and Spanish
- ❑ Personally Fit Wellness extensions with Home Activity Challenges
- ❑ SPARKfit library contains fitness and nutrition themed lessons, circuit training videos, goal setting tools, and much more
- ❑ SPARK Event teacher tools including bulletin board resources
- ❑ Interactive skill assessment tools include dynamic rubrics optimized for iPad
- ❑ Leveled portfolio assessment tools designed to assess physical, cognitive, and social development
- ❑ Audio music files for use in iPods or MP3 player, or burned to a CD
- ❑ Content ready to download to iPad, tablet, smart phone



b. High School PE Manual:

The SPARK High School Program is the culmination of a decade’s worth of rigorous research and field-testing in the “real-world.” Inclusion, high MVPA, and student enjoyment – SPARK pillars – provide its philosophical foundation. Yet this manual and its accompanying resources were written to align with State and National Physical Education Standards, emphasize personal fitness development, integrate a variety of teaching styles and strategies, and provide authentic sport experiences. The compilation is a technology rich, remarkable resource that physical educators will use -- and their students will love. Features include:

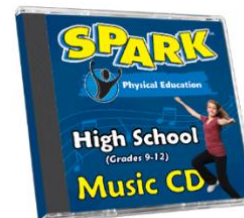
- ❑ 16 instructional units written in scope and sequence
- ❑ National Standards addressed on each page



- ❑ Sample unit plans for grade level differentiation
- ❑ Inclusion, limited space and large class size sections for each unit
- ❑ New, Prep, Set, Teach format for each lesson
- ❑ Home, Wellness, Global/Multicultural, and sport Literacy Integrations
- ❑ Fitness and Game Resets to provide extensions and differentiate instruction
- ❑ Pedometer and heart rate monitor ready activities

b. High School PE Music CD:

All the music a high school physical educator needs to instruct SPARK HS PE on one CD. Not only all the cultural, country, and current dances from the SPARK HS manual, but warm-up and cool-down music, long and short intervals for circuits. Nineteen songs in total.



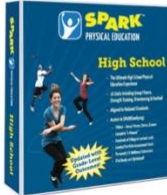




d. High School PE SPARKfolio:

This easy-access box contains and organizes hundreds of the content pieces found on the high school section of the SPARKfamily website. The idea is to save teachers time and money downloading, copying, labeling, and laminating.



[Click Here](#) for more information

High School	SPARKfamily.org 1 Year Membership (includes e-Manual, videos, music, assessments, & more) 	SPARKfamily.org 3 Year Membership (includes e-Manual, videos, music, assessments, & more) 	Printed Manual 	Music CD 	SPARKfolio 
Set #1 (Digital Version)	✓	✓			
Set #2		✓	✓	✓	
Set #3		✓	✓	✓	✓

After School (Ages 5-14) Components:

The set of instructional materials recommended for each AS physical education teacher consists of:

1. SPARKfamily.org
2. Manual
3. Music CD
4. SPARKfolio

Each SPARK set comes with FREE lifetime consultation via toll-free phone and e-mail, monthly webinar series, e-Newsletter subscription, and social media opportunities.

Descriptions of each After School curricular component follow:

a. SPARKfamily.org:

SPARKfamily.org is a special, password-protected website where teachers can access a library of effective digital tools to support their SPARK AS programs.

This robust digital library consists of:

- ❑ Complete “e-Manual” with digital files of all content
- ❑ Instructional videos of SPARK activities and dances
- ❑ Program assessment and national alignment tools
- ❑ Hundreds of skill and task cards in English and Spanish
- ❑ Audio music files for use in iPods or MP3 player
- ❑ Content ready to download to iPad, tablet, smart phone



b. After School Manual:

SPARK After School (AS) has been developed for all out of school PE physical activity programs (e.g., after school, YMCA, Boys and Girls Club, Recreation Center, Day Care Center, or camps). SPARK After School has been shown to be effective for children and adolescents ages 5-14. The AS manual is a three-ring binder with over 400 pages of reference and resource chapters, cooperative, cultural and aerobic games, dances from around the world, and fun skill development and sport activities. There are also chapters on jump rope, parachute play, jogging games, fitness circuits, and beanbag activities. The manual includes an extensive focus group survey to identify youth activity interests, practices, and barriers as well as many other reference and resource chapters (e.g., how to raise money for your program, promoting activity at home, etc.). SPARK AS is a practical document presented in a simple and easy to use format.



- ❑ New “Ready, Set, GO!” format on color coded pages
- ❑ Over 230 activities – a new activity every school day for a year!
- ❑ STEM Academic Connections
- ❑ Character Matters development resources
- ❑ The Right Fit suggestions for group size, limited space and wide age ranges
- ❑ National alignment to President’s Challenge, Let’s Move, and NIOST Guidelines

b. After School Music CD:




All the music an after school physical educator needs to instruct SPARK AS on one CD. Not only all the cultural, country, and current dances from the SPARK AS manual, but warm-up and cool-down music, long and short intervals for circuits.

**d. After School SPARKfolio:**

This easy-access box contains and organizes hundreds of the content pieces found on the After School section of the SPARKfamily website. The idea is to save teachers time and money downloading, copying, labeling, and laminating.



[Click Here](#) for more information

After School	SPARKfamily.org 1 Year Membership (includes e-Manual, videos, music, assessments, & more) 	SPARKfamily.org 3 Year Membership (includes e-Manual, videos, music, assessments, & more) 	Printed Manual 	Music CD 	SPARKfolio 
Set #1 (Digital Version)	✓	✓			
Set #2		✓	✓	✓	
Set #3		✓	✓	✓	✓

V. Staff Development for all SPARK Programs:

SPARK workshops are designed and implemented to meet the particular needs of a school/school district; or public/private agency. To execute this targeted approach, SPARK conducts extensive formative analysis via needs assessments and phone interviews with site administrators and/or teacher/youth liaisons. Once sufficient information is gathered on facilities, equipment, teacher receptivity, status of current program quantity and quality, attendees' previous experiences and staff development in their focus area, and student demographics, the SPARK team prescribes a "focused" intervention and begins their training program.

a. Two Choices of Workshop Formats:

SPARK provides 6 or 12 hours of instruction (Standard and Premium respectively). Workshops are conducted on dates and at times convenient for participating schools/agencies. SPARK has a staff of over 30 Certified Trainers nationwide, who are ready, willing, and able to travel to all corners of the globe. A SPARK Star Training (Stars are pre-selected leaders who learn how to support the change process and respond to site-specific issues) is conducted after each workshop.

b. SPARK Training Is Enjoyable, Effective, and Efficacious:

SPARK workshops are FUN, "hands-on," and specially designed to meet the needs of the host school(s), district, or agency. Participants learn by doing, and become motivated by a dynamic staff of educators (many are former national teachers of the year, and/or program authors). SPARK uses a variety of advanced pedagogical skills to move physical education/activity programs and their teachers forward with a unique, "obesity prevention approach" to instruction.

Additionally, SPARK staff assist in promoting physical activity throughout the day (e.g., before school, during lunch, intramurals, and after school). All planning, organizing, and consultation on any and all physical activity matters is provided as part of any SPARK workshop program.

SPARK workshop participants receive carefully selected handouts, motivational prizes earned during the workshop(s), SPARK Participation or Certification Awards (Standard or Premium respectively), a SPARK banner for their school (Premium), and are eligible for a unit of credit from San Diego State University (Premium).

SPARK offers a wide menu of training options. Visit www.sparkpe.org/training to learn more.

c. Goals, objectives, methodology, and outcomes of SPARK workshops:

- **Goal:** To provide strategies and tips to increase the quantity and quality of physical education/activity classes; and promote the maintenance of physical activity away from class as part of a healthy lifestyle.
- **Inservice Methodology:** The three primary factors that contribute to a successful staff development program will be utilized. They are:
 1. Foster teacher/youth leader awareness regarding the goals of SPARK and how they may differ from current programs
 2. Provide ongoing, skill-specific training
 3. Solicit and encourage group interaction, feedback, and support

- Inservice Outcomes: Participants will learn:
 1. Organizational, management, and instructional techniques necessary to teach active physical education/activity programs
 2. How to develop, maintain, and increase student health and physical fitness
 3. How to improve fundamental movement and sports skills
 4. How to motivate children/adolescents to become active outside of school
 5. Techniques that encourage students to commit to a lifetime of health and physical fitness
 6. A pathway towards instructional alignment and standards-based teaching

VI. Follow-Up Support/Institutionalization for all SPARK Programs:

a. SPARK Stars and Coordinated School Health:

All SPARK trainers in every program are specially trained consultants who facilitate environmental change. Each SPARK workshop, Standard or Premium, is followed by a “SPARK Stars” meeting. These facilitators may include a PE Teacher (or Leader in the After School program) the Principal (or AS Program Director) the Nurse or Health Clerk, a Classroom Teacher, Food Service Worker, and a Parent (e.g. PTA President). SPARK leads a meeting of this “Coordinated School Health Committee” and discusses the “Three I’s”:

1. **Infrastructure** needed to support quality activity and nutrition programs
2. **Implementation** barriers -- and how to overcome them
3. **Institutionalization** -- making SPARK work at each site and ensuring its sustainability

b. SPARK Provides the Tools and Support for Institutionalization:

SPARK Stars receive SPARK support materials at the training (web-based) as well as access to SPARK personnel for lifetime support and consultation. Additionally, SPARK clusters participants e-mails and sends monthly updates via an e-Newsletter. This is SPARK’s effort to stay in touch, assist with problem-solving, and remind attendees of program concepts and methods. The SPARK websites which include sparkpe.org (public), sparkecademy.org (public) and sparkfamily.org (password-protected) offer workshop participants helpful resources, grant information, instructional videos, and supplemental teaching materials. SPARK also conducts a monthly webinar on various topics of interest as well as promotes the use of social media via their Facebook and Twitter pages.

VII. SPARK Assessment Tools

a. Program Assessments:

SPARK Standard and Premium programs include the following four evaluation tools and consultation at no extra cost:

1. Formative/Needs Assessment: SPARK workshops are modified and targeted to meet the needs of each school or agency. To accomplish this goal, SPARK staff conduct a phone interview to understand the vision and direction of the participating school, district, or agency. During the interview important questions on activity quantity and quality are also posed. Additionally, SPARK disseminates a survey to each workshop attendee to analyze current offerings, ascertain program strengths/successes, and what

they would like to focus on during staff development. These tools are compiled and given to the host agency, and presented to the SPARK trainer as a critical component of her/his presentation preparation.

2. Workshop Evaluation: Following each workshop, attendees complete an evaluation to measure the effectiveness of the training session, the presenter, and the SPARK program in general. Evaluations are compiled and presented to the host. Trainers use this feedback to adjust their future workshops.

3. Program Evaluation: SPARK Project Coordinators send a Final Debriefing Form for the district to administer (typically) near the end of the school year to all SPARK workshop attendees. This survey poses questions regarding teacher/youth leader utilization of the program (quantity and quality) and their impressions of its effects on student learning and development. This data is shared with the host district/agency.

4. Lesson Quality Assessments (LQA): SPARK provides and instructs participating teachers in the use of their LQA, which is an evaluative tool that measures SPARK compliance and instructional effectiveness. LQAs are different for the various SPARK programs. LQA's may also be used to collect data to show changes in teacher behavior and effectiveness.

b. Supplemental Evaluation Tools (Measure Moderate to Vigorous Physical Activity) SOFIT and SOPLAY:

1. SOFIT (System for Observing Fitness Instruction Time) is an objective tool for assessing physical activity levels and the quality of physical education instruction. It is a comprehensive system that measures three things during class time: 1. Student activity levels (including light, moderate, and vigorous); 2. Lesson context, and 3. Teacher behavior. SOFIT is a research-validated instrument that involves the direct observation of lessons by trained data collectors. SOFIT has been used to assess physical education in over 1000 schools throughout the United States.

2. SOPLAY (System for Observing Play and Leisure Activity in Youth) provides observational data on the number of participants and their physical activity levels (light, moderate, and vigorous) during play and leisure opportunities. The system is based on group time sampling techniques. SOPLAY was designed to counter the problems of assessing physical activity in "open" environments, such as recreational and leisure settings and can be used to capture and gauge unstructured physical activity time.

Note: SOFIT and SOPLAY are not included in the cost of a SPARK Standard or Premium program. For more information about SOFIT and SOPLAY and a cost analysis for your project, contact SPARK at 1-800-SPARK PE or spark@sparkpe.org.

c. Student Assessments:

Each SPARK Physical Education and After School curriculum set includes a variety of student assessments that may be used to guide learning, authentically assess student progress, and provide criteria for grading. SPARK assessments include skill and behavior rubrics, self and peer skill checks, cognitive tests on unit material, affective measures, fitness assessments and more.

Teachers gain membership to SPARKfamily.org where they gain access to these assessment tools, which also include dynamic rubrics optimized for tablets.

SPARK also provides assessment tools to be used with pedometers and heart rate monitors along with professional consultation and ongoing support.

SPARK K-2 Physical Education: Likert scale and open-ended performance rubrics linked to National and State Physical Education Standards are included in every instructional unit.

Click on the link below to view a sample K-2 motor skills assessment tool.

SPARK 3-6 Physical Education: Performance rubrics and student self-check assessments are provided in each unit to document and guide learning. Unit Tests to measure knowledge are also included for each unit. *Coulda, Shoulda, Woulda* are written assessments offering scenarios for students to reflect to situations they may occur during physical education/physical activity settings. They help promote character education as well as writing. The SPARK 3-6 PE manual also includes a special *Personal Best Day* section to help students and teachers track individual fitness progress over time and prepare them for national tests (i.e., SPARK recommended Fitnessgram and/or Presidential Physical Fitness Tests). SPARK's Personal Best Day is designed to teach students how to monitor their aerobic capacity, abdominal and upper body strength and endurance, and set goals for individual improvement. SPARK 3-6 also features *Pedometer Activities* specifically designed to incorporate the use of pedometers. A *Pedometer Tracking Log* is available as an assessment tool on sparkfamily.org.

SPARK Middle School Physical Education: Three levels of assessment choices are offered in SPARK Middle School. Each option is designed to offer increasing levels of standards-based feedback as a measure and guide for improvement and evaluation.

Level 1: SPARK *Unit Tests*

Level 2: Skill-Based Assessments such a performance rubrics, peer coaching, self-checklists

Level 3: Student Portfolios to include any (or all) of the following:

SPARK Unit Tests

Skill-Based Assessments

Coulda, Shoulda, Woulda Character Ed Journaling Pages

Create a Game Journaling Pages

Create a Routine and/or Game

Heart Rate Monitor Logs

Pedometer Logs

Fitness Assessment Logs

SPARK High School Physical Education: SPARK recommends that assessment be utilized for much more than grading. Various forms of assessment can/should guide instruction, document learning, monitor performance and improvement, denote achievement, enhance motivation, group students, promote physical education, garner resources for program development, and more.

SPARK High School Physical Education (HS PE) also offers physical educators a variety of assessment options and presents them in a “Choose your level” approach. Teachers select the level appropriate for their program goals, expectations of administrators and parents, personal experiences with assessment, etc. Each Level is designed to offer cascading standards-based assessment tools, styles and strategies, and any and all may be integrated with assessments already in use.

Level 1: *Personal Best Assessments*

Level 2: *Personal Best Assessments*

SPARK Unit Tests

Level 3: Choose 3 or more of the following:

Personal Best Assessments

SPARK Unit Tests

Character Matters Assessments

Fun-day-mentals Jigsaw Notes

Coulda, Shoulda, Woulda Character Ed Journaling Pages

Create Your Own Game Task Cards

LTG Championship Points Tracking System

Heart Rate Monitor Logs

Pedometer Logs

The SPARK High School Program is presented in two major content segments – iFitness (i=Integrated) and Games-Based Units (skill development within the Sport Education model).

i-Fitness is comprised of 4 integrated fitness focuses, each listed with their particular assessments below:

- 1 Group Fitness: *Unit Test; Basic Training Peer Checklist; Create Your Own Routine Assessment Tools for Yoga, Cardio Kick, Freestyle Aerobics, and HIIT (High Intensity Interval Training)*
- 2 Strength Training: *Create Your Own ST Program; Exercise 1 Rep Max Log*
- 3 Wellness Walking: *Personal Best; Create Your Own WW Circuit, Unit Test*
- 4 Fitness Personal Best:
 - a. *Fitnessgram Assessments: Curl-Up; Push-Up; Sit and Reach; Pacer*
 - b. *President’s Challenge* (as above, but distance run used for Aerobic Capacity).

A unique aspect of SPARK High School’s iFitness section is the *SPARK Fitness Instructor (SFI) Program*. Select students may participate in a certification program in Group Fitness, Strength Training, or Wellness Walking. The assessment tools provided to facilitate this process include:

- *Teacher SFI Tracking Sheets* monitor students' efforts to complete Certification criteria:
 - Master the content
 - Create a routine or program
 - Lead their routine or program
 - Pass a test (80% or better)
- *Create Your Own Routine Content Card* is a printable form for students to use as they design a group fitness routine and prepare to lead it for their peers.
- *Leader Certification Peer Checklist* provides a tool for students' peers to rate and provide feedback as students lead a group fitness routine.

Games Unit Assessments (sourced from 11 units) include:

- *Personal Best Assessments*
- *Create Your Own Routines* and/or Games (Dance, Cricket, Softball, Soccer, Volleyball)
- *Unit Tests*

In addition to the physical, cognitive and behavior assessments cited, SPARK has a Character Matters program woven throughout the HS PE program that fosters the application and assessment of social skills. Assessment tools for this program are presented in Self-Check style and provided for all 10 social skills introduced. They provide space for students to self-report behaviors, set goals positive engagement, and reflect on social interactions.

Both SPARK Middle School and High School programs are supported by **SPARKfit** content available on SPARKfamily.org. The main goal of the SPARKfit program is to teach students how to be active in a variety of fitness and activity settings while managing their own fitness and wellness goals.

Students participating in **SPARKfit** will:

- Assess personal fitness scores and learn to set goals based on recorded data that will improve or maintain fitness and wellness levels.
- Demonstrate proper technique for a variety of fitness activities and exercises to ensure safe and enjoyable participation.
- Complete a personal wellness portfolio that demonstrates the understanding of basic nutrition, fitness and goal-setting concepts.
- Demonstrate understanding of appropriate social behavior in relation to a fitness and activity setting.

SPARKfit assessment tools include:

- *Station Cards for President's Challenge Fitness Testing*
- *Fitness Test Results Tracking Sheet*
- *Heart Rate and Pedometer Tracking Logs*
- *MVPA Journal Pages*
- *Student Portfolio Page*

SPARK After School: The SPARK After School program includes several tools for assessing participant activity time, fitness levels, and character development. In addition, tools are available for evaluating the quality of activity session leaders. The following assessments are included:

- *Fitness Personal Best* (aligned with the Presidential Youth Fitness Program)
- *Active Lifestyle Personal Best* (aligned with the Presidential Active Lifestyle Award Program – PALA+)
- *Character Matters Personal Best*
- *Activity Session Quality Checklists*

VIII. SPARK Train the Trainers Model:

The SPARK Train the Trainer Program (TT) is designed to prepare exemplary SPARK-trained teachers to conduct high quality SPARK workshops within their school district and/or a specified geographical area. This is an important step towards sustaining and institutionalizing SPARK concepts and methods. The SPARK TT model is only an option after SPARK Certified Trainers conduct workshops for at least fifty percent (50%) of the teachers in a district; and SPARK reserves the right to choose which districts, cities, and regions are eligible for this model, or any variations of same. To learn more, contact SPARK at spark@sparkpe.org or 1-833-73-SPARK.

Step 1:

Participate in SPARK training. Potential TT's must complete a minimum of 12 hours of SPARK training in the same SPARK program.

Step 2:

Teach SPARK to students. Once a person participates in a SPARK training, she/he must instruct students using and practicing SPARK methodology for a minimum of 4 months.

Step 3:

Complete the SPARK Trainer Certification Workshop (TT Training).

SPARK holds their Train the Trainer workshops in conjunction with their Institutes in San Diego – although it is possible to conduct the TT at the host site. At the 1-day TT Program workshop, each participant will receive:

- SPARK handout copy masters, research paper reprints, newspaper articles, all evaluation forms, assessment and presenter evaluation tools, SPARK collateral (envelopes, letterhead, brochures, etc.).
- PowerPoint presentations representing Standard (1-day), and Premium (2-day), workshop programs.
- SPARK workshop task lists and agendas (Standard, Premium)
- Access to sparkfamily.org TT section containing training documents as well as permission to reproduce them.
- SPARK t-shirt and other promotional and raffle item samples as gifts to the TT.
- Lifetime [SPARKfamily.org](http://sparkfamily.org) access for the specific program they will lead - as long as TT status is not forfeited.

Step 4:

Co-Present with a Certified SPARK Trainer, receive on-site assistance at regional trainings, and earn licensure.

SPARK will pair each TT with a veteran SPARK Trainer for mentoring, technical assistance, and follow-up support. The TT will co-present a full-day (6-hour) workshops RFP. The SPARK Trainer will expect the TT to present at least 50% of the content and activities of this workshop. The SPARK mentor will evaluate the TT's presentation, and provide verbal and written feedback.

Notes:

- a) The cost of the TT program includes the 1-day SPARK Trainer co-present workshops.
- b) If at the end of this initial co-present, the TT has not demonstrated sufficient skills and earned SPARK Certification, SPARK will notify designees that another co-present(s) and/or further remediation is recommended. Additional co-presents will incur fees for both the SPARK mentor trainer time and her/his transportation.
- c) SPARK reserves the right to pass or fail any TT candidate.

Step 5:

Receive licensure, SPARK tracking requirements and ongoing support.

When the TT has successfully completed the aforementioned steps and has been determined by their SPARK mentor as "ready to solo," the host district/agency will receive licensure enabling either agency to utilize their TT's to conduct SPARK workshops of any length, of any quantity, anywhere within their school district and/or a specified geographical, any time in the future, independently of SPARK.

Notes:

- ☐ Each new TT will receive a SPARK polo shirt as a congratulatory gift.
- ☐ Over time, each TT needs to complete the following tracking requirements to maintain their SPARK TT status:
 - Lead a minimum of 3 hours of SPARK professional development per year. Evidence of this must be provided to SPARK.
 - Each workshop led must be assessed by the attendees and the evaluations submitted to SPARK.
 - The SPARK Presentation Evaluation Form must be completed and submitted to SPARK after each workshop conducted.
 - Each year, for the first 2 years, the TT must submit a workshop videotape to SPARK for review and critique. This tape must be at least 30 minutes in length.
 - Failure to respond in a timely manner to these requirements may result in the TT forfeiting SPARK Certification & SPARKfamily.org membership.

SPARK continues to support the TT's in the future:

- ☐ SPARK will provide lifetime support and consultation to each TT as long as she/he is following SPARK tracking requirements.
- ☐ The TT may also attend any future SPARK Institutes in their area of focus and/or TT workshop of focus at an Institute for a refresher at no cost (except transportation).
- ☐ TT's will receive updates in the SPARK program as it evolves (e.g., PowerPoint, agendas, videos, etc.) at no additional cost in the future via sparkfamily.org TT site.

Certified TT's may contact their SPARK designated mentors for follow-up support anytime. This is meant to foster the success and sustainability of the program.

IX. SPARK Institutes:

SPARK hosts an extensive Institute (2-day, in-depth subject matter project) in many programs annually. These serve to train individuals nationwide who may have missed workshops at their site, train new individuals from sites already trained in SPARK, and to provide a more thorough dose of SPARK for our Train the Trainers candidates. These are conducted in San Diego and the dates vary from year to year.

[Click Here](#) for more information on SPARK Institutes

X. Selected Research Papers:

Selected References:

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6. Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Hovell, M. F., & Nader, P. R. (1993). Project SPARK: Effects of physical education on adiposity in children. Annals of the New York Academy of Sciences, 699, 127-136.
7. Sallis, J. F., McKenzie, T. L., Kolody, B., Lewis, M., Marshall, S., & Rosengard, P. (1999). Effects of a health-related physical education on academic achievement: Project SPARK. Research Quarterly for Exercise and Sport, 70, 127-134.
8. Dowda, M. C., Sallis, J. F., McKenzie, T. L., Rosengard, P. R. & Kohl, H. W. (2005). Evaluating the sustainability of SPARK physical education: A case study of translating research into practice. Research Quarterly for Exercise and Sport, 76, 11-19.

