

MICHIGAN

PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

SURVEY SUMMARY REPORT
2014



THE BRAIN IS ONLY AS HEALTHY AS THE BODY THAT CARRIES IT

It's no secret our country is in the midst of an obesity epidemic. In this technologically advanced age, we are tied more and more to our devices, sitting more during the day at work and at school, and our bodies and health are suffering for it. It is "sitness vs. fitness."



For adults, this translates into higher health care costs, loss of productivity, and national security concerns when Armed Services recruits cannot pass physicals. For our children, it translates into early onset of chronic conditions, reduced career prospects, and decreased academic achievement (Still Too Fat to Fight, Mission Readiness, 2012).

Schools are in a unique position to work with students, their families, and the community to improve the physical and mental health of the population they serve. Physical education and physical activity play a critical role in the success of our youth and community.

But what is physical education and physical activity? They are two very distinct, yet connected areas.

Physical Education (PE) is not the "gym class" of the past. It is the only content area that provides ALL students with the opportunity to learn motor skills, develop fitness, and gain understanding of the importance of lifelong physical activity. High quality PE is characterized by standards-based instruction and includes moderate-to-vigorous physical activity for at least 50 percent of class time, but not at the expense of skill development or high-quality instruction; follows appropriate instruction practices; and is developmentally appropriate to the physical, cognitive, and social needs of children (NASPE, 2003).

Physical Activity (PA) means movement of the body that uses energy. Walking, gardening, briskly pushing a baby stroller, climbing the stairs, playing soccer, or dancing are all examples of physical activity. Schools have a multitude of opportunities to incorporate PA and movement into the school day.

THIS STATEWIDE SURVEY WAS CONDUCTED TO ASSESS CURRENT PRACTICES AT THE K-12 SCHOOL LEVEL FOR PHYSICAL EDUCATION (PE) AND PHYSICAL ACTIVITY (PA) AS WELL AS CURRICULUM AND ASSESSMENT, SPECIAL EDUCATION (ADAPTED PE) AND PROFESSIONAL DEVELOPMENT FOR PE TEACHERS IN MICHIGAN. 555 SCHOOLS RESPONDED TO THE SURVEY.



PHYSICAL EDUCATION

- 36% of schools do not allow staff to deny physical activity or PE class for any reason
- 82% of schools do not allow physical activity (such as laps or push-ups) for disciplinary reasons
- 47% of staff deny physical activity or PE class for disciplinary reasons
- 46% of staff deny physical activity or PE class to make up lessons or class work
- 46% of schools meet the required high school PE course in the 9th grade
- Less than 10% of all schools provide DAILY PE in grades K-5
- 58% of schools allow some exemption for PE course content

Percentage of schools that require DAILY PE	
Grade Level	Percent
Kindergarten	4.2
First Grade	4.8
Second Grade	5.0
Third Grade	4.8
Fourth Grade	4.9
Fifth Grade	6.4

The majority of school buildings provide the following minutes of physical education per week:

K-6 - 61% provide 90 minutes or less

7-8 - 14% provide 105 minutes or less

9-12 - 17% provide 225 minutes

CURRICULUM AND ASSESSMENT

How are students assessed in PE?	
Assessment Type	Percent of schools using
Observation	98.5
Checklists	64.9
Rubrics	59.4
Written Test	46.3
Skills Test	65.4
Fitness Test	81.9
Homework	17.7
Other *	2.5
*Other assessment techniques listed were FitnessGram, effort in daily warm-ups, or teacher developed assessments	



Some teachers who answered the survey cited difficulty in appropriately assessing students they may only see once or twice per week for a short amount of time.

What areas are students assessed on in PE?	
Assessment Area	Percent of schools using
Motor Skills	84.8
Cognitive Skills	65.6
Fitness Skills	87.8
Personal and Social Behaviors	85.9
Appropriate Dress	64.5
Participation	92.2
Attendance	48.3
Other *	1.6
*Other assessment areas listed included improvement and if students had the appropriate shoes.	

CURRENT CURRICULUM PRACTICE

- Over 90% of schools included the following concepts and skills in their instruction: movement concepts (general direction, levels); locomotor skills (walking, running, hopping); manipulative skills (throwing, catching, kicking); and non-manipulative skills (twisting, rolling, transferring weight).
- Survey respondents reported that students are often held accountable for non-content related areas such as participation (over 90%) and dress (64%).
- 66% of respondents indicated their district has a physical education curriculum they are required to use and 52% receive professional development to implement the required curriculum.
- 38% of schools communicate physical education goals to parents outside of the regular school progress reports.
- 78% of schools award students a letter grade for physical education.

ADAPTED PHYSICAL EDUCATION

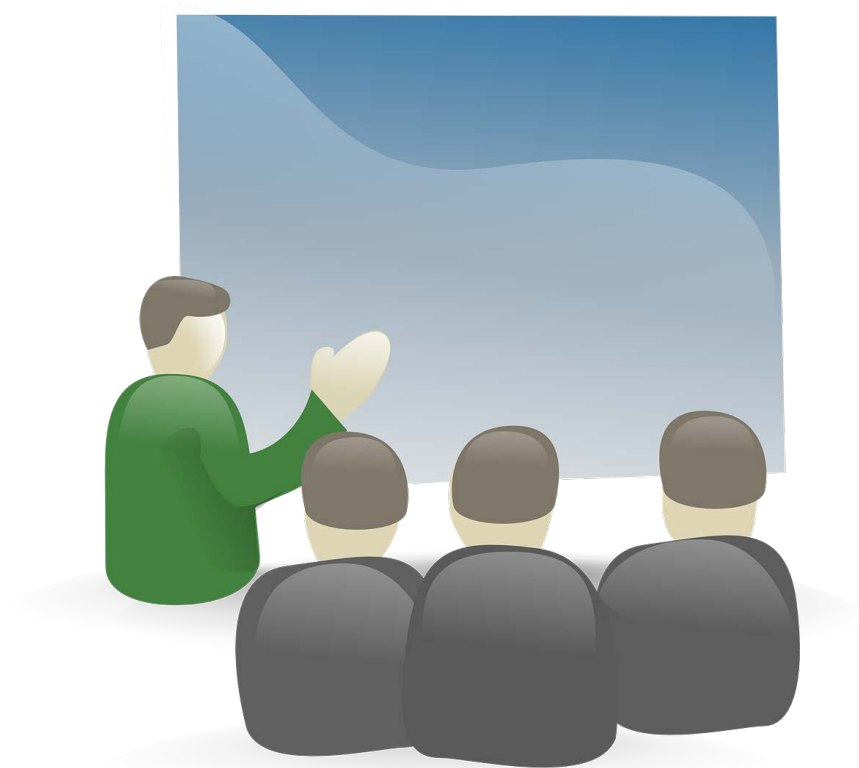
CURRENT PRACTICE

- 63% of schools include physical education in their Individualized Education Plans for special education students.
- 88% of schools reported that their students with cognitive or physical impairments participated in required general PE.
- 18% of schools reported they have students who only participated in adapted physical education (did not participate in general PE).

PROFESSIONAL DEVELOPMENT

CURRENT PRACTICE

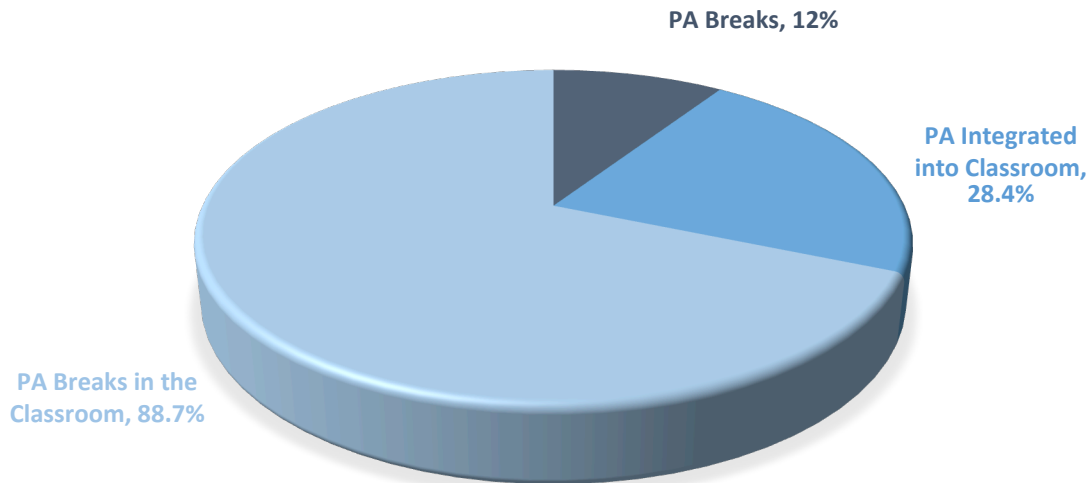
- 40% of K-12 PE teachers do not have a time to meet with their colleagues together.
- Less than 20% of PE teachers meet monthly with other PE teachers in their districts.
- 72% of PE teachers do not collaborate with classroom teachers to integrate physical activity into the classroom.
- 60% of PE teachers do not get professional development specific to PE on scheduled professional development days.



PHYSICAL ACTIVITY

According to those who answered the survey, students are provided with these opportunities for physical activity (PA) during the day:

PERCENT OF PA OPPORTUNITIES DURING THE DAY



PA breaks are described as school-wide activities during events such as morning announcements or between classes.

PA breaks in the classroom refers to activities such as brain boosters, stretch breaks, marching in place, etc.

PA integrated into the classroom refers to PA being directly integrated into classroom lessons of all content areas.

WHAT ABOUT RECESS?

- 66% of schools responded they provided daily recess
- Almost 18% of schools provide recess before lunch

Did you know?

Research has shown schools that implement recess before lunch find students:

- Eat more fruits and vegetables
- Drink more milk
- Waste less food
- Are better behaved on the playground, in the lunchroom, and in the classroom (Journal of Child Nutrition and Management, Issue #2, Fall 2006)

Some schools also note:

- A decrease in visits to the school nurse
- An increase in instructional time

