

### **Reflection/Q&A with Dr. Sophie**

**After you learned this, what did you go back to your district and change?** Small district, 900 students, hard to schedule daily PE. There was talk of eliminating daily PE.... But I brought in research. Met with Wellness teachers and brought research to them; they have been active in state org; shared with board of ed; started brain breaks- committees would so short activity breaks- test scores have been on the rise since doing that. Classroom's still do them- just not as frequently.

**Has 3<sup>rd</sup> slide come to fruition? Any measurement around social emotional aspects?** Have not done measurement. Seeing an increase in student with anxiety issues, this year in particular. Considering bringing in brain breaks daily again. Know they need to be monitoring achievement data.

**How are you getting your school system to change scheduling to this requirement? FUNDING??** We didn't have to make big changes bc it was in place when Dr. Sophie came on, Able to keep what we had because of research. Had Wellness teachers start day with brain breaks research. Emphasis on testing really high, teachers think they don't have time for brain breaks. Had T-shirts made with brains lit up for staff members. Need to get that back in place.

**Who funds your staff development?** Emphasis with us teaching brain breaks- each teacher ran their own brain breaks; older kids also started running brain breaks, helped with ownership. Teacher Eval- encouraging wellness teachers to teach/tie in math, language arts etc. Wellness activities don't have to be done in gym. Change in culture.

(from Dr. Sophie via chat) We do not have any funding come from outside foundations or grants. It comes from our district funds. We are a K-8 school district and yes—recess is for all students.

**(via chat) I'd like to ask about the shift in culture among other districts after seeing the successful change in culture within your district.** Unfortunately, I would say that most school districts in our radius around our district do have daily PE but outside of that area, most districts say they cannot afford to have daily PE and they would rather put money in language arts and math.

**Are Wellness teachers' part of full team?** Yes, they are part of full-time staff and attend meetings, get evaluated etc. All In- if we have great growth, then everyone gets high number on testing rankings. All In made everyone's job equal.

**Do they have recess on top of daily PE? How many teachers do you have?** Yes, recess on top of PE. Still allow students to chill out at recess, but also encourage more physical movement. 500 students at elementary school- 2.5 Wellness FTE, Middle school has 2. Elem school gets 30-45 minutes of PE; middle school gets 42.

Appreciate talk of social, emotional learning, forget to talk beyond physical.

**1<sup>st</sup> Breakout Session Discussion: Challenges you face in your state related to promoting enhanced PE?**

**GROUP 1:**

Janna Simon; Breanna Mealing; Lisa Greathouse; Joanna Faerber; Erica Aires; Elba Connie Lorenz

**My Breakout Room Challenges:** SC we have legislature; many components that related to PE/PA, only looks at minutes of PE and PA requirements. Sent survey out re: how many do you actually do? No accountability to the requirements.

Indiana- Don't even number of minutes on policy. Anything PE related has no accountability, so schools don't make it a priority, hard to sell it when districts own higher ups aren't telling them they have to. District level- teachers sharing they don't have enough time, not taken seriously by their own colleagues, other teachers look at them like break time.

Arizona: No accountability, even though it's in Wellness Policy.

LA – accountability us biggest- that's because we have k-12 hire PE teachers that want to coach- are accountable to sports games, not responsible/accountable to other students; lack of funding for certified teachers and academic levels of students- test scores are primary. See PE as being “shoved down their throat” and don't see the benefits

Our State Org for Health and PE is wanting to shift movement around what counts as PE- some marching Bands are considered PE. Working to redefine this to better define what PE is.

**Challenges around reaching out to school/district leaders?** Those superintendents all agree that its important, don't know how to address/change it. Or they are not willing to.

Reaching out to some districts- fitness gram project, A few that aren't on board, one recently chose to step down. Challenge is trying to figure out where their barriers are and how to have that conversation.

Illinois also working on accountability. Finding out who is actually following it...thinking about to incorporate that. Considering accountability reports. Working on training on admin side of policy, i.e.. How do you find time, etc.

How are you holding teachers accountable? IL is talking more about holding districts accountable for implementing what is required.

**GROUP 2:**

Betsy Johnson (University of MN Extension – Health and Nutrition)

- Short staffing, teachers have to see so many kids and fit it all in; really liked Dr. Sophie's discussion of how they have integrated it into a holistic curriculum; non-PE teachers are teaching physical activity, PE teachers teaching elements of other subjects. Not aware of any school districts in MN that have achieved that level of integration.

Lyn Jenkins (Education Consultant for Health and PE for Iowa)

- Passed national standards as state standards in March, started in August

## Moving for Success: Concrete Strategies for School Leaders to Implement High-Quality Enhanced Physical Education Policy and Practice NOTES

- Developing PD and resources to get standards in place.
- Challenges: wide variety of what is being implemented and how teachers are connecting with standards and kind of skill building that they'd like to see; providing support.
- Really need support on amount of time and space (how much time is offered, what space is available).

### Heather Piergies (PE/PA coordinator for TN)

- Formerly, Coordinated School Health Office, now Whole Child division
- Position written in over last 12 years.
- Frequency of class and amount of time they have class; teachers saying they need more time, smaller classes, need more teachers.
  - o This is local domain in TN; legislation set to start this summer that would require minimum duration and frequency for elementary students. Anticipating that starting Jan – that will be fought.
- At state level, funding for elementary PE teachers for average daily attendance – appreciate that schools can use these funds flexibly (BEP funds); there is funding for physical educators for a safe class size, funds being used for other purposes. Curious about the culture shift successful in Dr. Sophie's school, did this spread beyond

Other: Jennifer Hamilton, Ida Anderson

### What resonated?

- Learning to speak the same language of educators (not just focused on health)
- Knowing audience – don't have health background, speaking to physical educators needs to make sense and be relevant; be doable.
- Being authentic, if cannot empathize and put selves at their level, not going to be supportive.
- 2 schools that are small/rural – superintendent and principals were go-getters. Had another school that there wasn't buy-in.
- Superintendents can listen to one another – if hear about successes, then will listen/believe more. Authenticity needs to come from someone at their state level.

### GROUP 3:

Lisa Mundy (Arkansas), Julie Dearing (Oklahoma), Beth Hoffman (New York), Christina Ash (Indiana), Karin Wetherill (Rhode Island)

- Arkansas
  - o No Child Left Behind/Testing – letting go of time in the classroom for time in the playground
  - o Only need one credit of PE for graduation, how do we get more of that requirement to graduate?
- Oklahoma
  - o PE is only required through 5<sup>th</sup> grade, no PE requirement to graduate
  - o If we were to mandate it, small districts would have to build facilities
- Beth
  - o Misunderstanding around how to meet the state minute mandates
  - o Not enough PE teachers

## Moving for Success: Concrete Strategies for School Leaders to Implement High-Quality Enhanced Physical Education Policy and Practice NOTES

- No space, older gyms/smaller spaces
  - Some schools struggle even getting kids to participate in PE
  - Individualize learning plans
  - Struggling to get students to choose PE if they have an option
- Rhode Island
  - State law for minutes that combine PE and health, cannot count recess
  - Challenges in secondary schools, especially in urban/under resourced districts
  - Scheduling for students
- Beth
  - PE minutes was audited recently, don't know the results of repercussions
  - PE teachers aren't taken seriously when they try to point that out
- Question from RI: how are districts held accountable through local school wellness policy?
  - In RI, trying to use the requirements of the wellness policies to help with accountability and tie it to the delivery of effective PE
  - NY – they'll acknowledge the regulations, but if no one is enforcing it, superintendents are willing to take the slap on the wrist for not meeting it; unless parents make a stink...
  - AR – requires them to report their wellness priorities, but if they don't get it done correctly, this year, will affect their letter grade for standards and accreditation
  - OK – tend to focus on PA rather than PE, started pushing the SHI and that has opened districts' eyes

### Post-Breakout Group Discussion:

#### 1 Challenge from each group:

- Time, money, good teaching, support from Administration; different roles that you have when you don't have credentials- are you valued in that lens? Clear in curriculum. Great convo about supports that are out there from SHAPE America. Having unclear expectations and the ripple effect of that.
- Benefit of flexibility in a local domain but presents challenges within district since there is no minimum required. Makes it hard to know what's happening where. Everyone's needs are different and what they are able to provide is different.
- State accountability. Whether states define PE and how to determine if it is happening.
- Accountability and enforcement of what is required. How can local wellness policies help address that? How to provide safe and effective PE in unsafe buildings.

#### Group Implementation/Case Studies:

- Lisa wants to learn how high school integrated across 4 grades.
- Tribal Partner's- Have funded programs separately through their tribal funds to enhance PE. They partner to offer training and professional development to leverage each other's knowledge and resources.

### **Messaging Discussions and Practice**

#### **What values do you see included in this message?**

Lifelong skills; successful future; caring for our kids; can all be fostered in one class- all in one things; efficiency; community engagement; SEL; healthy habits; equity of all students- eps when trying to get stakeholder on board; equity and fairness

If you can tie the underlying values into your message, the more likely that someone will listen to it and act on it.

#### **Who does your audience listen to? What messages might resonate with those influencers?**

Principals are listening to their Executive Directors, parents, graduation requirement, not enough hours in the day

Angry parents showing up at the school board. frustrated that it has to get to this point.

Illinois- Regional offices could be used to train those who are accountable;

When it is a small number of PE teachers, observations fall on administrators that don't know what they are doing. Need training n what to look for....

TN State Accountability: Question keeps coming up...What is the law? What are the minimum requirements? What happens if we aren't compliant? Nothing connected to it- no negative or positive thing associated with being compliant. No follow through for what law says they need to do. Every few years we have the opportunity to advocate...Parents voice have the loudest impact.

Take your parent to school program had a huge impact on schools and school district

Grant writers for the school districts can make a difference. If they look for \$\$\$ to support PA

#### **CHAT BOX: What a-ha moments did you have during message delivery practice?**

body language matters

ask questions in order to figure out where a school/district is so you can meet them where they are and get them to good --> better --> best

Someone in our group mentioned the importance of connecting peer-to-peer.

Focus on link to Social Emotional Learning and how PE can fulfill that. Also tools for follow up

ask specific questions

Connecting schools

My ah-ha was listening to a TA provider and really feeling their level of care.

liked the slide on connecting and redirecting cues

fall back on best practice and the research

Restating details mentioned creates immediate connection between the participants

## Moving for Success: Concrete Strategies for School Leaders to Implement High-Quality Enhanced Physical Education Policy and Practice NOTES

Social-Emotional...the silent health determinant within our learning environments

### **Was role playing easier or harder than you thought and why?**

Like anything, feels more daunting until you get into. Like game time, get it and go

Often get anxious, stick with what you know, drive home your points and just go for it

Makes it easier when you write down your thoughts, have your message crafted

Message plan is so important

### **How might you use the case study strategies and messaging guidance in your work?**

Define true audience that I need to

Make certain that my message is authentic and precise

Audience development

Appreciated sample marketing slides- really inspiring and looking forward to getting slides. Legislative session coming up and look forward to using these examples.

Integrating real life scenarios into presentations is always great.

IL- found that people enjoyed hearing from peers

### **How can your state networks/coalitions help you reach your audiences?**

State networks and coalitions- Those are the boots on the ground. Need to know who can carry the message.

Make sure you have an ongoing partnership and communication plan with STATE Leaders

Shout out to Kate Holmes...8-10 years ago. She knew how splintered our state was. She put together a coalition to bring us all together. Great to have someone that bring everyone together and on the same page. Instead of working independently- beneficial to see someone who can see big picture.