

## **Creating a Culture of Physical Activity in Your Context – A CSPAP Working Session**

**March 31, 2020**

### **Reflections on CSPAP in Action**

#### *Most successful component*

- Answered PA during School: Arkansas passed legislation to make sure students in elementary school were getting additional recess time- that time has more than tripled- huge success for students and teachers
- Go for PA in classroom- PE time is issue at lower level where they need it the most; PA vs. PE minutes can be challenging- principles think PA in classroom counts
- PE- school that she works with- principal is former student teacher- before school starts, he does a harambe (“coming together”) - zero tardies since that has been implemented. Students look forward to this PA before school
- CSPAP training over summer with – becoming a Professional learning community state-
- One school district where we had them sharing – monthly Alliance for Healthier Generation TA. Principal are running SHACs and are sharing actual success stories. Increase PE time, decreased behavioral reports by 60%

#### *Most challenging component*

- Family and community engagement: Hearing from schools that parents are being more vocal now that students are at home; language barriers; feeling it more now that is making us understand those concerns now – can apply experience when things go back to normal.

#### *What stands out?*

- Buy In: Missouri saw that one of districts had low family engagement- utilized PE and health and wellness as a carrot to get parents there, empowered health and PE folks to pave way for employee wellness- now doing activities with staff, students and families- have received \$ from community to expand fitness rooms; had biggest turnout of families coming out to event that embraced health and wellness. Using lack of family engagement to begin to get the families involved. Started peer initiative that students are leading.

### **CSPAP implementation in secondary schools - Map takeaways**

- Every time I look at school health profile data- what I learned is that when the person answered this question, they don't know what CSPAP is. How we communicate it is important. Working on components, but not the full model.
- Don't think the map is representative. Just because you don't have a piece of paper in hand doesn't mean you aren't doing CSPAP.
- From Chat
  - Joanna Faerber: but why only secondary schools? elementary?
    - Lisa Mundy: YRBS and school health profiles are secondary only.

### **The State of CSPAP – Small Groups + Report Out**

Principals:

[https://docs.google.com/document/d/1pumc1NkHGCx9PXyi9Kd34\\_FpR\\_e6LTuoo7jg2NBHoAQ/edit?usp=sharing](https://docs.google.com/document/d/1pumc1NkHGCx9PXyi9Kd34_FpR_e6LTuoo7jg2NBHoAQ/edit?usp=sharing)

Parents: [https://docs.google.com/document/d/1\\_21OpntS1peQyb3dGIKeYeLdsZyQn9YiAleI9Y-JyOc/edit?usp=sharing](https://docs.google.com/document/d/1_21OpntS1peQyb3dGIKeYeLdsZyQn9YiAleI9Y-JyOc/edit?usp=sharing)

PE Teachers:

<https://docs.google.com/document/d/1igziXEYz9okXBhCxjBNHxKjzN0ivlBcGLaj5Lhm4hec/edit?usp=sharing>

### **The State of CSPAP – Large Group Reflection**

*Something that squared with what you already thought; Something that is still circling through your head; Something that made you view something from a new angle; An action step or new approach*  
From Chat

- A new action step for me: RMC Health and Colorado State University are publishing issue briefs on a variety of topics. One of them is on PA/PE. I want to include some of the stats from parents and principals in the issue brief.
- Square - accountability issues with principals/districts
- Knowledge of CSPAP incorporated into teacher training curriculum
- Circling - accountability!
- New approach with administrators - more how and less why since they really already know.
- Parents [Triangle] - Stressing the importance of PE/PA
- How can schools find a happy medium? They are asked to fit so much into one day it just isn't possible.
- The data from the PE teachers was really surprising to me. Sometimes I wonder if we are "preaching to the choir" when doing CSPAP PD with them as an audience. I now see we still need to focus with this group and others.
- Angle - language for ALL stakeholders: principals, parents and teachers
- I'm thinking from a new angle about PE teacher's ability to stay updated on these kinds of trainings or using the same language as national standards
- Circling on how schools can better engage parents if they are so interested/think PA is so important
- In a way CSPAP is preaching to the choir, but it gives them the tools to approach change in academic/admin speak
- squared: administrators supportive but unsure of how to implement or apply PA/PE best practices.
- Language
- Do principals know what quality PE looks like? If not, they can they hold PE teachers accountable? Action Step: Have conversations with principals about best practices.
- Circling - PE teachers are cornerstone for PE/PA data shows some not familiar with CSPAP

### **Physical Activity Break**

<https://www.playworks.org/news/playathome-with-playworks/>

Play at Home Videos: <https://www.youtube.com/user/playworksorg/videos>

Stretch It Out: <https://www.youtube.com/watch?v=xPbyZ096A38>

### **Vision and Priorities – Large Group Share Out**

<https://docs.google.com/document/d/1fhxd9qkPQLA67t7YW1dcu6yJcwedZHuReH5Q8FqcKB4/edit?usp=sharing>

### **Facilitators and Barriers – Large Group Discussion**

*What are some of the barriers of a CSPAP? What are practical ways to address them?*

- Still dealing with residual death grip of No Child Left Behind; PA and PE not core content areas.

- Time
- Disconnect of mind and body- but they really do work together but are seen separately by administration; nonphysical benefits of physical activity. WSWC Model- young people are whole beings.
- Accountability
- Measurement
- CHAT: To quote a teacher I know" I have first graders that can't read or count past 30 and I only get 15 minutes to teach science and social studies every other day, so PE minutes not being met is at the top of my mind right now. "
- All students don't have the equipment or proper environment at home to be active right now. Some schools have opened up fields.
- Issues of Equity and access at play
- Understanding of Quantity vs Quality

### **CSPAP Working Session – Report Out**

*Where can you practically start?*

- Start with Champions
- Challenge is that there is no silver bullet; needs and therefore solutions are different for every district, school, etc.
- We have a lot of people with ideas and influence and potentially resources, but need more people on the front line to actually do
- Importance of working with partnerships: PE Chairs at State Level; Department of Education
- Discovered younger people are on twitter, Pinterest, Facebook, posting fabulous resources. Calendars of what kids can do at home- with homemade items. Promote teachers to look at social media to find these resources
- At each level of sphere of influence, each level can share different resources for what works for them
- School level: get into other teachers' classes and ask what we can do to branch off into a PE lesson. Bridge that gap to get them to be more likely to move towards an active classroom.
- Brain breaks booklet- Gives a lot of ideas; Classroom energizers; Kids take ideas back to parents.
- Yoga for the classroom cards took off in her high school classes

### **CSPAP Working Session – Action Steps**

From Chat

- Share this information in more depth with our pre-service physical education teachers
- Advocate to my leadership to prioritize full CSPAP training for our school health coordinators
- work to leverage our data in state mandated reports
- Look into the COVID at-home resources and get in touch with school administrators to share them on social media with the district!
- Start the conversation with school leadership about supporting PE and PA.
- Participate on Az PE advisory council to strengthen state policies.
- SHARE
- pull in higher ed teacher prep so the new teachers are prepared when they get in their own schools!
- Finish an issue brief to highlight the CSPAP model and strategies to increase PA/PE in the school community using the WSCC model
- Takeaway - PE teachers need CSPAP training - will offer this when providing PD opportunities

- Get them excited about what they already accomplished
- Be a communication hub for partners across the state on how to increase PA in our state
- work towards relationships with other individuals in the education field (phys ed and others) to have a broader impact
- Gain stakeholder feedback.... Explore gaining state fitness assessment data... Create regional HPE educator cohorts for support & resources
- Be on the frontline for change and effectiveness in our physical education programs in the Commonwealth.

### **Chat Notes**

- Laura Beckmann: We have state legislation for recess 20 minutes a day in Elementary in addition to at least 50 minutes of PE a week. (150 minutes a week) (Missouri)
- Julie Dearing: Would you recommend using the SHI module as the Needs assessment piece?
  - Lisa Mundy: Yes Julie! Arkansas uses that to drive CSPAP needs
- Elizabeth Hoffman: I think the plan piece is the issue. they are doing things but do not have time to have a team or meeting. At least my schools.
- Shannon Borchert: How do other areas do curriculum? Arkansas provides a list of options, but SPARK is the only thing we've offered training on. We'd love to have curriculum to suggest.
  - Julie Dearing: KansasPE has a great - free - online curriculum, aligns with national standards - <https://www.pe-kansas.com/>
  - Joanna Faerber: OPENPhysed... its free and aligned with national standards - [www.openphysed.org](http://www.openphysed.org)
- Elizabeth Hoffman: Has anyone found a really good assessment tool to specifically assess a schools CSPAP. The best I have found is the old CSPAP Policy Continuum from around 2008.
  - Erica Ayers: We have pulled out the CSPAP related components in the SHI
  - Heather Erwin: @Elizabeth Hoffman if you email Aaron Beighle bieghle@uky.edu he can share.
  - Lisa Mundy: Same in regards to the SHI
  - Elizabeth Hoffman: I don't feel like the SHI gets down to the nitty gritty as much.
- Emily Shore: Does anyone have evidence based programs to increase PA/PE in schools? BOKS, Playworks, SPARK? What are others?
  - Joanna Faerber: OPENPhysed
  - Lisa Mundy: #HPEatHome
- Lisa Mundy: I have links for various resources: <https://bit.ly/ARCSHCovid>
- Laura Beckmann: You can get calendars off of SHAPE America as well. They have lots of resources
- Emily Shore: Here's a link for the Healthy Schools Website in Colorado: <https://healthyschoolshub.org>. The website also has COVID-19 resources, too.
- Joanna Faerber: <https://openphysed.org/wp-content/uploads/2020/03/Monthly-PE-at-Home-Calendar-Jason.pdf>. If it doesn't open, email me and I will send it directly to you jfaerbe@lsu.edu