The Indiana Journal For Health • Physical Education Recreation • Dance

Volume 21, Number 2 Spring, 1992

IAHPERD IS PITCHING FOR GOOD HEALTH

- Inside This Issue -

Elizabeth Mercer - 8th Grade - School #59 - Marion

Indiana AHPERD Journal

Volume 21, Number 2 **Spring, 1992**

Indiana Association for
Health, Physical Education, Recreation and Dance

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The **Journal** is published three times a year (Fall, Winter, Spring) by the Indiana Association for Health, Physical Education, Recreation and Dance. Third class postage paid at Indianapolis, Indiana.

The Indiana Association for Health, Physical Education, Recreation and Dance is a professional organization serving education in these four and related fields at the elementary, secondary, college, and community levels. Membership in IAHPERD is open to any person interested in the educational fields listed above. Professional members pay annual dues of $20.00. Students pay $10.00. Make checks payable to IAHPERD Treasurer, c/o IUPUI, School of Physical Education, Indianapolis, Indiana 46223.

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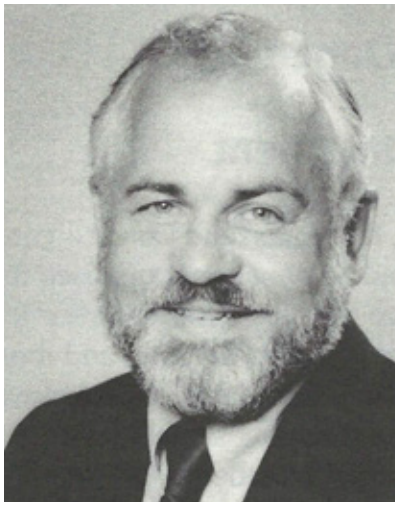
When individuals fail to send changes of address, a duplicate copy of the **Journal** cannot be mailed unless the request includes funds in the amount of $5.00 to cover postage.

Printing by Jewett Printing, Inc. Typesetting by Advanced Keystrokes.

Message from the President . . .



Thomas "Tom" H. Sawyer, Ed.D.
Professor of Physical Education
Indiana State University
Terre Haute, IN 47809
(812) 232-2442 (Office)
(812) 894-2113 (Home)

Quality Through Professionalism . . .

The last three months have been very interesting and at times very frustrating. Since the Spring edition of the *Newsletter* much has happened relating to the "MINUTES ISSUE." I last reported to you that "public hearings" would be held during the month of April. No sooner had I gotten this down on paper and into the mail, the State Board of Education decided this would not be the case. But instead the Board decided to: (a) survey all superintendents to ascertain what the status is of specialty programs within their school corporations (including, but not limited to, number of certified specialized teachers, extent of the programs, facility requirements, etc.), and how many programs would be phased out if the minute requirements were changed to recommendations; and (b) request each professional organization representing teachers to submit a position statement relating to the "minutes issue" (including, but not limited to, the organization's feeling about required minutes and curriculum in general, and what alternatives may be employed to make the curriculum more flexible and yet protect the specialty areas). The latter statement was due in Indianapolis on March 24, 1992 (see next pages 2 and 3 for a copy of the position statement submitted). If you are not pleased about the statement you can blame me, and only me! I look forward to your comments both positive and negative.

On April 1, 1992 (an appropriate day, don't you think?) I and other organization presidents were summoned to Indianapolis to a State Board of Education meeting to answer questions relating to our statements. We were not allowed to speak to the Board unless spoken to by a Board member. It was an interesting forum to say the least. A number of the Board members were impressed by our position statement and the alternative presented.

The next step in this long process is "public meetings" to be held this month. Once I (we) know the dates and locations of these meetings, you will be informed. We need your support (if only merely your presence) at these meetings. Further, I would encourage you to write to the Governor and Board members using the information provided in the recent *Newsletter*. I would like a copy of your letter for our records.

Thank you for your continued support! I am confident we will prevail and come away stronger from this current crisis.

See You At The State Board's PUBLIC HEARINGS!

Indiana Association for Health, Physical Education, Recreation and Dance

Minutes Position Statement

The Indiana Association for Health, Physical Education, Recreation and Dance is concerned about the modification of **Curriculum Rule 511 IAC 6-1-2, 3, and 5.** We are not opposed to the elimination of artificial time allocations because we firmly believe that it is wiser to define knowledge (or competencies or outcome measures) and skills that students should acquire, and then allow local communities—teachers, administrators, board members, parents, students, and employers—to determine the structure of the day. Yet, we are concerned as to how that signal may be interpreted by school corporations, namely school administrators and board members. Particularly those school corporations that are financially strapped during these troubled economic times we are experiencing.

If the minutes are eliminated as a requirement from the Curriculum Rule without appropriate safeguards for the special areas such as art, home economics, industrial arts, music and physical education, these areas will eventually through attrition, or in some cases immediately, be eliminated from the school curriculum. We do not think the proposers of the new proposed Curriculum Rule (511 IAC 6-1-2, 3 and 5) meant for this to happen. Yet, in the real world elimination of minute requirements will equal elimination of needed programs for students.

We suggest that there is another way to accomplish the legitimate goal—an integrated curriculum with flexibility aimed toward local control. Through this proposal a well-rounded curriculum can be guaranteed for students and not jeopardize any aspects of the current curriculum. Further it will make all areas accountable for learner outcomes, including the specialty areas.

We propose the following. . .

* Before eliminating the minute requirements allow each specialty area appropriate time to develop and/or revise proficiency guidelines with definable outcomes (suggested timeline—July 1993);

* Allow each specialty area appropriate time to develop and/or revise accountability measures to assess progress toward the desired outcomes of the proficiencies (suggested timeline—July 1994);

* Develop a review strategy for each specialty area to account for its accomplishments and challenges to the State Board of Education on a regular basis (suggested timeline—July 1994);

PLAN TO ATTEND THE "PUBLIC HEARINGS" IN YOUR AREA

* After points 1-3 are approved and incorporated into the Curriculum Rule (511 IAC 6-1), then approve the modified rule change making the minutes recommendations rather than requirements (suggested timeline—July 1994); and

* Establish a "curriculum advisory committee" to the State Board of Education which would include representation from all professional teachers' associations within the state. This committee would meet regularly to review curricular matters and advise the Board of needed modifications in curriculum rules. It would only be fair to also include administration and local school board representation (suggested timeline—July 1993).

The above proposal has been designed so that the artificial minute requirements can be eliminated, but yet allow the well-rounded curriculum to survive intact. It also paces the burden of accountability squarely on each curriculum area and includes a regular review process for each area. Further the proposal includes a provision providing a vehicle and opportunity for professional teacher organizations, who represent the grass root teacher within the schools of Indiana, to become involved directly (proactive status), rather than indirectly (reactive status), in curriculum modification. This final recommendation would go a long way in eliminating confrontational situations that are evident with this current issue, and would open the door to greater levels of communication and trust among all parties.

We do not want to see children shortchanged of a well-rounded curriculum that is flexible and can meet the needs of our rapidly changing technological society. The artificial minute requirements need to be changed to recommend minimums **BUT NOT BEFORE THE STATE BOARD ESTABLISHES APPROPRIATE ACADEMIC SAFEGUARDS FOR THE SPECIALTY AREAS WITHIN THE OVERALL CURRICULUM.** Without the safeguards the administrators and boards, in their financial shortsightedness, will eliminate necessary programs and personnel to meet the economic demands placed upon them in lean monetary times.

The future of our children is at stake. We (the Indiana AHPERD and the State Board of Education) need to work cooperatively to make sure they receive a complete education now, so that they have the information and the skills they need to live a healthy and productive life tomorrow. The action you (The State Board of Education) take relating to the modification of Rule 511 is critical to the future of Indiana youth. We do not want to see them shortchanged. They need a broad-based curriculum in order to survive in the future. They will someday be determining our futures as we have been determining theirs. Let us work together to help them now so they can appropriately and sagaciously help us in the future.

Thomas H. Sawyer, President, Indiana AHPERD

— CALL 812-237-2442 FOR DATES, TIMES & LOCATIONS

NOTIONS from the Editor

(812) 237-2442 THOMAS "Tom" H. SAWYER, EDITOR (812) 894-2113
Professor of Physical Education
Indiana State University

Making the Case for Daily Physical Education

*Children should have a **complete** education. Everyone agrees! But while schools concentrate on "solid" academic subjects, they all too often fail to require that children receive a broad-based education including specialty areas such as, but not limited to, art, music, physical education, and practical arts (home economics and industrial arts). The simple fact is—physical education and other areas have been overlooked or forgotten. Adequate funding to support quality programs has been missing. And today the evidence is clear. . . we (yes, you and I and many others) are denying our children the complete education they need to be fit to achieve. All over Indiana physical educators must band together concerned parents, teachers, and policy-makers to make the case for quality physical education and develop the programs that will ensure that our children are not deprived of the clear-cut benefits of quality physical education, and that our children are fit to achieve.*

Over the next few months I and many of your colleagues will be developing a series of workshops designed to enable you to make the case for your quality physical education program in your school and community at large. If you can sell your program and its benefits to the parents, fellow teachers in your building, and policy-makers, you will never have to worry about what the State Board of Education does. A strong local program with strong community support will survive during the worst of times and flourish during the best. You have to become the "E.F. Hutton" of physical education in your community. So when you (E.F. Hutton) speak, people listen and respond.

These workshops will be held starting next spring (1993). They will last approximately six hours. When you come away you should be able to prepare news articles, newspaper editorials, feature stories, develop text for a radio or TV public service announcement,

and speeches for local civic clubs or parents' groups. Further, you will learn how to organize and implement a parent/student physical education evening for the PTA(O) or an open house for physical education. You will learn how to organize parent groups to seek support for physical education from the policy-makers. And much more . . .

HEALTHY PEOPLE 2000: NATIONAL HEALTH PROMOTION AND DISEASE PREVENTION OBJECTIVES

In September 1990 the United States Department of Health and Human Services developed "Healthy People 2000." One of the 21 priority areas is called **Physical Activity and Fitness.** This area is important for phsyical educators.

The Physical Activity and Fitness area has two objectives: (a) increase to at least 50% the proportion of children and adolescents in first through 12th grade who participate in daily school physical education (currently only 36% participate); and (b) increase to at least 50% the proportion of school physical education class time that students spend being physically active, preferably engaged in lifetime physical activities (students currently spend 27% of class time being physically active).

It is our task to tell people (a) what are the benefits of vigorous physical activity through physical education; (b) what are the goals of physical education; and (d) what can parents, teachers, school administrators, school board members, and policy-makers do to ensure quality daily physical education.

WHAT ARE THE GOALS OF PHYSICAL EDUCATION?

Dr. Louis Sullivan, Secretary of Health and Human Services, said, "America's schools should have three basic goals for their physical education programs: (a) to produce physically fit youth; (b) to teach the relationship between physical activity, physical fitness, and health; and (c) to promote the skills, knowledge, and attitude to help children lead active, healthy, and productive lives as adults."

The National Association for Sport and Physical Education (NASPE) says a physically educated person . . .

* has learned skills necessary to perform a variety of physical activities;
* is physically fit;
* does participate regularly in physical activity;
* knows the implications of and the benefits from involvement in physical activities; and
* values physical activities and its contributions to a healthful lifestyle.

WHAT CAN YOU DO TO ENSURE QUALITY, DAILY PHYSICAL EDUCATION?

In 1987 Congress passed the National Physical Education Resolution. This was in response to concerns about children receiving inadequate time for physical education. In this landmark document, Congress urged state and local education officials to require every student from kindergarten to 12th grade to have a daily, high-quality physical education program.

Joining NASPE in supporting the Physical Education Resolution were the American Academy of Pediatrics, American Heart Association, American Medical Association, National Association of Elementary Principals, and National Education Association. But there is still much work to be done at your level—the grass roots.

The first thing we (you and I) can do is set a good example by being fit and active. Learn about the value of quality, daily physical education programs and how we can support local school programs. Express your support to other parents, school officials, and school board members. Find out the state physical education requirements for the respective school levels (see the spring *Newsletter).* Attend the "How to Make the Case for Quality Physical Education" workshops next spring to learn how the physical education requirement can be expanded in your school and school corporation.

It's Up to You!

OPPORTUNITIES FOR SERVICE ON IAHPERD BOARD

The Nominating Committee of the Indiana Association for Health, Physical Education, Recreation and Dance requests suggestions for nominations for Board of Director positions listed below. A slate of candidates will be developed, and the election of officers will take place at the October 1992 Indiana AHPERD Conference in Fort Wayne. Self-nominations are welcomed. Submit nominations **by September 1, 1992** to:

Dr. Tom Sawyer, President/Indiana AHPERD
Chairman, Nominating Committee
Department of Physical Education
Indiana State University
Terre Haute, IN 47809 (812) 237-2442

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State of the Profession . . .

Barbara A. Passmore, Ph.D.
Associate Dean
School of Health, Physical Education and Recreation
Indiana State University
Terre Haute, IN 47809
(812) 237-3113

Will Physical Education be Eliminated from Indiana Schools in Grades Kindergarten through Eighth?

This is a question being asked by the Indiana public as well as many school personnel. Title 511, a proposed curriculum change by the Indiana State Board of Education, would remove minimum time requirements (minutes) for all subject areas in elementary and middle schools. With its approval, the curriculum focus would shift away from quantity measures (minutes) and move towards quality measures (proficiencies, learner outcomes, and measurement).

The State Board believes that this proposal will turn the focus on performance and school improvement and eliminate minutes as the curriculum control. They believe that local communities (teachers, administrators, board members, parents, students, and employers) should determine the structure of the day and that subject-matter groups at the state level should identify knowledges and skills that students should acquire. This proposed change is an attempt to give more autonomy to the school districts in hiring and scheduling, something schools have been requesting for a long time. The control of curriculum would shift from the clock to performance-based accountability. Because of the safeguards of Performance-Based Accreditation (PBA), the Board believes that Title 511 will not eliminate programs or subject-matter and will guarantee that certified teachers will be retained to teach these programs.

However, subjects which are not currently statewide accountable through testing could be adversely affected by this change. Unfortunately, our field like home economics, art, music, and industrial arts has yet to implement a statewide testing program. Yes, the proposed "balanced curriculum" mentioned by the State Board of Education does require physical education experiences. But how will the state check to see if the curriculum is "balanced"? Could not the local school administration give their own interpretation of that concept? Could not the use of elementary classroom teachers to teach physical education be justified by this system?

After a legislative mandate in 1987, subcommittees formed by the Indiana Department of Education for each subject-matter area met to develop cognitive and psychomotor proficiencies and assessment criteria for student achievement of outcomes. Unfortunately, the instrument did not move beyond the pilot stage. Our field could be in jeopardy if Title 511 is approved. The state has no way of determining a "balanced curriculum" and we have no means to assess our programs and assuring their quality. This puts us in a very tenuous position.

The State Board is preparing for a series of public hearings on this issue. After that, they will adopt, amend, or reject the proposal. I encourage you to talk to your State Board of Education representative about this proposal in order to clarify the implications. The public hearing will be a good opportunity to ask questions and voice your concerns.

I further encourage our state association, IAHPERD, to pursue the completion of the physical education statewide testing program and investigate the possibility of adopting a textbook. This will begin to put us in a much better position politically in the state and the public schools.

News from . . .

National Association for Sport & Physical Education

An Association of the American Alliance for Health, Physical Education, Recreation and Dance

Compiled by Sandy Gallemore, NASPE Cabinet Member-at-Large

NASPE FIT TO ACHIEVE COMMITTEE ACTIVE

The NASPE Fit to Achieve (FTA) project is the national public information campaign created to generate awareness about the need for students from kindergarten through 12th grade to participate in quality daily physical education.

The FTA Committee, chaired by Marian Kneer, asserts that most children do not receive enough quality physical education in the schools to be able to understand how and why they should maintain a healthy, fit lifestyle.

Research indicates that 40% of children five to eight years old have significant cardiac risk factors (such as obesity, high blood pressure, high cholesterol, inactive lifestyles). Most of our school students between ages six and 17 cannot run a quarter of a mile. A significant percentage of our students between ages six and 12 (70% of the girls and 40% of the boys) cannot do more than one pull-up.

Louis W. Sullivan, M.D., United States Secretary of Health and Human Services, indicates: "America's schools should have three basic goals for their physical education programs: to produce physically fit youth; to teach the relationship between physical activity, physical fitness, and health; and to promote the skills, knowledge, and attitude to help children lead active, healthy, and productive lives as adults."

Through its Outcomes Committee project, chaired by Marion Franck, NASPE identified the physically educated person as one who:

* has learned skills necessary to perform a variety of physical activities;
* is physically fit;
* does participate regularly in physical activity;
* knows the implications of and the benefits from involvement in physical activities;
* values physical activity and its contributions to a healthful lifestyle.

Members wishing a brochure with more specifics about Physical Education Outcomes Project should contact the NASPE office.

What can physical education teachers do to encourage quality daily physical education programs which can produce physically educated students?

1. Set a good example by being physically fit and physically active.

2. Stay current with physical education materials and programs available for helping teachers provide quality physical education experiences.

3. Inform the parents and the public in general about the goals and outcomes of a quality physical education program through parent-teacher programs, parent newsletters, presentations about the importance of quality daily physical education to local community groups.

4. Inform school administrators and other teachers about quality physical education programs by inviting them to observe physical education classes.

5. Maintain an active role in NASPE by attending and participating in its programs and requesting resources to improve the physical education classes.

Resources available from NASPE (1900 Association Drive, Reston, VA 22091) related to quality physical education include the following:

* Fit to Achieve: Benefits of Physical Education
* Making the Case for Daily Physical Education
* Position Statement on Required, Quality, Daily Physical Education
* The Value of Physical Activity
* Guidelines for Elementary School Physical Education
* Guidelines for Middle School Physical Education
* Guidelines for Secondary School Physical Education

News about . . .
Adapted Physical Education

APAC Wants You!

Are you an adapted physical education teacher or recreation therapist? Are you a regular physical teacher who integrates or mainstreams students with disabilities? Is part of your workload dedicated to teaching individuals with disabilities? Have you ever wondered if there was an adapted physical activity section in AAHPERD? If you answered yes to any of these questions, then the information presented here will be helpful to you.

The Adapted Physical Activity Council (APAC) is the organization within AAHPERD which represents the field of adapted physical activity. APAC is part of a larger organization known as ARAPCS, or The Association for Research, Administration, Professional Councils and Societies. There are 13 structures within ARAPCS of which APAC is one. Members of APAC include professors and teachers in the field of adapted physical activity and recreation therapy. APAC serves as a voice in adapted physical activity to the Board of Governors of AAHPERD. It has also been involved in such things as, certification or endorsement of adapted physical education specialists, the development of competencies for masters and doctoral students in adapted physical education, development of resources for professionals who teach individuals with disabilities, organizing the sessions in adapted physical activity at the annual AAHPERD conference, and continually advocating for the rights of individuals with disabilities.

APAC would like to broaden the spectrum of people involved in the council. We want your voice to be heard. We want you to be an integral part of the council and present the unique ways you teach individuals with disabilities at the annual AAHPERD conference. We want to advocate for you and the individuals that you serve. If you are involved in adapted physical activity, then this council is for you. So, when you renew your membership in AAHPERD, join the ARAPCS section and in particular APAC. We look forward to working with you. If you have any questions about members, or would like more information, please contact Dr. Gail Webster, Chair, Kennesaw State College, (404) 423-6544, or Cathy Houston-Wilson, Oregon State University, (503) 737-3402.

Adapted Physical Education Working Towards Integration of Individuals with Disabilities

BLOOMINGTON, IND—In the not too distant past, children with physical, mental, or emotional limitations were segegrated from their classmates by barriers created in part by a lack of understanding of the problems of their challenged lives.

Dissolving those barriers in the school setting has become an important component to the educational process, and integration of special populations with their mainstream contemporaries is considered a valuable educational method.

Among a field of disciplines devoted to empowering individuals to deal with their personal challenges in the best way possible is adapted physical education, for which Indiana University has become a national leader.

Professors at IU were involved 20 years before there was any federal legislation on the subject, according to Paul R. Surburg, professor of kinesiology in the School of Health, Physical Education and Recreation.

The federal government mandated adapted physical education in 1975 with the Education for All Handicapped Children Act, which was later renamed as the Individuals with Disabilities Act. This legislation forced schools to recognize individuals with disabilities and offer them appropriate programming.

"Indiana [IU] is known throughout the country as one of the foremost adapted physical education schools," Surburg said. "There are three grants from the U.S. Department of Education that fund doctoral programs in the area of adapted physical education and IU has one of them."

The IU program recently received a renewal of the grant for more than $280,000. The money will be used to prepare doctoral students to work in professional programs. After completing the program, the graduates will conduct research and train teachers to provide appropriate learning experiences for handicapped children and contribute to the body of knowledge on the subject. There is also a $120,000 grant to train students in a master's degree program.

"One of the things we are training our master's students to do is help with this integration process," said Surburg. "For example, if you have a deaf child, how can

you integrate him or her into the regular physical education class?''

The ideal is to bring the deaf student, the hearing students, and the instructor together with minimal difficulty to all involved.

Surburg calls this situation ''the least restrictive environment.'' The adapted physical education instructor would be working with the regular physical education teacher to bring about this situation.

Similarly, the wheelchair-bound child, who traditionally has been excluded from such activities as swimming lessons, gets his opportunity in the pool. The educator prepared in adapted physical education would be able to ''adapt'' the child's capabilities to the activity, perhaps with something as simple as a flotation device and some extra practice.

Students speak out . . .

MAKING A LOSS A WIN

by Undergraduate Majors - Physical Education
Courtney MacGregor, Brian Hickey, Harold Hopkins
Eastern Connecticut State University, Willimantic, CT 06226

Has your sports team ever lost a game? Of course they have. It is a fact of life that for every winner produced there is inevitably a loser. Unfortunately, following a loss, coaches may use a negative approach during their post-game talk and at practice the next day, often overlooking a valuable learning experience for their athletes. We challenge coaches to instead focus upon the many lessons involved in losing. These lifetime values include: self-analysis; taking responsibility for one's own actions; goal setting; experiencing humility; an appreciation of other participant's talents; and the realization that ''one loss does not a failure make.''

No one we know enjoys losing. At the same time, it is important that coaches remember the various other benefits involved in team sports apart from winning. These include: skill mastery; friendships; personal success; sportsmanship; and fitness. When these benefits are emphasized, the stigma of ''losing'' a game is less dramatic.

When a loss does occur, it is vital that coaches as role models realize the influential power they hold over their team. Every game provides a number of teachable moments. Coaches should take advantage of these teaching opportunities. Coaches who act positive and proud will guide their team into a similar mind set. Avoid blame. Discourage faulting outside forces. We have all been tempted into believing a slippery field, a biased referee, a cheating opponent, or an incompetent teammate cost us the game. Stress to your team that all throughout their lives they will encounter inclement weather, unsuitable fields, and inaccurate calls from an official. They can then learn to accept and deal with these factors as part of the game. Taking responsibility for one's actions is a step toward maturity and an important lifelong lesson.

The development of player self-assessment can prove to be one of the most productive aspects of a loss. Prior to offering YOUR feedback, first ask the players what THEY felt were their strong and weak points, and what they could have done differently during the game. Even more productively, have the athletes identify what they feel they need to work on as a team and individually. We need to encourage players to think about their own game, and not to dwell on the foul that was not called. Once we set this pattern we will find players better able to critique their own performance, enabling them to recognize the need for extra practice and adjustments during a contest. Eventually players will learn to realize where adjustment is needed DURING the course of a game, and to make those adjustments on their own.

Once players realize their own shortcomings, they can be assisted by the coach in the development of positive and personal goals. After all, overcoming obstacles toward success is a primary focus of team sport participation. The setting, striving toward, and achievement of such goals should become the thrust for participation , rather than the often primary emphasis on winning and losing. It is important for athletes to remember, ''. . . it is how you play the game.'' The development of goals also grants a losing player hope for future success. In addition, players who set goals can channel their energies into bettering

themselves and their team. Be a reflective coach. Structure future practices to accommodate the new goals of the team, instead of the "same old drills." A team working together with the coach, toward improvement, will have a healthier attitude toward losing. It is important for students to adopt the philosophy, "Pick yourself up and dust yourself off."

Attitude is crucial. Remember that sports are a chance to foster team support, sportsmanship, friendships, and an increase in self-esteem. Externalizing frustration by sulking, complaining, and blaming, only detracts from these desired outcomes. The character trait of humility, is often defined as: "having or showing a consciousness of one's defects and shortcomings." This reference supports the idea that players need to be able to employ self-assessment. To be humbled is to "make modest." Often through losing we learn humility. This is often a perferred response to losing than complaining, blaming, or sulking.

One of the most positive ways to approach a defeat is to recognize the talent and hard work of one's opponents. Appreciation of another's talent is a lesson players should learn from their losses. As coaches, we should represent the opponent as one who provides us with an opportunity to excel, rather than as an adversary or "the enemy." We should create strategies for the next contest with that particular team, and incorporate these strategies into regular practice activities. It is important that players understand they are not necessarily a poor team, but rather that the other team was simply outstanding! Recognition of other talent can facilitate maturity and a healthier attitude toward losing.

Winning is easy. It is the better coach who is able to guide a team to a graceful and productive loss. It is important to use the losing situation to facilitate self-analysis, responsibility, goal setting, and a healthier attitude toward sports and competition. Make the most of your defeats, and implement the philosophy that "one loss does not define a loser."

ADAPTED PHYSICAL EDUCATION

Ball State University has been awarded a grant for the purpose of retaining physical education teachers in the area of ADAPTED PHYSICAL EDUCATION.

WHAT? The courses will be offered in sequence over the next three years in an attempt to reach State Certification in Adapted Physical Education. You will enroll in one or two courses per summer. The grant will provide financial assistance for one course per summer.

WHEN? The courses will be offered during Second Summer Session on the Ball State University campus. The dates will be June 15 - July 17, 1992.

HOW? Interested teachers should contact Dr. Ron Davis for information concerning registration for the courses.

COST? The grant will provide Tuition Waiver plus all participants will receive a $300 stipend. There is limited room for the stipends, only six will be awarded on a first-come, first-serve basis. If you do not receive the stipend you are still encouraged to enroll. . .there's always next summer for the award.

CONTACT:

Dr. Ron Davis
School of Physical Education
HP 222
Ball State University
Muncie, IN 47306
(317) 285-8336 or 1462
FAX (317) 285-8254

A Snapshot Of Drug Abuse Prevention Curricula in Indiana Public Schools

by
Kris Bosworth, Ph.D., Director, Center for Adolescent Studies
and
Santiago Cueto
School of Education, Suite 253
Indiana University
Bloomington, IN 47405
(812) 855-5390

Drug education is mandatory for all schools in Indiana starting with the current school year 1991-92. Indiana Code 20-10.1-4-9.1, added by Public Law 342-1989, requires that the governing body of each school corporation "for each grade from kindergarten through grade 12 provide instruction concerning the effects that alcoholic beverages, tobacco, prescription drugs, and controlled substances have on the human body and society at large."

The mandate allows for a broad interpretation of drug education. While instruction alone is insufficient to prevent adolescents from abusing tobacco, alcohol, marijuana, and other drugs, it is a critical component of a comprehensive school-based program (Jaker, 1989).

For policy makers and administrators, knowing what curricula are currently being used in Indiana public schools would assist in decision making and evaluation. In this article we summarize the kinds of drug education programs implemented throughout the state for the year 1990-91.

METHODOLOGY

To collect data the Indiana School Drug Curricula and Training Survey was constructed. The survey included five questions dealing with drug education and training. The principal of the school, or a representative who was knowledgeable on the school curricula being used, was asked to complete the survey that was mailed in June 1990. A second, shortened version of the first survey was sent November 1990 to those public schools that did not return the first survey. Overall the survey was sent to 1,904 public schools of Indiana; 1,607 public schools responded to the survey (84% response rate). **Table 1** shows the distribution of schools that responded to either survey by level.

Table 1: Public schools responding to either survey

	Number	%
Elementary (K-6)	972	60
Middle or Junior (7-8)	252	16
High (9-12)	234	15
Elementary and Middle (K-8)	37	2
Middle and High (7-12)	84	5
All grades (K-12)	28	2
TOTAL	1607	100

GRADE LEVEL FINDINGS

Table 2 shows the most frequently used curricula in schools with grades K-6. It is important to note that many schools report using more than one curricula, so the columns add up to more than 100%.

The first category that appears in Table 2 lists the commercially available curricula that are used by more than 1% of the schools. Curricula and other programs mentioned by the respondents are included under "Other

Table 2: Most frequently used curricula in schools with grades K-6 (n=1,037).

Commercial Curricula	Number	%
BABES (*)	107	10
D.A.R.E.	85	8
Discover	19	2
Growing Healthy	56	5
Health Skills for Life	17	2
Here's Looking at You, 2000	122	12
Me-Me	14	1
Positive Action	8	1
Project Charlie	45	4
QUEST-Lions	80	8
Other Curricula (**)	16	2
Other Categories		
Integrated	55	5
Locally developed	387	37
Non-curricular activities	76	7
Law enforcement	46	4
Other	180	17

(*) BABES is almost exclusively used in grades K-3.
(**) Other curricula identified on the survey each mentioned by less than 1% are: Alpha Initiative, Americans for a Drug-free America, DECIDE, Growing up Well, Impacts, It's Your Choice, Making Smart Choices About Drugs, Ombudsman, Project I-Star, Substance Abuse, Too Good For Drugs.

Categories" on Table 2. The category "Integrated" was used when schools incorporated drug education topics into their regular subjects (health, social studies, science, etc.). "Locally Developed" refers to unique curricula created by the school or school corporation. The category "Non-Curricular Activities" refers to sporadic lessons on drugs like "Just Say No Clubs," showing a film, inviting a speaker, the computer program BARN, etc. The category "Law Enforcement" refers to activities like inviting a law enforcement officer to give a talk to the students, using "McGruff" in school activities, etc. Finally, the category "Other" is the sum of all responses not mentioned frequently enough to form a separate category. Most of them were non-drug prevention curricula like D.U.S.O., AIDS curriculum.

Table 2 shows that schools with grades K-6 most frequently develop their own curriculum. More than one out of three schools do not use professionally developed, commercially available curricula.[1] Of the commercially available curricula, *Here's Looking at You, 2000*, a health education curriculum with an emphasis on drug abuse prevention, is reported most frequently. *BABES*, designed for grades K-3, is the next most popular. Schools reported *D.A.R.E.*, a program in which local police present drug abuse prevention in the upper elementary grades, and *QUEST-Lions*, a social skills training program with an emphasis on drug prevention, tying for the third most frequently used programs in these grades in Indiana.

Table 3 shows the curricula most frequently mentioned by schools with grades 7 and 8. As in the elementary grades, the most favored approach is locally developed curriculum. Generally, schools with these grades reported a smaller variety of drug curricula when compared to grades K-6. About half of the schools use curriculum developed internally. The commercial curriculum most frequently used is *QUEST-Lions*. The second most frequently mentioned curriculum, *Project I-Star*, is implemented in all Marion County schools, with foundation support.

Table 3. Most frequently used curricula in schools with grades 7-8 (n=401).

Commercial Curricula	Number	#
D.A.R.E.	5	1
Growing-up Well	4	1
Health Skills for Life	24	6
Here's Looking at You, 2000	25	6
It's Your Choice	4	1
Project I-Star	36	9
QUEST-Lions	148	37
Teenage Health Teaching Modules	5	1
Other curricula (*)	17	4
Other Categories		
Integrated	22	5
Locally developed	200	50
Non-curricular activities	13	3
Law Enforcement	1	-
Other	60	15

(*) Curricula mentioned by less than 1%: Alpha Initiative, DECIDE, Discover, Growing Healthy, Impacts, Making Smart Choices about Drugs, Me-Me, Ombudsman, Project Charlie, Too Good for Drugs.

In the high school grades, a similar pattern emerged (see **Table 4**). Nearly one out of every two schools reported designing its own curricula. *QUEST-Lions* and *Here's Looking at You, 2000* are the most frequently used commecial curricula. Although it ranks first at this level, the reported use of *QUEST-Lions* is lower in the high schools (9%) than in the middle schools (37%).

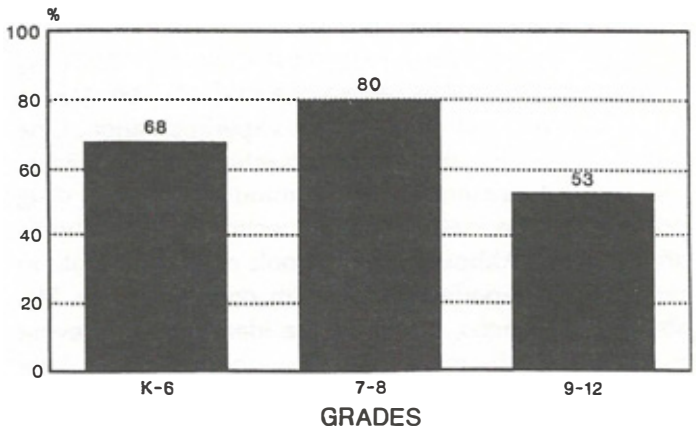
Table 4 : Most frequently used curricula in schools with grades 9-12 (n=346).

Commercial Curricula	Number	#
Health Skills for Life	6	2
Here's Looking at You, 2000	18	5
It's Your Choice	5	1
Project I-Star	8	2
QUEST-Lions	30	9
Substance Abuse	15	4
Teenage Health Teaching Modules	4	1
Other curricula (*)	11	3
Other Categories		
Integrated	17	1
Locally developed	165	48
Non-curricular activities	7	2
Law Enforcement	1	-
Other curricula	59	17

(*) Curricula mentioned by less than 1%: Alpha Initiative, DECIDE, Discover, Growing-Up Well, Impacts, Positive Action, Project Charlie, That's Life, Too Good for Drugs.

Most schools in Indiana report offering students some kind of drug abuse prevention curricula. As seen in **Figure 1**, nearly 70% of schools with grades K-6 were using a drug curriculum school-wide. Around 80% of schools with grades 7-8 report a school-wide curriculum. High schools were least likely to report curriculum at all grades. Only 53% of high schools report drug curricula at all grades.

Figure 1
Schools Reporting Drug Ed. Programs



DISCUSSION

The results of this study identify several characteristics of the use of drug abuse curricula in Indiana Public Schools: (1) at all grade levels there is a strong preference for schools to develop their own curricula; (2) while the majority of the schools report having a drug abuse prevention curriculum, curricula are most frequently found in middle schools or junior high and least likely found in high schools.

In developing drug education programs, school corporations have two main alternatives: (1) to adopt one of the commercially available prevention curricula (e.g., *BABES; Here's Looking at You, 2000; QUEST-Lions),* or (2) to develop their own drug prevention program.

Research in the last ten years has expanded our knowledge base of successful prevention strategies. One advantage of most commercially available curricula is that they are designed based on the current research findings. These materials have been tested with students and teachers before releasing them for publication. In most commercially available curriculum, the scope and sequence of the material is multi-grade. Thus, lessons in one grade build on material previously learned and set the stage for learning in later grades. Most have training included with purchase price.

However, many teachers using commercially available curriculum adapt the materials to their style and their student needs. One teacher reported that the first year he taught the curriculum as it had been written. The next year he dropped some lessons and elaborated on others, "depending on what worked for me and the students."

Developing curricula at a local level may be a less expensive alternative. By developing their own drug education program, schools can focus on the specific characteristics and needs of its students. A locally developed program would also have the advantage of capitalizing on resources from the community. However, local development may be just as expensive as purchasing, if the cost of staff time for development is fully accounted for. Unless the developers are fully trained, they may not be applying the most current research on prevention in the development process.

Middle schools seem to be most active regarding drug prevention. This makes sense since students from grades 6 to 8 may be most vulnerable to experimentation. One puzzling result though is why high schools are noticeably less active than elementary and middle schools in drug prevention. The reasons for this decline in high schools are not clear. Although high schools may be too late to prevent first experimentation with common drugs like alcohol or tobacco, it may be the ideal time to prevent use of other substances (e.g., cocaine) that have a later age of onset. Adolescence seems a time when drug prevention programs should be continued based on earlier programs.

Guidelines on how to develop these can be found in Dryfoos (1990) and in *Drug Prevention Curricula: A Guide to Selection and Implementation* published by the U.S. Department of Education (1988). Information about training and materials can be sought from the Center for School Improvement and Performance (Indiana Department of Education, Room 299, State House, Indianapolis, IN 46204).

For descriptions of many commercially available curricula, see Rogers, Howard-Pitney and Bruce, 1989.

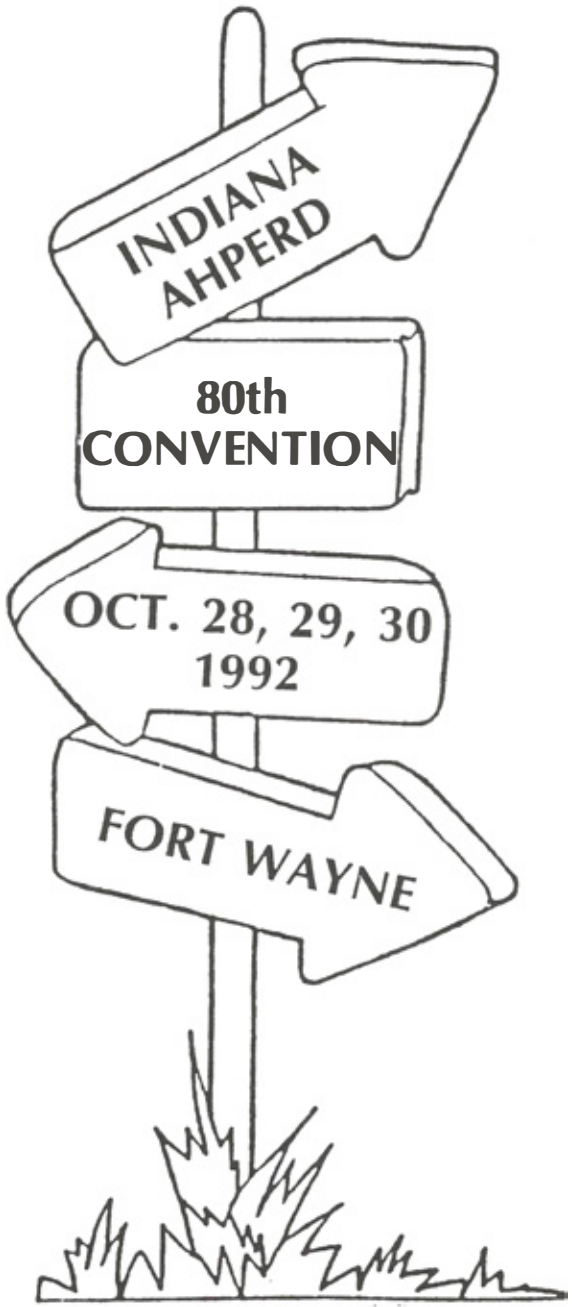
RESOURCES

Dryfoos, J. (1990) *Adolscents at Risk: Prevalance and Prevention,* New York: Oxford University Press.

Jaker, J. (1989) *Lessons Learned: An Update on Research in Drug Education,* Minnesota Prevention Resource Center, Anoka, MN.

Office of Education Research and Improvement: U.S. Department of Education. (1988) *Drug Prevention Curricula: A Guide to Selection and Implementation.*

Rogers, Todd, Howard-Pitney, Beth, and Bruce, L. Bonnie. (1989) *What Works? A Guide to School Based Alcohol and Drug Abuse Prevention Curricula,* Health Promotion Resource Center, Stanford University



Aquatic News . . .

Aquatic Council Instruction and Credentialing Program Launched

by
Joanna Midtlyng, AC-ICP Director
4501 North Wheeling, 2-109
Muncie, IN 47304
(317) 288-2122

The voyage of the Aquatic Council was approved August of 1991 by the ARAPCS AAHPRED port authorities. The ship, which is handcrafted and of sturdy construction, was christened The Aquatic Council in 1968. Major structural changes to the ship's original design have been made, and compartments enlarged to accommodate the aquatic instruction and credentialing cargo. Early this summer, The Aquatic Council will take on a highly qualified instruction and credentialing crew, and novice and experienced aquatic passengers will be allowed on board for ports of call to the Instruction and the Credentialing Sea.

Approval of the cargo, the Instruction and Credentialing Program, is a milestone valued by The Aquatic Council. The program affords an opportunity to aquatic teachers, specialists, administrators, and entrepreneurs and the lay public to complete basic aquatic and related courses and/or to go beyond the basics to achieve Council credentialing.

The instructional phase of the program includes courses in aquatics and related areas offered at Council Institutes and co-sponsored aquatic school programs. Instructional courses designed by the Council form the core of the program. Courses range from water exercise and springboard diving to aquatic liability and aquatic programming. Syllabi for infant swimming and adapted aquatics are nearing completion. Moderate expansion of Council-designed aquatic courses will be continued to meet existing and emerging needs of the aquatic profession and to expand the depth and scope of the instruction and credentialing options.

The credentialing system employs a process by which the Council grants an authorized title and credential to an individual who has met the predetermined qualifications specified by the Council. Credentialed candidates receive recognition on a national basis through the listing of the individual's name in the Registry of Title Holders. The official roster of the Council, called Registry of Title Holders, is published annually in the Council newsletter, *Aqua Notes*. Titles authorized by the Council are three categories: Category 1—the Aquatic Teacher with option of Master Aquatic Teacher in selected instructional areas; Category 2—the Aquatic Specialist with the five options of Fitness, Instructional, Safety, Sport, and Master Aquatic Specialist; and Category 3—the Aquatic Adminstrator.

The College/University Team of the Council has initiated work leading to the inclusion of Council courses in aquatics for undergraduate and graduate students, in regular and continuing education programs, in institutions of higher education. Council courses completed through programs in higher education may be applied to meet credentialing requirements of the Council.

Implementation of the new program is in process. Council teams, which include distinguished past chairs, the Council Executive Committee, and new and continuing members, are positioned to fully operationalize the program. Significant initial progress has been achieved. The *Instruction and Credentialing Program Handbook* is in its first printing. This publication details the instruction and credentialing options, and policies and procedures of the system and the Code of Ethical Conduct of the council. An official reproduction and distribution center has been named to facilitate processing of the Council handbook, syllabi, and credentials. Professional and public awareness of the program has been promoted via news releases by ARAPCS to national aquatic and related agencies/organizations. A new program brochure has been designed for circulation to attract attendees to upcoming summer programs.

The Council will offer five summer programs in 1992, which often include collegium courses. Collegium courses are instructional courses whose specific content have been developed by aquatic or allied agencies/organizations external to AAHPERD. These courses are offered in Council institutes and schools, by mutual agreement of the originating body and the Council Executive Committee. Completion of selected collegium courses enables the candidate to meet Council standards and leads to credentialing in aquatics by the Council.

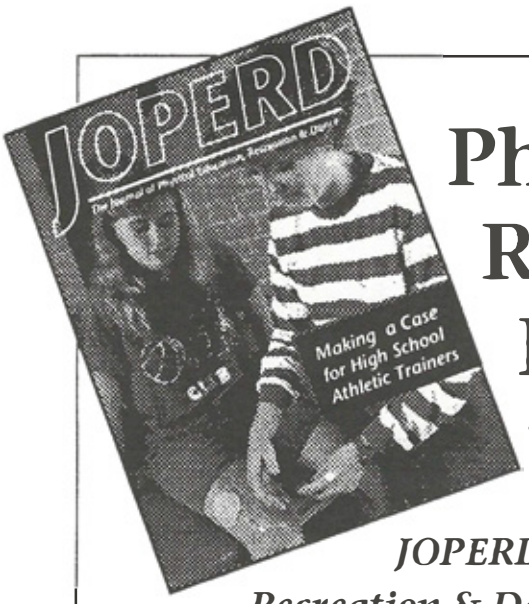
To support the mission, the Council's vision of the aquatic profession will be transmitted by the ship's radio to port authorities. Open dialogue will be maintained among ship crews with complementary missions.

The Council invites your support of this professional journey. For further information write to Dr. Joanna Midtlyng, Director, The Aquatic Council Instruction and Credentialing Program, 4501 N. Wheeling, 2-109, Muncie, IN 47304.

The Aquatic Council is a council within the Association for Research, Administration, Professional Councils and Societies (ARAPCS). The ARAPCS is one of six national associations within the AAHPERD.

For your personal copy of *The Aquatic Council Instruction and Credentialing Handbook*,, write to: Mr. Tim Wood, Manager, Instant Copy, 312 E. Main St., Muncie, IN 47305, or call 317-288-1345, FAX 317-286-0816. To order by mail enclose your check made payable to the Aquatic Council/ AAHPERD for $10.95.

Students! Note Special Rates!

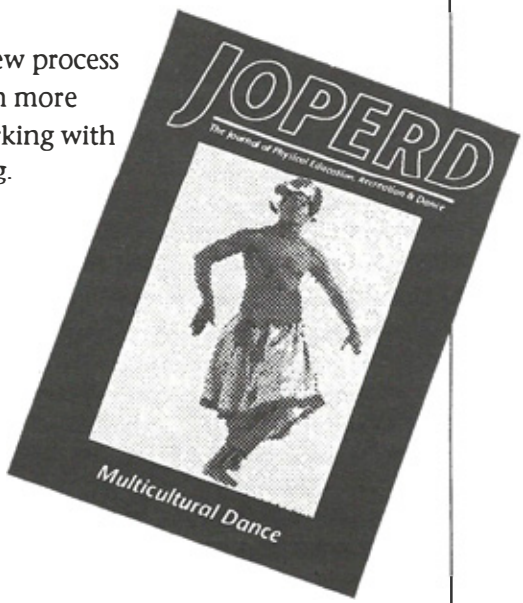


Physical Educators, Recreation and Dance Professionals!

JOPERD is...The Journal of Physical Education, Recreation & Dance: the largest, most frequently published, and most wide-ranging journal published by AAHPERD.

If you're new to AAHPERD, it may help you to know that *JOPERD* is AAHPERD's cornerstone journal, reaching over 30,000 members and providing information on a greater variety of PERD issues than any other publication in the field. If you're renewing your membership and you haven't seen *JOPERD* lately, take a minute to browse through it. You'll note that in the past year, AAHPERD's premier journal has undergone some big changes. A new, visually appealing format (including our new logo and name change), and increased emphasis on topics of current interest to PERD professionals and students are only two of the innovative changes that *JOPERD* underwent in 1990.

JOPERD's new look signifies other significant changes. The blind review process that has ensured quality *JOPERD* articles for 95 years has become even more rigorous. And technology enables the editors to spend more time working with authors, ensuring that information is accurate, timely, and interesting.



Recent issues of *JOPERD* have included articles on:

- providing increased physical activity for individuals with disabilities
- treating high school sports injuries
- developing the curriculum
- developing cooperative skills in children
- assessing the risks of adventure programs
- using computers in PERD
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American Association for Leisure and Recreation (AALR): Promotes school, community and national programs of leisure services and recreation education.

National Association for Sport and Physical Education (NASPE): Provides national leadership and influences physical education and sports policies in programs for teachers, coaches, athletic administrators, athletic trainers, intramural directors and scholars at all educational levels.

National Association for Girls and Women in Sport (NAGWS): Fosters quality and equality in sports for girls and women. Serves those who teach, coach, train and administer all sports (including club sports and intramurals) at elementary, secondary and college levels.

Association for the Advancement of Health Education (AAHE):
Preserves and improves health through education. Promotes both the process of health education and specific health education programs.

Association for Research, Administration, Professional Councils, and Societies (ARAPCS): Coordinates activities of the following special interest groups:

- *Adapted Physical Activities*
- *City & County Directors • Measurement and Evaluation • Aging and Adult Development • Ethnic Minorities • Outdoor Education • Aquatics • Facilities and Equipment • Physical Fitness• College & University Administrators • International Relations • Safety • Student Action*

National Dance Association (NDA)
Promotes sound policies for dance education, through conferences, conventions, special projects, publication and cooperation with other dance and performing arts groups.

Outstanding Periodicals

In addition to Update, AAHPERD's newsletter, an automatic benefit of membership, members may elect to receive:

- *JOPERD – The Journal of Physical Education, Recreation & Dance (9 issues/year)*
- *Health Education (6 issues/year)*
- *Research Quarterly for Exercise and Sport (4 issues/year)*
- *Strategies: A Journal for Physical and Sport Educators (available for a small additional charge).*

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Annual National Conventions, where your colleagues from across the country gather. Also, AAHPERD sponsors six regional conventions (one for each AAHPERD national district), and state and local conferences.

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6/91

AAHPERD Membership Application

American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive • Reston, VA 22091 • (703) 476-3400

Yes, I want to join AAHPERD.

Name (Mr.) (Ms.) _____

Address _____

City _____ State _____ Zip _____

Telephone: Home ( ) _____ Office ( ) _____

I select membership in the following association(s) of AAHPERD. (Circle two numbers, indicating your first and second choices. You may select one association twice. Each association that you select receives a portion of your dues.)

1 2 American Association for Leisure and Recreation (AALR)
1 2 National Dance Association (NDA)
1 2 Association for the Advancement of Health Education (AAHE)
1 2 Association for Research, Administration, Professional Councils and Societies (ARAPCS)
1 2 National Association for Girls and Women in Sport (NAGWS)
1 2 National Association for Sport and Physical Education (NASPE)
Z Research Consortium - for those interested in research.
(A check here does not affect your Association affiliation)

In addition to UPDATE, AAHPERD's monthly newsletter (an automatic benefit of membership), I wish to receive the following periodicals:

- ☑ *Update* (An automatic benefit of membership)
- ☐ *Journal of Physical Education, Recreation and Dance*
- ☐ *Journal of Health Education*
- ☐ *Research Quarterly for Exercise and Sport*
- ☐ In addition I wish to receive *Strategies: A Journal for Physical and Sport Educators* (Add $10.00/year to your membership dues. Foreign members add $15.00/year)

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☐ **Student** (Student rates apply only to full-time students.)

	Graduate	Undergraduate
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Any two periodicals*	☐ $50.00	☐ $48.00
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(Please read and write numbers carefully)

Signature _____

Please indicate amount paid
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Lititz, PA 17543

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6/91

A REPRINTED ARTICLE

Florida's Elementary School Fitness Breaks: Why Not Indiana's?

by
Manny Harageones, Physical Education Consultant
and
Allan Sander
Florida Department of Education
Tallahassee FL 32399
(904) 488-8795

This article is printed with permission of the Florida Journal of Health, Physical Education, Recreation, Dance and Driver Education (Florida JOHPERD), Fall 1991 (29[3]), pages 6-8. Florida JOHPERD is a publication of the Florida Association for Health, Physical Education, Recreation, Dance and Driver Education, Broward Community College-North, 100 Coconut Creek Blvd., Pompano Beach, FL 33066.

In an effort to help meet the fitness needs of children, Florida has developed **Fit to Achieve,** an elementary school cardiovascular fitness education program. This unique program encourages all elementary schools in the state to take a daily 15-minute fitness break.

The program's inception is based on recent research that indicates the fitness of American youth has not improved in the last decade, and in many cases has deteriorated. American children: (a) are fatter than children 20 years ago; (b) are displaying health risk factors commonly associated with middle-aged adults; (c) are not getting enough of the right kinds of exercise; and (d) spend more time watching television than in physical activity (Ross and Pate, 1987).

Prevention is the key to good health, and being physically active is a key for prevention. As we enter the 21st century, the importance and value of regular physical activity in promoting good health and reducing the likelihood of disease have been recognized as never before. Accompanying this recognition is the awareness that childhood is the time to begin the development of active and healthy lifestyles. It is critical that schools help students acquire the skills, knowledge, attitudes, and behaviors to incorporate physical activity into their daily lives.

To assist elementary schools in addressing this challenge, the Fit to Achieve program was developed by the Florida Department of Education via a Curriculum Development and Renewal Grant to the University of North Florida. The program includes educational and motivational materials for use by classroom teachers and physical education teachers to help children become involved in regular and enjoyable cardiovascular exercise.

Commissioner of Education Betty Castor is encouraging each elementary school to set aside 15 minutes daily to engage in cardiovascular exercise. Teachers, administrators, and support personnel (i.e., secretaries, lunchroom workers, custodians) are also encouraged to join their students in participating in this program. This effort is similar to the "sustained silent reading" and "drop everything and read" programs where everyone in the school stops and reads for a specified period of time. In this instance, Florida's elementary schools are being encouraged to stop and exercise for 15 minutes daily.

FIT TO ACHIEVE MATERIALS

The Fit to Achieve program materials consist of:

1. **Two 12-minute video tapes.** Video tape #1 is an aerobic exercise video that includes instruction on cardiovascular fitness concepts. Video tape #2 exclusively features an aerobic exercise routine. The aerobic routines have been personalized for the State of Florida by naming each specific exercise for a major city in the state (i.e., Pensacola Push, Tallahassee Twist, Jacksonville Jog, Gainesville Boogie, Tampa Hustle, Miami Wave).

2. **One 12-minute audio tape** that features an aerobic exercise routine similar to the routine in Video tape #2.

3. **Student assignments** that may be used in or out of the classroom. The assignments focus on an integration of selected activities in art, language arts, mathematics, music, science, and social studies to reinforce cardiovascular fitness concepts. The assignments are developmental in nature, encompassing Level I (grades K-1), Level II (grades 2-3), and Level III (grades 4-5). The assignments uniquely support the well-accepted trend of interdisciplinary learning.

4. **A teacher guide** which includes ideas for implementing the Fit to Achieve program, a conceptional foundation for cardiovascular fitness development, a copy of the written script for the video and audio tapes, cardiovascular fitness learning activities, and the answers for the student assignments. The learning activities focus on the use of visual aids and action-oriented experiences to extend children's understanding of information about cardiovascular fitness concepts.

5. **A parent guide** that stresses the need for developing children's cardiovascular fitness. The guide offers suggestions for family fitness activities and motivational ideas to encourage children's participation in cardiovascular exercise.

In addition to the print materials and video and audio tapes, the Fit to Achieve program has a mascot—Peppy Panther. Peppy is available to make school appearances to promote the program. This is another example of personalizing the program for the State of Florida as Florida's state animal is the panther. Funds for the Peppy Panther costumes were provided by the Florida Association for Health, Physical Education, Recreation, Dance and Driver Education.

ROLES OF THE CLASSROOM TEACHER AND PHYSICAL EDUCATION TEACHER

The physical education and classroom teachers in each elementary school are viewed as a team for promoting and implementing the Fit to Achieve program. The classroom teacher is needed to supervise the daily 15-minute fitness break. The classroom teacher is also needed to reinforce cardiovascular fitness concepts through the use of the student assignments. The physical education teacher in each school is needed to provide both the initial and ongoing leadership for the program by providing classroom teachers with cardiovascular exercise guidance, an understanding of the principles of training, and assistance in the utilization of the Fit to Achieve materials. Suggestions for such leadership are presented in the *Fit to Achieve Teacher Guide*.

FIT TO ACHIEVE IMPLEMENTATION STRATEGIES

There are a variety of ways to implement the program, and each elementary school is encouraged to find an optimal approach to ensure successful implementation. Samples of implementation strategies are included in the *Fit to Achieve Teacher Guide*.

The fitness breaks can involve the entire school population exercising simultaneously with the videotapes through closed circuit television in each classroom or with the audiotape via the school's intercom system. However, fitness breaks can also be scheduled individually by classroom teachers. With either strategy, fitness breaks may take place at any convenient time (such as the beginning of the school day) with administrators and support personnel taking part.

After students have become familiar with the information in Video tape #1, classroom teachers may select student assignments in the various subject areas to reinforce cardiovascular fitness concepts. These student assignments can be used as in-class assignments, as in-class learning center tasks, or as homework.

The cardiovascular fitness learning activities can be used in the classroom prior to or after the use of the student assignments. These learning activities can also be used by the physical education teacher during the regular physical education program.

Parents truly have a significant role to play in guiding the physical fitness habits of their children. The *Fit to Achieve Parent Guide* offers suggestions on how parents can become more involved in the promotion of cardiovascular fitness at home and the Fit to Achieve program at school. Copies of the videotapes could even be checked out by students for use at home with parents and other family members. Teachers can encourage parents to lead by example. Family exercise ideas are offered to enhance the enjoyment of exercise as well as to stimulate children to continue in an exercise program.

CLOSURE

Children do not automatically develop the skills, knowledge, attitudes, and behaviors that lead to regular participation in physical activity—they must be taught. Florida has accepted the challenge of providing elementary school students with opportunities to learn and develop lifetime fitness habits.

Florida has developed educational and motivational materials to assist schools in implementing the simple ideas of the fitness break. **Why not Indiana?**

For a copy of Florida's Fit to Achieve program materials, please send a written request and a videotape and audiotape to:

The Office of Physical Education
Florida Department of Education
Room 444, Florida Education Center
325 W. Gaines St.
Tallahassee, FL 32399-0400

REFERENCES

Ross, J.G., and Pate, R.P. (1987) "The National Children and Youth Fitness Study: A Summary of Findings," *Journal of Physical Education, Recreation and Dance*, 58(a), 51-56.

Definition Of The Physically Educated Person: Outcomes Of Quality Physical Education Programs

Report Of The Physical Education Outcomes Committee

National Association of Sport and Physical Education

The Outcomes Committee was formed in 1986 and charged with two related responsibilities. The first responsibility was to define the "physically educated student," i.e., the desired characteristics of students who complete appropriately designed and conducted school physical education programs. The second responsibility was to author grade-specific competencies, which together would mark the path to preparing the physically educated students. The committee accepted the first responsibility, but chose to alter its charge for the second one. Rather than identifying grade-specific competencies, the committee decided to identify outcomes, which defined in more detail the characteristics of physically educated students and programs. The committee decided to call itself the Outcomes Committee because of its decision to identify outcomes, which together defined the physically educated student.

The committee has completed a definition of the physically educated student and has identified the outcomes that clarify and amplify this definition. The physically educated person document integrates both; for each of the five parts of the definiton (HAS, IS, DOES, KNOWS, VALUES) there are attendant outcomes. The outcomes are inseparable from their parent definitional statements. Likewise, the five component definitional statements cannot be separated from each other. The committee is emphatic in its position that there is a kind of "all or none principle" involved with its work. The definition of the physically educated student depends upon the 20 outcomes, and the 20 outcomes have value only in relation to the definition's five components. The format in which the definition and outcomes are presented is the format in which they must be presented in the future.

Early in its deliberations, the committee opted for strategies that would maximize participation among NASPE's membership in determining the definition and outcomes. In each year since 1986, pre-convention progams have been sponsored in addition to presentations made during these conventions. Our work has been published in *Update* with invitations for participation and criticism. Moreover, the committee has identified consultant-reviewers who have remained involved in each stage of its work. Over 500 persons have enjoyed genuine involvements in the committee's work, and their individual and collective voices have been heard. Substantive changes in the definition and outcomes can be linked directly to the work of persons outside the committee. Furthermore, work that is currently underway on expectations for students' experiences and achievements at identifiable grade intervals, expectations that the committe is calling "benchmarks," represents the committee's response to participants and the executive committee's original charge.

Thus, the Committee believes that it has discharged two of its primary responsibilities in the physically educated person document, which presents the five definitional components and the 20 outcomes. The committee believes that, with such extensive participation by the membership, the document truly is representative. We are submitting it for review to the Association Delegate Assembly and, subsequently, for approval by the NASPE cabinet.

That the definition and outcomes already are having an impact on the profession signals their value and suggests that formal approval of both is timely. For example, several states are using the committee's work in their planning, and the Western College Physical Education Society recently adopted a resolution endorsing both. Approval by the cabinet will allow broader dissemination and use of the definition and outcomes, maximizing their impact and offering assistance to practicing professionals across the nation. The committee respectfully offers the motion to and the outcomes that clarify and amplify this definition.

The committee's current work on benchmarks represents a logical and necessary extension of the definition and outcome statements. These exemplary benchmarks, once completed, will illustrate clearly to multiple audiences the ways in which program designs, teaching practices, and evaluative

activities may be derived from the definition of the physically educated student and the outcome statements. The committee is hopeful that it will be able to conclude its work on these benchmarks by the end of the Summer 1991. When this work on benchmarks is finished, the considerable challenges associated with the dissemination and implementation of the committee's work will need to be addressed. The potential, powerful impact of the committee's work will not be realized unless appropriate strategies for disseminationa and implementation are identified and the needed resources provided.

The committee wishes to extend its appreciation to the hundreds of colleagues who have participated in this work and facilitated it. Above all, the committee wishes to commend former and current members of the NASPE's leadership for their vision and to offer thanks for their support and patience as the committee's work has progressed.

A PHYSICALLY EDUCATED PERSON:

- HAS learned skills necessary to perform a variety of physical activities.
  1. . . .moves using concepts of body awareness, space awareness, effort, and relationship.
  2. . . .demonstrates competence in a variety of manipulative, locomotor, and non-locomotor skills.
  3. . . .demonstrates competence in combinations of manipulative, locomotor, and non-locomotor skills performed individually and with others.
  4. . . .demonstrates competence in many different forms of physical activity.
  5. . . .demonstrates proficiency in a few forms of physical activity.
  6. . . .has learned how to learn new skills.

- DOES participate regularly in physical activity.
  7. . . .participates in health-enhancing physical activity at least three times a week.
  8. . . .selects and regularly participates in lifetime physical activities.

- IS physically fit.
  9. . . .assesses, achieves, and maintains physical fitness.
  10. . . .designs, safe, personal fitness programs in accordance with principles of training and conditioning.

- KNOWS the implications of and the benefits from involvement in physical activities.
  11. . . .identifies the benefits, costs, and obligations associated with regular participation in physical activity.
  12. . . .recognizes the risk and safety factors associated with regular participation in physical activity.
  13. . . .applies concepts and principles to the development of motor skills.
  14. . . .understands that wellness involves more than being physically fit.
  15. . . .knows the rules, strategies, and appropriate behaviors for selected physical activities.
  16. . . .recognizes that participation in physical activity can lead to multi-cultural and international understanding.
  17. . . .understands that physical activity provides the opportunity for enjoyment of self-expression and communication.

- VALUES physical activity and its contributions to a healthful lifestyle.
  18. . . .appreciates the relationships with others that result from participation in physical activity.
  19. . . .respects the role that regular physical activity plays in the pursuit of lifelong health and well-being.
  20. . . .cherishes the feelings that result from regular participation in physical activity.

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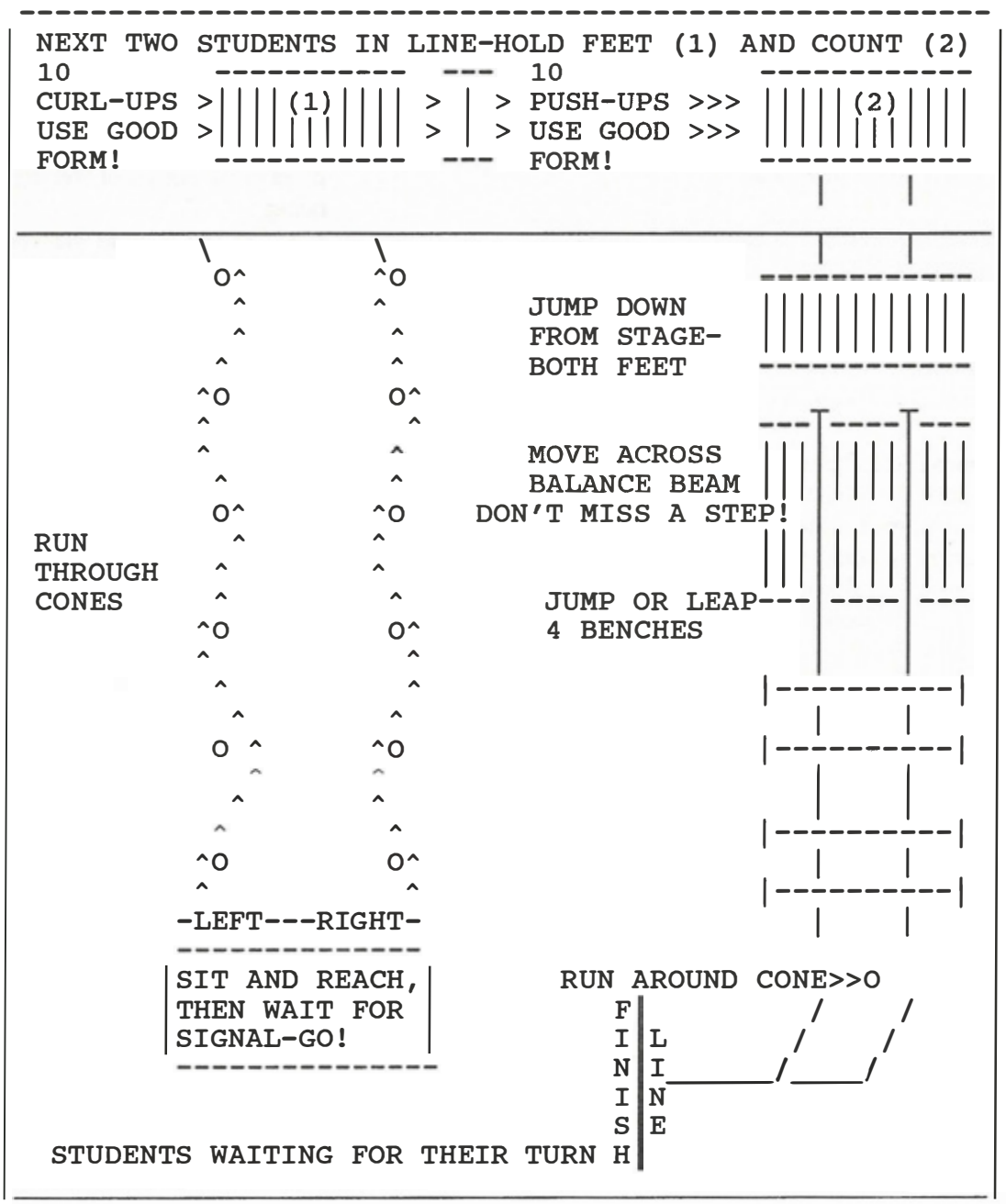
Thank you!

Elementary

OBSTACLE COURSE LAYOUT:



Corner

by Ted Sheck, Director
Gait Analysis Laboratory
Dept. of Orthopaedics, Riley Hospital for Children

(You could be next! Send me your games.)

DESCRIPTION: This physical fitness obstacle course uses four of the components in the AAHPERD Health-Related Physical Fitness Test used in elementary, junior high, and high schools. The components of health-related physical fitness are directly incorporated into the obstacle course.

Flexibility, specifically hamstring or lower back flexibility, is demonstrated at the beginning of the obstacle course. Muscular strength and muscular endurance, specifically abdominal and arm/shoulder girdle strength and endurance respectively, is demonstrated at the curl-up and push-up stations. Aerobic endurance is an important component when students complete the obstacle course as many times or as teaching conditions will permit.

Body composition, though not directly an active component, can be implemented into the educational schema by using this or a similar statement: "...a student with a relatively low percentage of body fat, combined with good physical skills and abilities, should be able to complete the obstacle course several times quickly without undue fatigue."

Components of skill or ability-related physical fitness are also implemented into the obstacle course.

Reaction time is demonstrated after the student does the sit-reach stretch for three seconds. Upon hearing the signal "Go!" the student reacts as quickly as possible and begins the course. Running agility is shown as the student weaves through the cones. Leg power and leaping ability come into play as the student either leaps/jumps up to the stage, jumps down with both feet, and jumps or leaps the benches. Dynamic balance is needed to navigate the balance beam. Good muscular and movement coordination is needed with every station, and speed is essential to complete the obstacle course in the shortest possible time.

OBJECTIVE: To complete the obstacle course correctly, in the shortest amount of time possible, demonstrating good form in all components of health and skill-related physical fitness.

WARM-UP: A good running and stretching warm-up should precede the obstacle course, and/or have students go through each station at quarter- or half-speed.

EXPLANATION: Two students start seated, feet towards the cones. Stretching fingertips beyond their toes in a sit-and-reach stretch, holding for three seconds, they wait for instructor's signal.

Upon hearing "Go!" students get up as quickly as they can and run around the LEFT or RIGHT side, depending on which side student is seated. Students must weave through the cones, careful not to touch or knock any down. Seconds can be deducted for infractions.

After running around the last cone, students CAREFULLY jump or leap up to the stage. If a stage isn't part of the gymnasium layout, allow for the next three stations to cover second half of the gym.

Once up on the stage, students get down in the curl-up position, arms crossed at chest, seat and shoulder blades flat on the mat.

The two students who are to go NEXT are judging form on curl-ups and push-ups. They are also counting. Good form is emphasized. The student at the curl-up station is also holding the feet. As the instructor, you should demonstrate the skills first, or have a student demonstrate, then have the students practice the stations.

Completing ten curl-ups, students get to their feet, jump or leap over the bench, and do ten push-ups. Completing those, students CAREFULLY jump down, using both feet, onto a thick crash mat. Make sure to stress that the student bend knees to absorb the shock of the jump and extend the arms to the sides for added balance.

Upon landing, students navigate the balance beam on either the inside or outside track. Students must run on either inside or outside track of obstacle course, staying on-track the entire time.

Four benches are placed at a safe running interval, about ten feet apart. Benches can be jumped, leaped, hurdled.

The student who correctly completes the physical fitness obstacle course with the lowest infractions wins. Keep track of the lowest times and determine the best for girls and boys.

FORM: The sit-and-reach is done with the student seated on the mat with knees together. Student reaches with arms fully extended, reaching fingertips beyond toes for three seconds. If incorrect form is shown, student must show correct form before beginning.

Good running agility form would be shown when the students ran through the cones in as straight a fashion as possible, running CLOSE TO but not TOUCHING the cones. The shortest distance between the sit-and-reach and the curl-up station is a straight line, so students should attempt just that.

Curl-ups are to be done with student lying on back, knees bent at no more than a 90 degree angle. Feet are at least 12" away from seat. Arms are crossed on the chest, hands on the front of the shoulders. Hands must stay in that position at all times.

Using only abdominal muscles, student pulls upper body from a flat position to an upright position, making a 90 degree angle with the spine in relation to the seat. When the upper body returns to its original position, the curl-up is counted. The seat must remain in contact with the mat. Students holding will hold ankles with their hands. Sitting or kneeling on performer's feet will not be allowed. Correct form must be shown for each one or that curl-up does not count.

Push-ups are done in the front-leaning rest position, in which the body is supported, in a generally straight line, by the hands and toes. Lowering the upper body with the arms and shoulders, students increase the angle of the arms from fully locked and extended, 180 degrees, to a fully flexed position, 90 degrees. The performer cannot sag in the middle or raise seat in the air. Once again, correct form must be shown for all ten push-ups.

Good dynamic balance would be when the student covers the length of the balance beam completely without stepping off. Deduct one-half second for each step off the balance beam.

If a student knocks a cone out of its place, add one second for each one. Knocking a cone completely over results in two seconds being added. If cone is knocked completely over, student must stop and right it. Use same format for benches.

MATERIALS NEEDED: 13-17 cones, 8-10 tumbling mats, five benches, two balance beams, and a space large enough to accommodate the obstacle course.

SAFETY: Safety is an extremely important factor whenever students move on, over, and around apparatus. Stress careful navigation of all the cones so students don't slip and fall. Emphasize safe leaping, jumping, and landing skills to and from the stage and when jumping, leaping, or hurdling the benches. Stress safety when students are moving over balance beams.

Place two tumbling mats, width-wise, at the sit-and-reach station, two at the curl-up and push-up stations, a larger crash mat if available for students landing after the push-up station, and mats underneath the balance beams and benches.

Obstacle courses are a fun and exciting way of exercising many different muscle groups, measuring various components of physical fitness, and entertaining large amounts of students. You can add your own ideas and variations into this health-related physical fitness obstacle course.

Legal Issues . . .

A REPRINTED ARTICLE

You Said What About Whom? Legal Guide to Writing Letters of Recommendation

by

Ann Smith
Chair, Department of Physical Education
Chadron State College

David Stotlar
University of Northern Colorado

This article is printed with permission from the Colorado Journal for Health, Physical Education, Recreation and Dance (CJOHPERD), Winter 1990, p. 14-16. CJOHPERD is a publication of the Colorado Association for Health, Physical Education, Recreation and Dance, c/o Sport About, 1220 W. Elizabeth, Ft. Collins, CO 80521.

Letters of recommendation are becoming increasingly unreliable as a means of evaluating candidates who are being considered for employment in physical education and coaching positions. A chief reason is that frequently, the content of a letter is not treated confidentially. As a result, many recommendations are written favorably, even though the candidate may be mediocre, or even unqualified.

Litigation in the U.S. has increased tremendously in the last two decades. Educators writing negative letters of recommendation have become defendants in a number of suits. Students frequently ask physical educators and coaches to write recommendations for college applications, for scholarships, and for employment. Colleagues who apply for employment at another school often ask their current administrators and fellow teachers for letters of recommendation. But by complying, the authors are exposed to possibly becoming the defendant in a defamation suit.

A recent example involved a high school basketball player in New York who asked her coach to support her in obtaining a basketball scholarship to Northeastern University. Her coach said that a recommendation would be sent, but failed to do so. Upon enrolling at Northeastern and inquiring about a scholarship, the woman was informed that no letter of recommendation had been received from her coach and that no scholarship would be awarded. She sued her high school and coach for negligence and breach of duty. The Court ruled that the school had no duty to provide such a service. Their comment was that if the courts were "to require schools and teachers to perform favors for students simply because they often do so, the practice of writing letters of recommendation would likely be eliminated altogether" (*Hunt vs. Scotia and Glenville Central H.S. District,* 1983).

Many lawsuits are filed because a person feels that his/her reputation has been ruined by the contents of a support letter. As Nolte (1983) pointed out, "Besides license to teach or administer, about all educators have is a reputation. If that is destroyed in the minds of reasonable people, an educator may have extreme difficulty in obtaining employment" (as cited by Gluckman & Zirkel, 1985, p. 90). While physical educators and coaches have a responsibility to the public to police their own ranks, they also must be sure that in doing so, they are not depriving someone of a right to make a living by capriciously or maliciously injuring their good name or reputation.

In attempting to understand the rights and liabilities of educators in writing recommendation letters there are several laws that need to be understood. Defamation suits fall under the area of tort law specifically dealing with defamation of character. For an individual to successfully bring a defamation suit against someone, a derogatory communication (either verbally or in writing) must be made to a third person. If the untrue statement is in writing, it is called libel; if it is spoken, it is called slander (Connnors, 1981).

Bell (1984, pg. 5) defines defamation as that which is "false and tends to harm the reputation of another as to

lower him/her in the estimation of the community or to deter other persons from associating or dealing with him/her." Defamation of character has three elements: (1) There is an untrue statement; (2) It must diminish a person; and (3) There must be actual monetary loss.

There has been a shift in the court's approach to defamation suits. No longer is truth the ultimate and absolute defense. The courts are now considering the **intent** of the statement. "If there is malice or an intent to cause harm, a defamation suit may be substantiated, whether or not the communication at issue is true" (Connors, 1981, pg. 131). Also, there is a trend toward requiring the plaintiff to establish that the statements are untrue, rather than making the defendant establish their truth. A 1986 case limited this to "matters of public concern" and "media defendants" (Brown, 1987, pg. 55). Surely, there is a public concern that educators who respond to requests for recommendations should not have their speech inhibited by fear of libel actions.

The basic defense which can be used by physical educators and coaches to protect themselves in a libel suit is that their recommendation was a statement of truth. If the writer can prove the truth of his/her statements, the plaintiff cannot recover damages for libel.

Hett vs. Ploetz (1963) is an example where belief in the truth of the statement comes into play. Hett sued Ploetz (the superintendent of the school where Hett had worked the previous year) when Ploetz wrote in a requested recommendation: "We feel that Mr. Hett is not getting the results that we expected...I personally feel that Mr. Hett does not belong in the teaching field. He has a rather odd personality, and it is rather difficult for him to gain the confidence of his fellow workers and the boys and girls with whom he works."

The court found that the superintendent's opinion was based upon recommendations from principals with whom Hett had worked. The principals gave the following reasons for their recommendation that Hett not be rehired:

(1) He lacks professional competence;

(2) His teaching is ineffective;

(3) He shows immaturity for the work;

(4) He has unprofessional relationships with the students; and

(5) He has not arranged for parent-teacher conferences.

The court upheld dismissal of the libel action, stating that the recommendation was "grounded on record and not upon malice."

Bell (1984) suggests that a recommendation written by an administrator is defensible if it is written "in good faith, without malice by one who is in a position to evaluate the person, and is directed to one who is legitimately interested in such information."

Many employers today routinely ask for and obtain the employee's permission before releasing any information. They mistakenly believe that with this permission, the employee cannot later sue for defamation. These waivers are generally worthless in defending against slander since the employee is not waiving the legal right to sue. Even if the employee waives the right to view the communication, courts tend to ignore such waivers and allow the employee to obtain these documents through traditional discovery techniques during litigation (Bell, 1984).

While most litigation is brought by people who sue former employers, educators are also sued by students. Similar guidelines apply in this situation; the recommendations must be written in "good faith." In the landmark case of *Lattimore vs. Tyler Commercial College* (1930), a Texas court upheld a jury verdict for a student. The President of Tyler College, in response from a potential employer concerning Mr. Lattimore, a student, wrote: "Mr. Lattimer did not complete any of his work in our school and his work was very bad, indeed, while he was with us. In fact, to be plain with you, he was arrested and put in jail for stealing a typewriter. He was one of the most unsatisfactory students we ever had and we feel that you will be very much disappointed should you give him a place in your organization."

The evidence showed that while the student had been in trouble several times with school authorities for missing class, talking in class, and writing critical letters about school officials, he had not stolen a typewriter or ever been put in jail. The evidence also showed that even though the President promised to correct the errors in his recommendation after being confronted by the student, he had not done so. The appeals court upheld the verdict for the plaintiff stating, "If the President was in any degree moved by malice in communicating this false statement, the communication cannot be protected as privileged even though it be granted that the statement was germane to the occasion."

Tidwell (1986) suggests in addition to making sure the information in a letter of recommendation is based on facts, educators can also limit the possibility of libel suits by reducing the chances that the student will ever discover the contents of such letters. While the Buckley Admendment (Family Educational Rights and Privacy Act of 1974) requires that education records of a student be open for inspection by the student, the law exempts confidential recommendations and the statements of recommendations from the inspection requirements if the student has signed a waiver of the right to access. The law requires that the student be notified of all persons making confidential recommendations and the recommendations must be used only for the specific purpose for which they were intended. Educators can require students to sign a waiver or they also can simply refuse to write a letter of recommendation (Tidwell, 1986). The educator should be aware though, that even with this waiver, should litigation be brought, the communication can be obtained for use in court (Bell, 1984).

Even if physical educators or coaches are successful in defending themselves in court, a lawsuit is costly in terms of time and legal fees.

Because of the cost, many educators are reluctant to write negative letters. This hinders the employment process, shelters the incompetent teacher or student, and may be responsible for poor or less-than-adequate employees. It has been suggested that for these reasons, and because the law affords protection, "letters of recommendation should not become extinct; rather they should continue to be used as important employee evaluative tools" (Bell, 1984, pg. 8).

We offer the following guidelines to assist you in providing defensible recommendations (Bell, 1984, pg. 9):

(1) Never volunteer information. Respond only to specific employment or institutional inquiries and requests. Furthermore, before responding, it would be wise to telephone the inquirer to check on the validity of the request.

(2) Direct all communication only to persons who have a specific need for that information.

(3) State in the message that the information you are providing is confidential and should be treated as such. Use qualifying statements such as "providing information that was requested" or "providing information only because it was requested" or "providing information that is to be used for professional purposes only." Sentences such as these imply that information was not presented for the purpose of hurting or damaging a person's reputation.

(4) Obtain written consent from the employee or student, if possible.

(5) Provide only reference data such as "He was an average student," "She was careless at times," "He displayed an inability to work with others."

(7) For documentation, use specific statements such as "Mr. ———— received a grade of C—an average grade," Ms. — made an average of two errors each week," or "This spring, four members of the work team wrote letters asking not to be placed on projects with Mr. —."

(8) Clearly label all subjective statements based on personal opinions. Say, "I feel. . ." whenever making a statement that is not a fact.

(9) When providing a negative or potentially negative statement, add the reason(s) or specify the incidents that led you to this opinion.

(10) Do not answer trap questions such as "Would you rehire this person,?" Also, avoid answering questions that are asked "off the record"; in court there is no such thing.

Fear of being sued has caused many physical educators and coaches to include no substantive information beyond job title and dates of employment in letters of recommendation for former employees or colleagues. By withholding such key information as an applicant's employment history, performance record, and desirable or undesirable work-related characteristics, these educators are preventing prospective employers from making informed hiring decisions.

Physical educators and coaches must realize it is difficult for a person to win a defamation of character suit against a faculty member or administrator. They must prove the statements were false, careless, reckless, or malicious. Courts have recognized a public concern that employers giving references should not be inhibited by fear of lawsuits. The quality of an institution can suffer if it hires unqualified people because a former employer has been afraid to provide a negative recommendation. To stay within the law, physical educators and coaches need to be sure that information in the recommendations they write is not motivated by personal malice; that it is factual, accurate, and job-related; and that it is substantiated by personal experience or by written documents (Vander Waerdt, 1987).

After becoming more aware of the laws governing defamation of character and the court's interpretations of these laws in cases concerning recommendation letters, you may still be fearful of speaking out. If so, Thornton (1987) suggests a means by which the letter writer can convey unfavorable information in a way that the candidate cannot percieve it or prove it as such. He calls it the "Lexicon of Inconspicuously Ambiguous Recommendations," or LIAR. Here are a few samples:

(1) To describe the candidate who is woefully inept: "I most enthusiastically recommend this candidate with no qualifications whatsoever."

(2) To describe a candidate who is not particularly industrious: "In my opinion you will be very fortunate to get this person to work for you."

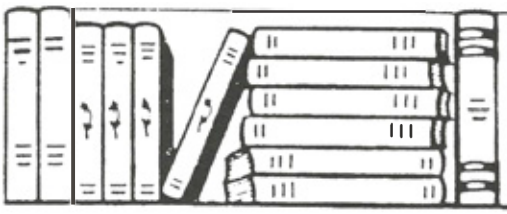
(3) To describe a candidate who is not worth further consideration: "I would urge you to waste no time in making this candidate an offer of employment."

(4) To describe a candidate with lackluster credentials: "All in all, I cannot say enough good things about this candidate or recommend him too highly."

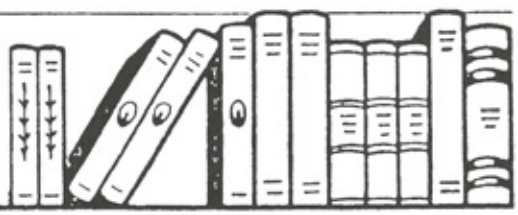
(5) To describe an ex-employee who had difficulty getting along with fellow workers: "I am pleased to say that this candidate is a former employee of mine."

(6) To describe a candidate who is so unproductive the position would be better left unfilled: "I can assure you that no person would be better for this job." (pg. 42)

Thornton guarantees these phrases to be "litigation proof."



Book Review



HANDBOOK OF ENVIRONMENTAL HEALTH AND SAFETY: PRINCIPLES AND PRACTICE
Second Edition
Volume II

Environmental health, as defined by Koren, is the art and science of the protection of good health, the promotion of aesthetic values, and the prevention of disease and injury through the control of positive environmental factors and the reduction of potential hazards—physical, biological, chemical, and radiological. Many teachers in public schools and colleges and universities, in particular those who teach courses in the fields of science, health, physical education, and home economics, devote time to the study of environmental health issues. Further, they prepare and deliver numerous lectures relating to environmental health issues. This book is a great reference tool for public school educators, and an excellent text for environmental health related courses in higher education.

Further, this book and its companion will be very useful to science teaching centers around the country as a reference and possible text for future science teachers in public schools. It will be very helpful in developing in-service education programs for cafeteria and custodial personnel in any business, hospital, or educational setting.

The Handbook of Environmental Health and Safety: Principles and Practice, Second Edition, Volume II, is a must for the reference library in public libraries, public school libraries, college and university libraries, and anyone with environmental concerns. The manuscript is written by an expert in the field and co-published by the National Environmental Health Association. The details found within the pages make this book a major information resource on environmental issues in the 1990s.

Volume II of the handbook is designed to provide a comprehensive, concise discussion of environmental health areas, including air quality management, solid and hazardous waste management, private and public water supplies, swimming areas, plumbing, private and public sewage disposal and soils, water pollution and water quality controls, and special problems. This volume will prove to be a very valuable resource asset for sanitation personnel (chapters 3-7), chemists and biologists (chapters 1-7), housing management professionals (chapters 2, 4, 5, 7, 9), custodians (chapters 4-7, 8, 10), recreation management professionals (chapters 4,7) safety and environmental management personnel (chapters 1, 2), insurance risk management personnel (chapter 8), aquatic facility managers (chapters 4, 7), solid and hazardous waste management personnel (chapter 2), American Red Cross and Civil Defense disaster personnel (chapters 2, 6, 7, 8), and public health personnel (chapters 1-8), to name a few.

The book offers a broad spectrum of topics presented in a logical progression starting with a chapter outlining the air quality management, and carries the reader through environmental health emergencies, nuisance complaints, and special problems. It also describes "how-to" deal with environmental health concerns.... The extensive bibliography and comprehensive index provide invaluable guidance to all utilizing its contents. Though each chapter has a degree of independence, there is a common thread relating one to another.

A neat and unique aspect of this book is that the current environmental health laws that relate to the specific subject matter can be found. This enables the reader to better understand his/her legal responsibilities relating to environmental health. It also eliminates many hours of tedious legal research.

Another positive quality is the uniform and consistent format design in the manuscript. Each chapter is outlined in the following way:

- Background and Status
- Scientific, Technological, and General Information
- Problem(s)
- Potential for Intervention
- Resource(s)
- Standards, Practices, and Techniques
- Modes of Surveillance and Evaluation
- Control(s)
- Summary
- Research Needs

This book is neither an engineering text nor a comprehensive text in each area of study. The purpose of this book is to provide a solid working knowledge of each environmental health area with sufficient detail for practitioners as well as students.

As a text, this book is suitable for basic courses in environmental health, environmental pollution, ecology, the environment and humans, and introduction to sanitary science.

This is a much-needed update on current environmental health issues and regulations presented in a thorough, concise, and systematic manner. It is, by far, the most practical and useable work on environmental health issues currently available.

Herman Koren is Professor of Health and Safety, Director of the Environmental Health Science Program, and Director of the Supervision and Management Program I & II at Indiana State University in Terre Haute, IN. Previous publications include *Environmental Health and Safety* (1974) and *Basic Supervision and Basic Management, Parts I & II* (1987). He has been an outstanding researcher, teacher, consultant, and practitioner in the environmental health field, and in the occupational health, hospital, medical care, and safety fields.

PUBLISHED BY Lewis Publishers, Inc., 2000 Corporate Blvd., N.W., Boca Raton, FL 33431. Cost $69.95

REVIEWED BY Thomas H. Sawyer, Professor of Physical Education, Director of the Center for Coaching Education, and Director of the Graduate Sports Management Program, Indiana State University. He is the Editor of the *Indiana AHPERD Journal* and *Newsletter*, and a member of the Editorial Board for *JOPERD*, the American Alliance for Health, Physical Education, Recreation, and Dance flagship journal.

Recipe for Writing an Article

by Mary Beth Stanley
West Terre Haute Elementary School
West Terre Haute, IN 47885

Bring many thoughts and ideas to a boil.
Add a variety of sentences and characters.
Mix together until well blended.
Place ingredients between a colorful cover,
Sprinkle with much pride and enthusiasm.
Serve at room temperature to an attentive audience.
Recipe will serve many people,
Especially good when served to someone in your family or to a friend.

USE THIS RECIPE AND . . .

Share your ideas in the next issue!

OR

Share your games in the next issue!

A REPRINTED ARTICLE

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The Reporter is a publication of the New Jersey Association for Health, Physical Education, Recreation and Dance, P.O. Box 8, Lincroft, NJ 07738.

Fitness for the Mostest

Paula R. Zaccone-Tzannetakis, Ed.D.
Seton Hall University
South Orange, NJ 07079-2696

Physical Education is learning to shoot, tumble, and prance,
Gymnastics, athletics, and many kinds of dance.
Physical education is performing both alone and together,
In a variety of activities regardless of the weather:
Always trying to gain distance and score,
Adding strength to our repertoire.

Physical Fitness is such a handy thing, When
you feel like flying and have no wing'.
We'll demonstrate our findings, and you will see. . . .
That fitness is best for our bodies to be.

Agility is moving with haste and with ease,
Doing precisely what I please.
I'll rush to and fro as I change direction,
Resisting collision and the opponent's detection.

Haste makes waste when one lacks control,
But movement with speed is an asset I'm tol'.
With agility one can wiggle and squirm,
But its the speedy bird who catches the worm!

Free range in movement is called "flexibility".
It adds beauty to dance and prevents many an injury.
As a safety measure, it's a fitting point,
For did you ever see elastic sprain its flexible joint?

Balance is necessary to keep us from hurtin',
And its everyday uses are obvious and certain.
Balance has prevented many a fall . . .
Without it in movement, we'd have no fun at all.

Hear that music? Move your feet!
Rhythm is the ability to move with the beat.
Could you imagine the pain in Mary's toes,
If rhythm is missing from what her partner knows?

Moving in different directions with different parts:
That s where coordination starts.
Baby first learns to crawl with the left and the right,
While the object ahead is the focus in sight.
Later, she learns to bounce a ball,
While using hands, eyes, . . . and that isn't all.

Strength is the ability to act against a force,
With conditioned muscles acting as the source.
Strength can be applied fast or slow,
And its valuable to have from your head to your toe.

Endurance is performing strength over a long period of time.
And it'll come in handy, should you become a victim of crime.

Muscular power is strength of the explosive sort,
Needed in the performance of each and every sport.
It is power that propels our bodies through space,
And gets us a good start in whatever the race.

Well, friends, here's the message, now get it straight:
In this checklist of fitness, "How do you rate?"
Get adequate in all areas before its too late.

Think wisely of this message during the hours that you sit:
"You can exercise your mind; you can sharpen your wit,
But your person lacks completeness 'til you're physically fit!

The above rhyme was composed to promote understandings of the components of physical fitness among elementary and middle school students. It serves as a vehicle for discussion in lessons designed to instruct students in the various contributions of fitness to healthful living.

Students enjoy opportunities to create their own movements to demonstrate each component. It also allows viewers at assembly programs, and performances for parents and public to become familiar with each of the themes.

The world of sports . . .

A REPRINTED ARTICLE

Graduate Dual Preparation Programs in Business and Sport Management

by
Sue Whiddon
Professor and Graduate Coordinator
Department of Exercise and Sport Sciences
University of Flordia
Gainesville, FL 32611

This article is printed with permission from the JOPERD (Journal of Physical Education, Recreation and Dance), March 1990, p. 96-98. JOPERD is a publication of the American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.

The multibillion dollar business of sport demands competent managerial professionals who are equipped with business skills as well as a thorough understanding of the field. Individuals moving into "upper echelon" positions in these fields are likely to possess advanced degrees in sport/leisure management or business (Wendel, 1988). Colleges and universities must meet the challenge of preparing these professionals by designing comprehensive preparatory programs.

In the past, graduates of sport management programs have often been ill-trained for the managerial and business-related responsibilities indigenous to their positions. On the other hand, most business administration programs have not provided their students with a sufficient understanding of the role, organizational mechanisms, and multiple facets of the sport programs with which they may choose to associate professionally.

An approach to meeting the prospective sport manager's need for duality in preparation is through program articulation between colleges of business and colleges/departments of sport and exercise sciences within the institution. At some institutions, it is a common practice to allow students in both colleges to take a token approved course or two from the non-major college to increase their understanding and strengthen their credentials. Currently, however, only a few concurrent degree programs exist in this country. The dual degree approach generally provides a more comprehensive preparation than the simple degree curriculum, although additional programmatic demands may be placed on the student.

FEASIBILITY OF THE DUAL DEGREE APPROACH

To determine the desirability and practicality of offering concurrent graduate degrees in business and sport management, program administrators should consider the following questions/issues:

(1) Is there a need for managers with dual credentials in business and sport management?

(2) How do potential employers perceive the job market for graduates of dual degree preparation programs?

(3) What would be the entry-level salary for dual degree recipients? (Concern: Would salary be commensurate with additional demands of the program?)

(4) Regarding curriculum, what would be the suggested content areas for the preparation program?

(5) If a concurrent degree program is warranted, how would it be articulated and administered by the two involved colleges?

Employer's Responses. In an attempt to examine the need for and marketability of graduates with dual Master of

Business Administration (MBA) and Master of Science (MS) in Sport Management degrees, a questionnaire was sent to 100 randomly selected university NCAA Division I athletic programs, major sport product corporations, and professional sport franchises. (The 294 NCAA Division I athletic associations were selected as the major survey population due to their large number of sport managers employed. The remaining 510 NCAA member institutions and schools affiliated with other associations offer similar but often fewer positions [NCAA Memberships Office, personal communications, September 10, 1988].) Although the return on the survey was relatively low (27%), some relevant information was extrapolated from the findings:

- Forty-two percent of the responding institutions placed a high priority (rating of four or five on a five-point Likert Scale) on attracting a graduate with dual qualification in business and sport management. This indicated that prospective employers recognize the special qualifications of the dual degree recipients and the potential value of these individuals to their organizations.
- Forty-four percent reported intentions of employing applicants with dual credentials in business and sport management within the next two years.
- Over 75% of the responding organizations expressed a willingness to accept student interns for their internship training, with the potential for hiring outstanding students when positions are available.
- Regarding entry-level salaries, the majority of the responding institutions would offer the dual degree graduates compensation in the range of $20,000-$30,000 for their services.
- General comments supported the need for sport administrators to understand marketing techniques. Other comments indicated an employees' upward mobility within the organization was often contingent upon his or her knowledge of current business procedures.

TABLE 1. Sample Master of Business/Master of Exercise and Sport Science Dual Degree Program

MBA Coursework:		MS Coursework:	
CREDIT	**COURSE**	**CREDIT**	**COURSE**
2	Computer Concepts in Business	3	Research Methods
2	Financial Accounting	3	Sport Management
1	Problem Analysis and Presentation I	3	Business Policy**
1	Problem Analysis Presentation II	3	Financial Management**
3	Financial Management	3	Organizational Behavior**
3	Operations Management	3	Historical Perspectives of Sport
4	Intro. to Managerial Statistics	OR	
3	Organizational Behavior	3	Interpretation of Sport
3	Economics of Business Decisions	3	Sport Finance & Marketing
3	Managerial Accounting	3	Sport Law
3	Marketing Management		
3	Business Policy		
3	International Business		
Restricted Electives (designated for this program)		**Restricted Electives**	
3	Evaluation Procedures (Quant. Electives)	3	semester hours in 5000 or higher level courses within the Department of Exercise and Sport Sciences
Concentration		**Internship**	
3	Research Methods**	6	semester hours credit for one semester
3	Sport & Fitness Management**		
3	Sport Fitness & Marketing		
Electives		**Total:**	34 semester hours (minimum) of graduate credit
Variable	Non-Concentration Electives		
Variable	Non-concentration Electives		
Total:	49 plus electives, minimum—55		

**Course to be accepted by College of Business Administration for credit toward the MBA degree and by the College of Health and Human Performance for credit toward the MS degree.

Prerequisites: Foundations & Principles of Athletics, Administration of Athletic Programs, Marketing, Sport Law, Computing, Accounting

Content of the Curriculum. In developing a proposed dual degree curriculum, consideration was given to the results of the survey, communications with administrators of the MBA program at the University of Florida, and NASPE's Proposed Accreditation Standards (Masters) Curriculum in Sport Management (NASPE, 1988). The latter suggests three major areas of preparation: foundational (including undergraduate accounting, marketing, management, computer science, sport marketing, sport law, sport management, and sport foundations); research application (advanced sport law, sport marketing, sport management, resource development); and field experience.

An examination of current curricular offerings through a review of 29 randomly selected graduate professional preparation programs and 39 undergraduate programs in sport management revealed a common intent to combine a minimal knowledge of business theory with knowledge of the sports industry. Frequently offered courses included facility management, accounting, managerial economics, finance, law, and personal administration.

Table I illustrates a sample dual degree MGA and sport management

curriculum. The only modification is the allowance of nine credits of approved coursework offered through one department to be credited toward the other department's degree. Less the nine semester credit hours, the student's program would contain the minimal coursework requirements for each of the two established degrees. The appointment's minimum number of credit hours for completion would be 71.

Courses in the sport management degree program concentration include Research Methods (the design, implementation, analysis, and reporting of research findings), Sport Management (faculty management, issues, public relations, organizational procedures and management theory, program development), Historical Perspectives of Sport or Interpretations of Sport (sociological aspects of sport), Sport Finance and Marketing (economic, social, and political forces, marketing strategies, financial principles), and Sport Law (arbitration, tort, contract, anti-trust, and labor law).

This proposed interdisciplinary program includes a one-semester residency requirement in the field. Recognized by most administrators as an imperative part of the total educational experience, the internship not only allows for "hands-on" application of knowledge and skills, but increases the student's visibility through contacts which may lead to future job placement.

PROPOSED GUIDELINES FOR IMPLEMENTING THE PROGRAM

Regarding the articulation and administration of the dual degree program, the following guidelines are suggested:

(1) Although registered through the College of Health and Human Performance the students would be required to meet the admission standards of both colleges.

(2) Students who already have earned either degree would not be eligible for admission to the concurrent degree program.

(3) Students would be required to maintain a satisfactory cumulative overall grade point average in each degree's coursework.

(4) A maximum of six semester hours of graduate work could be transferred from another institution or program by petition provided the grade was "B' or higher.

(5) Students would have two supervisory committees, one from each college.

(6) Comprehensive final examinations for both colleges would be required.

(7) Students would be rewarded both degrees upon completion of the program.

Administration of professional preparation programs in sport management must continually explore channels to meet the contemporary needs of our profession. The dual masters degree program in business and sport/leisure management is one approach to developing more qualified professionals for careers in athletics and the commercial sport industry.

In considering the implementation of a dual degree program, however, attention should be given to several potential articulation problems, including:

(1)Philosophical differences regarding the purpose and perspective of the preparatory programs may exist between the two colleges/departments. These differences must be recognized and understood if the planning process is to be effective.

(2) Requirements and standards for admission, i.e., grade point averages and test scores, may differ substantially between the two programs. This will complicate the admission procedure and restrict the number of candidates who qualify.

(3) Graduates of MBA programs consistently earn higher entry-level salaries than their master's level counterparts in sport management. Since average entry-level salary of graduates is a criterion in the rating of graduate programs in business, a combined program may affect the MBA department's rating. The cost effectiveness of the dual degree which requires additional coursework and expense may be questioned by MBA administrators and students.

Despite these concerns, investigations have revealed a general desirability and seemingly optimistic employment prospects for graduates with dual qualifications. Interdisciplinary cooperation between colleges of business and physical education/human performance could provide a strong program of study which concurrently benefits students from both disciplines.

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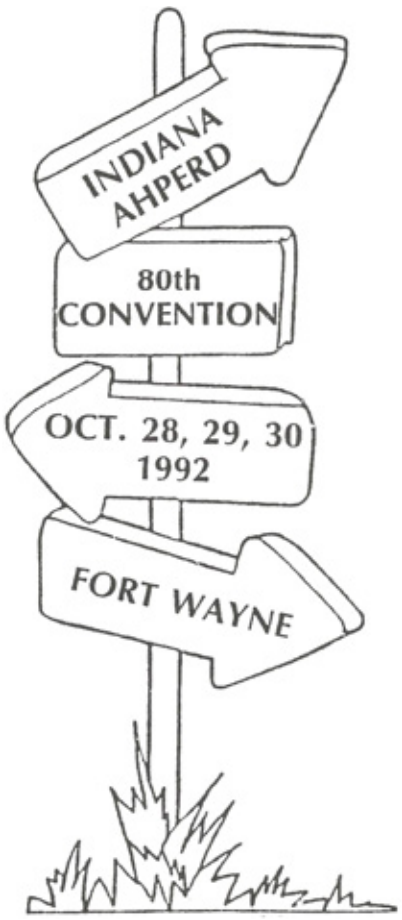


JRFH EXPRESS

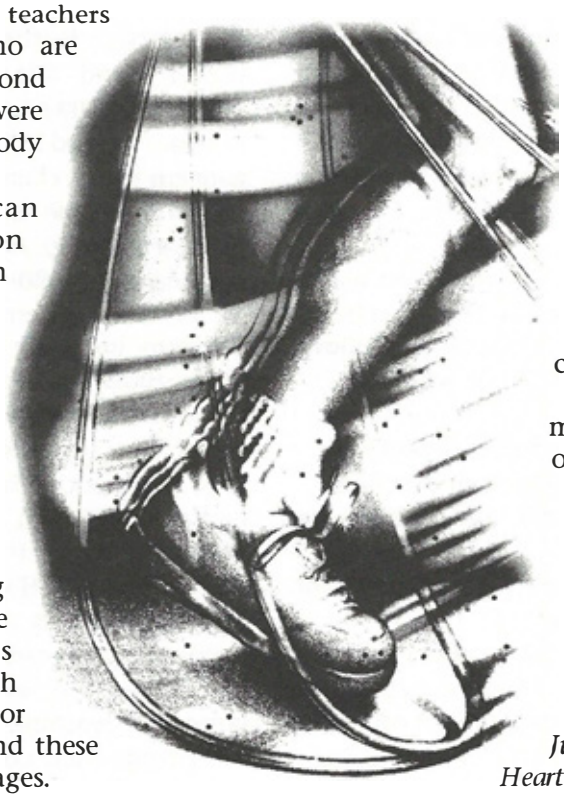
Publication of the American Alliance for Health, Physical Education, Recreation and Dance

Reston, Virginia
Fall 1991

Indiana JRFH Coordinator
Jim Zeiger
2557 Lafayette
Columbus, IN 47201
(812) 379-4921

Jump for the Health of It: New Twists

It's out. The sequel has been made, and it's now showing. Last year's big adventure movie? No, better. It's New Twists, the sequel to 1989's enormously popular Jump for the Health of It, Every Body Can instructional package. New Twists is designed for use by teachers and jumpers who are ready to move beyond the basics, which were covered in Every Body Can.



The American Heart Association and the American Alliance for Health, Physical Education, Recreation and Dance share a common concern about the poor fitness levels of America's youth. Working together they have addressed this problem through the Jump Rope for Heart Program and these educational packages.

The New Twists instructional kit is similar to the 1989 Every Body Can package because it uses a progression of skills and participation methods; it begins its progression where the 1989 kit ended. The New Twists kit contains a 16-page Teacher's Guide that contains information on equipment and surfaces, offers suggestions for approaches to teaching, and provides teaching hints and skill descriptions. The kit also contains a 23-minute video and two wall charts.

For information on obtaining an educational package, contact your local American Heart Association or write to: *Jump Rope for Heart, AAHPERD, 1900 Association Drive, Reston, VA 22091* ♥

Teacher education issues . . .

A REPRINTED ARTICLE

An Analysis of Preservice Teacher Trainee Teaching Concerns Across Time

by
John W. Jones and William J. Meadors
Department of Physical Education
Western Kentucky University
Bowling Green, KY 42101

This article is printed with permission from the KAHPERD Journal, Spring 1991 (27:2), pages 49-50. KAHPERD Journal is a publication of the Kentucky Association for Health, Physical Education, Recreation and Dance, Department of Physical Education, Western Kentucky University, Bowling Green, KY 42101.

The purpose of this study was to analyze the impact, if any, of a teacher training program upon the teaching-related concerns of physical education teacher trainees as measured by the Fuller's Teaching Concerns Checklist (TCC).

The TCC is a 56-item Likert sealed instrument developed by Fuller (1974). This instrument identifies the following teaching-related concerns:

(1) adult-oriented self-concerns;
(2) pupil-oriented self-concerns;
(3) instructional task concerns for total group;
(4) instructional task concerns for beginning group;
(5) classroom discipline concerns;
(6) academic impact concerns;
(7) environmental impact concerns; and
(8) overall concerns.

Fuller postulated that as teachers gain experience their concerns would move from self from impact.

While studying a teaching concerns of preservice teacher trainees, Fuller (1969) found that the preteaching phase (before trainees had contact with students) seemed to be a period of non-concern which changed to a concern for self during the early teaching phase (student teaching). Adams, Hutchinson and Martray (1980) found adult and student self-concerns in addition to concerns involving instructor, discipline, student learning and well-being in their study of preservice teacher concerns. They also discovered that the least experienced inservice teachers had more concern for self than the more experienced teachers. Silvernail and Costello (1983) studied the impact of student teaching and internship programs on elementary teacher trainees. They found that, even though these preservice teaching experiences did not change their concerns, they did maintain a high level of concern for the individual academic and emotional growth of students. McBridge, Boggess and Griffey (1986) studied the concerns of 30 experienced physical education teachers. They identified concerns in the areas of coping and instruction, with a weaker concern for gymnasium routines. Wendt and Bain (1989) found that both self and impact concerns were higher for a preservice group of physical education teacher trainees than those of an inservice group of physical education teachers. Therefore, the experienced teachers did not demonstrate the significant increases in concern for impact as Fuller's developmental theory hypo the sizes.

Even though there are some discrepancies in the literature, the findings seem to support the position that preservice and early inservice teachers have greater concerns for self and managerial responsibilities than do more experienced inservice teachers.

DATA COLLECTION PROCEDURES AND ANALYSIS

Freshmen entering the Physical Education Teacher Program (PETEP) in the fall semesters of 1983, 1984, and 1985 were asked to complete the

Fuller's Teacher Concerns Checklist. Those students who remained at Western Kentucky University and completed the PETEP requirements were, during the last three weeks of the student teaching experience, again asked to complete the checklist. The total number of students completing the Fuller's Teacher Concerns Checklist upon entering the PETEP program as a first semester freshman and during the latter stages of the student teaching experience was 23.

The pretest/posttest experimental design was used for this study. Data was statistically analyzed utilizing the "t" test or correlated means. The physical education teacher trainees' scores on the Fuller's TCC during the freshman year were compared with their scores during the latter stages of their student teaching experience. Each of the seven concerns areas and the overall concerns were analyzed individually in this manner. Table 1 shows that there was only one statistically significant change in the preservice teacher trainees' teaching concerns across time. The pupil-oriented self-concern was less for trainees completing the student teaching experience. The remaining concerns including the overall concerns category were non-significant even though the student teaching mean scores were lower for all concerns with the exception of task concerns (I) and (D).

CONCLUSION

The findings of this study seem to support those of other studies (Wendt and Bain, 1989) which suggest that preservice teacher trainees focus more on self and impact concerns (see Table 2). Also, these rankings possibly reflect the PETEP focus at Western Kentucky University. The fact that Academic Impact Concern (A) ranked number one with both freshmen and graduating seniors could be the result of the constant emphasis on providing appropriate learning experiences for children of all ages in the curriculum and instruction classes. The lower rankings given self concerns (A and P) possibly reflect early (second semester freshman year) and abundant (approximately 200 contact hours prior to student teaching) field experiences throughout the program. These field experiences may also explain the higher rankings of Task Concerns (I and D) and Impact Concern (E).

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PLAN NOW FOR OCTOBER IN FORT WAYNE

A REPRINTED ARTICLE

Training Teachers— A Cooperative Effort

by
Barbara Ewens Cusimano
Assistant Professor, Department of Physical Education
Oregon State University
Corrallis, OR 97331

This article is printed with permission from the JOPERD (Journal of Physical Education, Recreation and Dance). March 1990, pp. 81-84. JOPERD is a publication of the American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.

The teacher training program desribed here is highly successful. It offers the elementary children of the district an opportunity to participate in an exciting physical education program taught by motivated teachers, and provides jobs each year to promising graduates eager to work at the elementary school level.

During a professional preparation meeting held at the AAHPERD Convention in Las Vegas (1987), a panel of presentors discussed a variety of topics, from screening undergraduate teacher candidates to selecting and working with cooperating teachers. One of the topics discussed was the difficulty of placing student teachers with qualified cooperating teachers who possess master teacher qualities and who consistently model effective teaching techniques. From the concerns expressed by panel members and those in attendance, this problem appears to be widespread.

The importance of a quality placement in which student teachers will see appropriate role models and be able to practice sound instructional techniques cannot be overemphasized. According to research in teacher preparation (Paese, 1985), student teachers are likely to teach like their cooperating teachers even if the approach contradicts what they have learned in college classes. Teacher training institutions have a responsibility to students and to the profession to provide the best student teaching experience possible. A quality experience is more likely when universities work with public schools as partners in teacher training.

Here, an outstanding cooperative teacher preparation effort between a suburban school district and the neighboring state university is highlighted. This successful curriculum (Pangrazi & Dauer, 1989) received national recognition when it was honored with the Educational Pacesetter Award from the President's National Advisory Council in Washington, D.C. Further evidence of its success is the number of school district representatives who come from around the country each year to observe the program in action. Currently, school districts in over 20 states are implementing various aspects of this curriculum. While this partnership focuses on elementary school teacher preparation, it should be noted that the university graduates from this program are certified K-12 with student teaching and practicum experiences at elementary and secondary schools.

The partnership

The unique partnership started 15 years ago when a university faculty member began working as a consultant in a neighboring school district to design an elementary school physical education curriculum. Initial meetings were held with the district assistant superin-

tendent, principals, and elementary school physical education teachers. (There were only four elementary school physical education teachers at the time.) These meetings sparked interest and provided the foundation for the curriculum. A pilot project was implemented in one school the first year. Following the success of that pilot, the program was expanded to the entire district. To assure proper implementation of the curriculum, the district hired elementary school physical education specialists and a district supervisor. At the onset of the program, the school district also agreed to the following responsibilities:

1. Adopt the elementary school physical education curriculum (Pangrazi & Dauer, 1989). The district has grown to include 40 elementary schools ranging in enrollment from 600 to 1,000 students.
2. Hire an elementary school physical education supervisor with the authority to screen all job applicants, hire and evaluate elementary school physical education teachers in conjunction with the principals, and generally be responsible for the overall quality and consistency of the program.
3. Build multipurpose rooms suitable for physical education classes in all elementary schools. Additional concrete teaching stations have been added as school enrollments increased, and a need arose for a second physical education teacher at most schools.
4. Purchase and maintain physical education equipment to support the broad base of activities included in the adopted curriculum. One piece of manipulative equipment is available for each child along with various types of apparatus, including climbing ropes, six balance-beam benches, and 12 jumping boxes per school to allow for maximum participation.
5. Establish and follow standard procedures for scheduling no more than nine 30-minute classes per day with five minutes between classes. All classes are single classes of 25-30 students and meet twice a week.
6. Allow regular placement (at the discretion of the elementary school physical education supervisor and the university consultant) of student teachers with masters teachers within the district.
7. Hire teachers who have been trained to teach the curriculum when new positions become available. The district each year has hired the top graduates from the local university. When out-of-state teachers are hired, they are required to take the elementary school physical education graduate course within the first year of their employment.

The general commitment from the university, consistent with the mission statement, was to provide quality undergraduate and graduate educational experiences. More specifically, the university and the physical education department have supported the efforts of the faculty member serving as consultant to the school district through specific curricular changes. The following steps have been taken to support the partnership:

1. A curricular emphasis in elementary school physical education was developed at the undergraduate level. All students are introduced to the same curriculum and instructional techniques used in the school district.
2. A practicum field experience, in which students are placed in the schools to observe and participate in a physical education setting, is required during the junior year.
3. Active support has been given by the college of education for elementary school physical education student teaching placement within this district to ensure a quality experience.
4. The university consultant conducts monthly inservice education programs within the district.
5. Opportunities are available for continued professional growth through graduate courses, teaching research, and degree programs.

The real strength of this program comes from the close cooperative relationship between the university consultant and the school district supervisor. The foundation for this model is their continued commitment to promote and maintain quality instruction in a well-organized curriculum.

Developing and maintaining quality

Improving teaching skills within the district is a planned objective of this partnership. Two examples of professional development programs are inservice meetings and systematic teacher observation.

Monthly inservice sessions. These sessions are held in the district and conducted by the university consultant and the district supervisor. Their dual purpose is to bring teachers together to introduce and/or review future lessons and focus on effective teaching and management techniques. Teachers within the district look forward to these activity-oriented sessions. They come to share ideas and frustrations and to discuss upcoming special events such as field days and physical education demonstrations. They leave feeling motivated, refreshed, and ready to meet the challenge of the future lessons.

Systematic teacher observation. A second technique to promote professional development through the improvement of teaching skills is the regular interaction and feedback provided by the district supervisor. All teachers are formally observed twice and videotaped a minimum of once a year. After the first formal observation, each teacher meets with the supervisor to design a personal growth plan. This plan evolves from the agreed-upon needs of the teacher resulting from the initial observation, and helps the teacher set yearly goals. With each subsequent observation, the district supervisor provides specific feedback based on systematic observation techniques. Following the videotaped observation, each teacher views his/her individual tape, responds to a self-assessment inventory, then meets with the district supervisor to discuss the lesson. Progress toward completion of the growth plan is discussed and evaluated throughout the year.

These two planned experiences provide continued professional growth for the district teachers and ensure the availability of master teachers for the placement of student teachers from the university.

Benefits

While the school district and the university have provided the means for the development of this cooper-

ative training program, the university faculty, district teachers, and college and elementary students have all contributed to the success of, and have greatly benefited from, the partnership.

University faculty members. The university faculty member, who is also the curriculum designer, benefits from the ongoing field testing of the curriculum which has led to continued modifications of the program. Daily involvement in the "real world" of teaching has been an additional benefit for the curriculum designer.

Elementary school physical education specialists. The elementary school physical education specialists, who are the facilitators of the program, take pride in their teaching and are encouraged to have input in the continuous curriculum evaluation. They are extremely important to the success of the program and contribute greatly to the training of new teachers. These specialists have also benefited personally through continued professional development. For example, three former teachers are presently elementary school principals and a fourth is the first female high school principal within this large metropolitan district. Two have completed doctoral degrees and presently teach at major universities. Approximately 75 percent of the teachers have completed or are currently working on other graduate degrees. Many are regular clinicians for professional workshops, serve as officers in the state professional association, and contribute articles to the state professional journal (e.g., Hogan, 1979; Petray, 1979; Raxter, 1985; Cusimano & Raxter, 1987). These elementary school physical education specialists provide outstanding role models for future teachers.

Physical education undergraduate students. The physical education undergraduate students in teacher preparation visit the district schools to observe teachers and participate in classes where the theories and methods taught at the university are successfully implemented. While student teaching, each student works with kindergarten through sixth-grade children and completes a closely supervised semester-long experience (Pangrazi & Petersen, 1982). Most graduating seniors desiring an elementary school position are hired locally.

Elementary children. The elementary children in every school of the district are assured a quality physical education program taught by highly motivated and well-trained teachers.

Research opportunities. The research opportunities resulting from this cooperative effort are an additional benefit for university faculty, graduate students, and school district personnel. Researchers have worked with the district to complete a variety of studies focusing on biomechanics of running (Petray & Krahenbuhl, 1985), physical fitness (Hastad & Pangrazi, 1983; Pangrazi & Wilcox, 1979), analysis of teacher behavior (Cusimano, 1987; Morgan & Pangrazi, 1987; Morgan, 1988; Cusimano & Morgan, 1989), and effective classroom management (Darst & Pangrazi, 1981). Mutually beneficial research studies continue in related areas.

Essential Components

Based on the success of the model presented, some basic ground rules must be agreed upon prior to the project:

1. The school district and/or the university must acknowledge a need for change and demonstrate a sincere long-term commitment to developing a quality program.
2. The university must demonstrate commitment to the partnership through the training of quality teachers and the willingness to provide ongoing inservice education for district teachers.
3. The school district must be willing to accept a specific district-wide curriculum and be committed to maintaining the quality of that curriculum.
4. The university faculty and the district supervisor must be flexible and willing to accept ideas and learn from the experiences of the district teachers and the university student interns.
5. The school district must identify a liaison from the district with authority to direct the curriculum. While the partnership described here has one full-time supervisor, this may not be realistic for some districts. It is important, however, to identify one supervisor, even if part-time, with overall responsibility for the quality of the program. Currently, three smaller districts in the same geographic area are successfully implementing this curriculum. Each has identified one elementary school physical education specialist as supervisor and has given that person release time for supervision and administrative responsibilities.

Getting started

The introductory meeting. In any partnership, someone must initiate the action and all those involved must be willing to take chances and make changes. The university faculty member might begin the process by contacting the administrator in charge of curriculum and instruction within the school district. The school district personnel interested in change would contact the university faculty involved in teacher preparation within the specific department of physical education or the college of education, depending on the structure of the university. Whether the initial action comes from the school district or the university, it is important to recognize the need for change. Additional topics for an introductory meeting might include a review of the importance of physical activity to physical and mental health, program philosophy, long-term program goals, and the important role of the cooperating teacher in teacher preparation, and the needs of the district teachers for continuing education.

Program evaluation. If consensus can be reached on these areas, the existing programs must be evaluated and compared to the agreed-upon philosophy and goal statements. It is important to critically review curriculum content, teacher delivery skills, and student learning. Vogel and Seefeldt (1988) have developed a guide for program design which might be used as a basis for the district program evaluation. The university program review should include a careful look at how well the graduates are prepared, the contribution of field experiences to

the district program, and supervision techniques which benefit practicum students and district teachers.

Discussion and exploration. Following program evaluation, meetings to discuss and explore alternatives should include teachers, administrators, and university representatives. The individuals selected to work through this process are extremely important. They must be well respected and trusted by colleagues and genuinely interested in improving the current model. Payment for teacher release time might come from district funds or curriculum development workshop credit from the university. Extra incentives for teacher involvement include the opportunity to create a unique school physical education program in partnership with a university teacher preparation program and the understanding gained from such an experience.

Developing a proposal. The first responsibility of the committee might be to develop a proposal identifying the need for change, specific long-term goals, suggested program guidelines, procedures for implementation, and methods of ongoing program evaluation. This proposal should include a timeline and provide direction for the partnership. The initial phases of this project will take a concentrated effort. One approach might be to gather for a three-day retreat or to work for a week prior to summer vacation or just before the school year begins.

Selecting a curriculum. Selecting a curriculum to meet the needs of the district is the next major task. This can be accomplished by accepting or modifying current model programs or creating a new curriculum based on curriculum goals identified by experts and supported by current literature. Administrative support and approval of the final curriculum signals the beginning of the implementation phase.

The program should be piloted at one school to provide a testing ground to refine the curriculum and enhance future success. Once the pilot project has been evaluated and the curriculum modified (if necessary), the district supervisor and university consultant are responsible for introducing the adopted curriculum to teachers through inservice education and regular supervision of individual teachers.

The model program described here is highly successful. It offers the elementary children of the district an opportunity to participate in an exciting physical education program taught by motivated teachers. The rapidly expanding district provides jobs each year to promising graduates eager to work at the elementary school level. These new teachers are assured an opportunity for continued professional growth and eventually will contribute to the preparation of future teachers.

Professionals involved in teacher preparation recognize the importance of quality field experiences (Locke, 1979; Paese, 1984; Schempp, 1985), yet few institutions can guarantee such an experience. With this cooperative effort between school district and university, a high quality experience is possible. Those who develop programs such as this one should be applauded by all professionals seeking to improve the process of preparing teachers.

The author wishes to recognize Robert P. Pangrazi, professor, Arizona State University, and Gene Petersen, district supervisor, Mesa Unified Public Schools, Mesa, Arizona, for their continued professional commitment toward this cooperative effort.

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A REPRINTED ARTICLE

A Framework for Preservice Instructional Development

by
G. Linda Rickard and Boni Boswell
Assistant Professors, Department of Physical Education
Minges College
Greenville, NC 27858

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The fright and failure felt by novice teachers upon entry into the ''real world'' of schools will be reduced if their preparation has included carefully planned steps such as those described in this developmental framework.

The framework presented here is designed to influence the actual teaching abilities of preservice teachers so that they experience satisfying levels of success in their student teaching, and later, in their first teaching position. It is based on the premise that teaching is application and that preservice teachers must actively practice sound pedagogical behaviors related to management and instruction.

The implementation of the framework is intended to begin with entry level courses in the physical education major and to continue up to the beginning of student teaching. While this article presents a framework for preparation specific to elementary physical education teaching, the application of the framework is intended to extend to middle and high school levels of preparation.

This developmental framework consists of four basic steps for preparing preservice teachers: acquiring a knowledge base, integrating separate subject areas within the knowledge base of one's major, applying previously integrated knowledge along with constantly acquired new knowledge, and reflecting and evaluating actual teaching experiences. These steps are not solely intended for linear use requiring the completion of one step before another step begins. Rather, the order of the steps implies a building of knowledge and skills with a particular emphasis identified at each step.

KNOWLEDGE BASE

The preservice teacher's general body of knowledge stems primarily from the comprehensive undergraduate college curriculum. Courses from the physical sciences, social sciences, and humanities contribute to this general knowledge core. Yet, most would agree that the thrust of the preservice teacher's career knowledge is acquired from curriculum in one's major field of study. The first phase of the framework consists of identifying a knowledge base that contributes to this major field of study. The illustration used here refers to the elementary level of schooling, thus, the authors have selected the following components as the focus of the knowledge base. Readers should add the knowledge of other subject areas as it applies to their worksite context.

One's knowledge base should include the following four components:

(1) The knowledge of content rooted in the various forms of games, gymnastics, and dance (content knowledge).

(2) Subject matter knowledge of allied fields such as motor development and motor learning.

(3) The knowledge of generic pedagogical skills that are shared by effective teachers in general (pedagogical knowledge).

(4) Conceptualizing the development of year-long school curricula.

These four components provide essential content that contributes to the knowledge base of preservice teachers. Knowledge from these areas must be integrated with teaching opportunities to promote effective teaching in real school settings.

INTEGRATION OF KNOWLEDGE

The second phase includes integrating the knowledge base. In this context, integration is defined as a carefully planned process of connecting separate subject areas that are essential to the field of study. This connecting process provides the learner with a more meaningful understanding. Roberton (1988) uses the metaphor of the weaver's loom to support the integration of ideas, methods, and action systems of various subdisciplines by stating that "the resulting fabric of our joint knowledge will be a stronger, more vibrant, and heuristic approach to the study of motor behavior" (p. 138). Although Roberton specifies the study of motor behavior, the same metaphor can apply to weaving components pertaining to preparation of effective preservice teachers. The threads of individual areas can be woven together to create a strong foundation which serves as the basis for effective application of knowledge in field experiences. Often, the integration of subject matter is overlooked. Course content is taught as if it were separate and disconnected from other courses within the curriculum. It is unresolved as to what responsibility faculty share for relating course content. Boyer and Rice (1990) state in a recent Carnegie Foundation Report that college professors have lost the needed capacity for integrating knowledge as a result of value placed on specialization. Instead they have come to rely on the textbook as the common integrator. Thus, students are expected to synthesize knowledge privately. When this fails to occur, they are largely unprepared for the application of that knowledge in school settings.

To illustrate, three areas from the above knowledge base components are selected for integration: content of games, gymnastics, and dance; content in motor development; and pedagogical content. One starting point may be the integration of content from games, gymnastics, and dance with material from motor development (see Figure 1). Once new understanding from these content areas is acquired it must be interwoven with the content from the third area of pedagogy.

Basic motor skills in games (locomotor and manipulative skills), gymnastics (body management: rolling, balancing, jumping, and landing), and dance (creative movement, basic folk dance patterns) are studied relative to proper mechanics and to inter- and intra-task sequencing. Motor development literature states that most children manifest motor patterns in a predictable sequence which exemplifies inter-task sequencing. For example, most children demonstrate walking, running, and galloping prior to skipping. Children are usually able to refine jumping before refining hopping patterns. These developmental considerations form the basis of program planning and implementation for schools. Games, gymnastics, and dance are presented as vehicles for promoting the development of functional motor skills. As basic patterns develop, skills are combined to provide children with more complex experiences for enhancing their psychomotor growth, cognitive understanding, and social cooperation.

Intra-task sequencing describes the order of motor changes within a motor task as manifested by the growing child. For example, the overarm throw is usually experienced in four developmental stages: casting, hurling, the homolateral throw, and the cross-lateral throw (Wickstrom, 1983). Similarly, such skills as jumping, catching, kicking, and rolling are studied relative to their characteristic stages of development. Interfacing this knowledge provides a more thorough understanding of motor changes and is key in observing motor patterns and providing appropriate feedback to learners.

Content of Games, Gymnastics, and Dance	**Content in Motor Development:**
• Basic motor skills in each category of activity	• Inter-task sequencing of motor skills
• Combination of skills for complexity and adaptability	• Intra-task sequencing of motor skills
• Cognitive, psychomotor, and affective relationships in skill development	

Figure 1. Integrating Content of Games, Gymnastics, and Dance with Content in Motor Development

General Pedagogical Knowledge—	**Pedagogical Content Knowledge—**
• Effective management	• Student practice success and task engagement
• Task presentation	• Use of refining, extending, and applying tasks
• Use of feedback	• Use of congruent feedback and cueing

Figure 2. General Teaching Skills and Content Knowledge Needed by Preservice Elementary Teachers

Therefore, the various skill areas are presented to parallel inter- and intra-task sequencing. Once this combined knowledge from activity content and motor development is acquired, students are better prepared to integrate this new knowledge with pedagogical content. As cited earlier, pedagogical knowledge as defined by Shulman (1987) refers to "those broad principles and strategies of classroom management and organization that appear to transcend subject matter" (p. 8). Pedagogical content knowledge refers to the content and pedagogy unique to teachers in their specialty area: *pedagogical content knowledge is the integration of content and pedagogy into the understanding of how various issues and problems are formulated and adapted in order to meet the diverse needs of the students* (Lynn, French, and Rink, 1990, p. 6).

Shulman (1987) adds that content knowledge and general pedagogical knowledge (generic teaching knowledge) are important but not sufficient components of a teacher's knowledge base. Rather, integration of the total knowledge base is needed to understand the process of successful teaching. Figure 2 presents a sample of the generic teaching skills that appear important in preparing preservice teachers for elementary teaching: management techniques, methods of task presentation, and feedback are several of the generic behaviors essential to a teacher's behavior repertoire.

A deeper understanding of specific learner characteristics must also be examined for preservice teachers to plan appropriate task sequences. The actual development of these abilities is explored with application.

APPLICATION OF KNOWLEDGE

Phase three, the application of knowledge, provides actual teaching opportunities for using the integrated content knowledge. Application may begin with planning lessons for peer teaching in the college classroom in each category of games, gymnastics, and dance for closed and open skills. Audio- and videotaping are critical for purposes of self-examination of teaching sessions. A developmental analysis should be used for lesson planning and execution. Rink (1985) has proposed an analysis system that is widely used in undergraduate physical education preparation programs. She submits three cateogies for developing movement tasks: extending tasks that change environmental conditions that affect skills, refining tasks that focus on improving the quality of the movement by stressing mechanics, and applying tasks that challenge the learner with self-testing and competitive skill requirements. The refining category is particularly useful in developing the quality of motor skill performance. The following example illustrates the three categories: a teacher may ask students to hand-dribble a ball around stationary and moving objects (extending task); he or she may require that only finger pads be used and that the hand action be a light, pushing force (refining). Later in the progressing the teacher may require that students dribble around obstacles in a limited amount of time or dribble 50 times with the left and right hands (application). This lesson analysis is used for understanding the task focus.

Peer teaching provides experience in organizing learners, accommodating varied ability levels, developing content, and providing individual feedback and cueing. However, it does not provide for developing class management skills nor does it substitute for teaching real children. Since class management is a prevailing concern of preservice teachers, only those physical education specialists who use effective management techniques should be chosen as models. Poor teaching models could possibly exhibit poor behaviors when impressionable preservice teachers are observing which skills students can accomplish in the gym.

Gradually moving from peer teaching to school-based experiences requires quality supervision by college and school teachers so that knowledge and teaching skills are successfully applied. Presenting to a group of childen in their learning environment offers new challenges for perservice teachers. Early teaching experiences in school settings prior to student teaching can begin with small groups (3-5) of students and gradually increase to include larger groups (one-half to a full class) at different grade levels. These teaching episodes must be carefully monitored by the teacher educator with the goal of successful learning for both the students and the preservice teacher.

EVALUATION

The final phase of this framework for instructional development stresses evaluation as a cyclical process occurring during each of the previous three phases. Three categories of preservice teacher evaluation emerge: test for content knowledge, test for integrated knowledge, and test for the ability to apply knowledge in schools.

Written and verbal feedback indicate the degree that content knowledge and integrated knowledge have been mastered. This information may come from common sources such as quizzes, exams, class assignments, and class discussions. Outcomes from these sources will highlight areas for reteaching and review. Evaluation occurs in each phase of the framework. Ultimately, the final measure of teaching success stems from student responses to instructional moves.

Testing for the application of knowledge during field experiences is acquired from several sources. A few of these are written and verbal teacher reflections after examining each teaching episode; lesson planning based on the reflective process; analysis of audio- and videotaped lessons; and the use of observational tools and written exams. The authors have found in using this framework that audio- and videotaping are irreplaceable tools for refining teacher behaviors. After preservice teachers analyze their teaching by completing self-evaluations, taped sessions can be used for review by course instructors, allowing them to make written or

recorded remarks and return the tapes to the preservice teachers for feedback from the instructor—providing affirmative and corrective comments for future lesson planning and behavior adaptations—is critical for the preservice teacher. Another valuable source of feedback comes from simple observational tools, used by the instructor and teaching peers as a source of data on specific teacher behaviors and as a method for improving observational skills. Useful data about how class time is used, the predictability of the teacher's movement throughout the class, and other selected behaviors can be viewed specifically.

This developmental framework identifies phases critical to the knowledge and application base for teaching elementary physical education. Its generalizibility can extend to include subject areas other than motor development, such as physiology of exercise and adapted physical education. Activity content may also extend to dimensions of fitness and lifetime leisure pursuits. The integration of selected content provides new knowledge that must be gradually applied in more complex teaching conditions. The testing of acquired knowledge is done continuously throughout the development process.

This framework is presented as a working model with the intention of encouraging the reader to select additional appropriate content. It is an orderly process that allows preservice teachers to practice teaching behaviors with children and to refine critical behaviors before the student teaching experience. The fright and failure felt by novice teachers upon entry into the "real world" of schools will be reduced if their preparation has included carefully planned steps such as those described in this developmental framework.

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Sample News Release

FOR IMMEDIATE RELEASE: (DATE), 1992

(ORGANIZATION) Representative Speaks On Need For More, Better Physical Education At (DATE) PTA Meeting (OR OTHER MEETING)

Time to Stop Shortchanging Children, (HE/SHE) Says

(YOUR CITY, STATE)—(YOUR AMERICAN ALLIANCE AFFILIATE) representative, (FULL NAME OF SPEAKER), recommended at a (PTA OR OTHER MEETING) meeting today that parents and policy makers examine the physical education programs in local public schools to ensure that children are receiving a complete education. The meeting was held (TIME, DATE, PLACE).

(LAST NAME) said children should have a complete education, of both mind and body. (HE/SHE) said while school curricula do well in mandating academic subjects, they all too often fail to require that children be physically educated as well.

According to (HIM/HER), physical education is often forgotten or overlooked, or not given adequate funding to be able to support quality programs on a daily basis.

(LAST NAME) said that (YOUR STATE'S) requirements for physical education were (BRIEFLY DESCRIBE STATE REQUIREMENTS HERE). (THEN, BRIEFLY DESCRIBE YOUR LOCAL SCHOOL'S PROGRAMS, INDICATING WHETHER THEY FALL SHORT OF, MEET, OR EXCEED STATE REQUIREMENTS).

The lack of daily programs is having a pronounced effect on our children, (HE/SHE) said. (LAST NAME) cited a number of recent studies that showed most children aren't physically fit or healthy.

In addition, (HE/SHE) illustrated how children are missing out on the other important benefits physical education has been proven to provide: better academic performance, more self-confidence and self-discipline, better judgment, and healthier lifestyles.

"We need to stop shortchanging our children," (LAST NAME) said. "They're missing out on all the physical, mental, psychological, and social benefits physical education can bring."

(HE/SHE) urged concerned parents to join with physical education teachers and work together to ensure that children are not deprived of the clear-cut benefits that daily physical education provides.

(LAST NAME) distributed a free brochure entitled, "It's Time to Stop Shortchanging Our Children" to attendees. Copies of this brochure are available free by writing to (YOUR AMERICAN ALLIANCE AFFILIATE'S ADDRESS).

* * * * * * *

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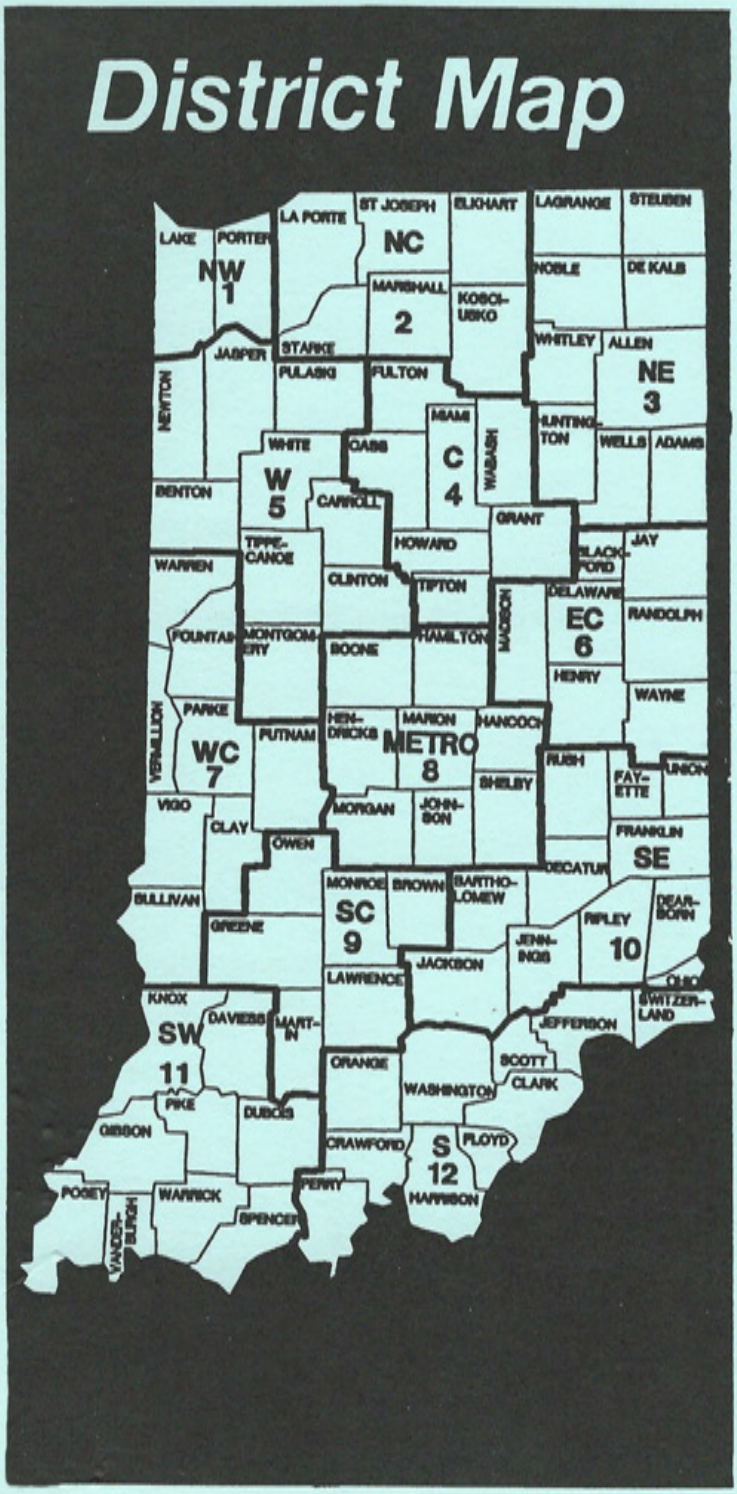

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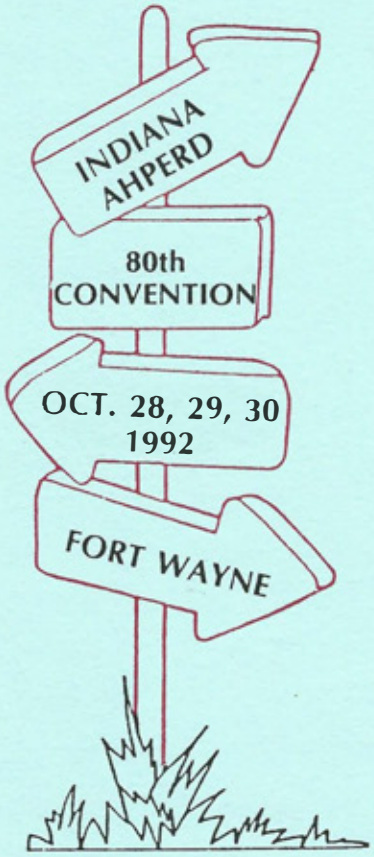

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