

# Local Contexts - USA

- Controlled at a State level not a national level
- POLICY & STANDARDS – NASPE
- **National K-12 standards for PE** – give standards and provides sample outcomes by grade level
- **Beginning K-12 (3-18 yrs) PE teacher standards**–provide standards for what initial PE teacher should know & be able to do
  - Many states have adopted these standards – state tests to get a license
- Other Issues
- Each school & school district must achieve & report standards in math, reading, science so the major focus is on academic achievement, not PE outcomes. In some states PE is on the State report card & it has improved PE accountability.
- Diminishing time and resources in PE programming
- Focus on wellness and physical activity & obesity prevention

# USA Major Issues

- Little **school-based accountability** – there is no incentive to be a good PE teacher & no accountability for being a bad PE teacher
- **State-based accountability** no outcomes set for state level achievement in PE – no political interest in doing this
- PE teachers “**knowing**” **the content they teach** – PE teacher preparation programs vary greatly in the way they prepare teachers, what should be foundational courses?
- Need a greater focus on **early years movement/physical literacy**
- The role of school PE teacher/program in being the **Wellness Leader for school & community** based wellness outcomes
- Using schools to **prevent childhood obesity** & increase physical activity – meet national goals for PA and obesity
- **Multi-activity curriculum** – many different sports but short duration – does learning really occur – does it promote physical literacy?
- Limited contact time with children Elementary school 1/week for 30 mins – how do you make an impact & what do you prioritize?