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**An analysis of selected physical education requirements for
elementary teachers at North Carolina colleges and universities**

Downing, Beverly Lucinda, D.A.
Middle Tennessee State University, 1991

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An Analysis of Selected Physical Education
Requirements for Elementary Teachers
at North Carolina Colleges
and Universities

Beverly L. Downing

A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts

May, 1991

An Analysis of Selected Physical Education
Requirements for Elementary Teachers
at North Carolina Colleges
and Universities

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Abstract

An Analysis of Selected Physical Education Requirements for Elementary Teachers at North Carolina Colleges and Universities

Beverly L. Downing

It was the intent of this study to observe the professional preparation requirements of elementary education majors in the area of physical education at forty-four public and private colleges and universities in North Carolina. The National Conference of Fitness of Children of Elementary Age, in 1959, recommended that teacher education institutions should cooperate with state departments of education in an effort to require elementary school teachers to take specific courses in health and physical education. Those recommendations have been implemented in North Carolina colleges and universities.

A review of literature infers that there are three basic areas of concern in elementary physical education: (1) the benefits of elementary physical education, (2) the reasons why elementary classroom teachers teach physical education, and (3) the preparation of elementary teachers to teach physical education. Equally represented in the literature are data upon which solutions to the elementary

Beverly L. Downing

school physical education problems may be resolved. In North Carolina, like other states, the classroom teacher is required to teach physical education in the elementary schools to some degree. This practice has existed for many years and the promise of change is remote.

A Content Analysis of the course requirements as reflected through a questionnaire and the course outlines/syllabi was conducted. The data were observed from two angles. The first observed demographic information regarding courses and course offerings at the various Institutions of Higher Education (IHE). Secondly, course outlines/syllabi were analyzed to determine the presence and absence of North Carolina State Competencies/Guidelines. The study examined public and private IHE separately and then compared the results for each, respectively and comparatively.

The new knowledge the project contributed were recommendations that were derived from the study along with a source of information that may be used to improve the professional preparation of elementary educators to teach physical education in the public and private elementary schools of North Carolina.

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This study is dedicated to the memory of my grandmother, Mrs. Ethel Kornegay Downing, who encouraged me to "go to school even if for only one day a year!"

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CHAPTER 1

Introduction

Over the past decade there have been numerous reports of research findings exploring the problems concerning the teaching of physical education in the elementary school (Faucette & Hillidge, 1989). Researchers have probed this controversial issue from virtually every angle. While the question of who should teach elementary school physical education has usually been the basic underlying question of most research, many of the studies have resulted in data which suggest that children taught by a physical education specialist tend to gain greater benefit from their elementary physical education experiences (Fink & Siedentop, 1989).

Despite the suggestions of researchers concerning the use of physical education specialists, there has been little action taken toward actualizing this practice. In many of the larger cities and school districts across the nation, diluted efforts have been made in response to research findings as they have implemented classroom teacher/physical education specialist partnerships and other options (Gabbard, McBride, & Matejowsky, 1989). Traditionally, classroom teachers are expected to accept the role of supervising and teaching physical education in the

elementary school. This practice has gained widespread acceptance primarily because school administrators consider it more cost effective to do so (Buschner, 1981). Kirchner (1989) reported in his findings that more than 80 percent of all elementary schools use classroom teachers to teach physical education.

Statement of the Problem

The real question is not who is best qualified to teach physical education in the elementary school. Research has clearly answered that question. The question is: How can classroom teachers be better prepared to teach physical education in the elementary schools? This study examined selected physical education requirements for elementary teachers at North Carolina colleges and universities.

Institutions of Higher Education (IHE) in North Carolina are guided by a set of state competencies (see Appendix F) as they chose the number of courses (usually ranging from one to three), number of credit hours and titles for courses to be offered in fulfilling this requirement. This study observed: (a) whether the course outlines/syllabi of selected physical education courses within public and private IHE indicated the presence of state competencies/guidelines and (b) compared the compliance results of public IHE with those of private IHE.

Statement of the Purpose

The purpose of this investigation was to assess the evidence of state competencies/guidelines in selected physical education requirements. Course outlines/syllabi of each course offered at IHE were used. Only public and private IHE with approved teacher education programs in elementary education as identified by the North Carolina State Department of Public Instruction were chosen to participate in this study. The influence of the following variables in relationship to the preparation of elementary classroom teachers to teach physical education will be studied:

1. An indication whether or not state competencies/guidelines are being met through course requirements as spelled out in course outlines/syllabi of IHE.

2. The number of courses used by the IHE to fulfill the requirement.

3. The course title.

4. The name of textbook used in the course.

5. Observe the evidence of compliance with state competencies/guidelines by public and private IHE, respectively.

6. Compare the evidence for compliance with state competencies/guidelines for public and private IHE.

The results of this study should be useful to IHE, teacher-educators, school administrators and all concerned with the quality of elementary school physical education. It was the intent of this study to provide an evaluation of selected physical education requirements of elementary education majors. Thus, the professional preparation efforts as stated in the state competencies/guidelines of the North Carolina State Department of Public Instruction were examined for each participating IHE.

Significance of the Study

The underlying motivation for this study was to examine the preparation received by elementary classroom teachers to teach physical education. Despite previous research findings to the contrary, the practice of using elementary classroom teachers to teach physical education is still a problem. Therefore, IHE must do the very best job possible in preparing elementary classroom teachers to perform these responsibilities. It was the intent of this study to assist IHE in the State of North Carolina to implement the objectives of physical education for elementary children as stated in the state competencies/guidelines.

Limitations of the Study

Although the issues concerning the problems presented in this study are nation-wide, this study was limited to the State of North Carolina. There are forty-four IHE (public

and private) with approved Teacher Education Programs in the state that were asked to participate in the study.

Basic Assumption

It was assumed that at least 50 percent of those requested to participate would provide data for this study.

Definitions of Terms

Approved programs--programs that meet the criteria as set forth by the North Carolina State Department of Public Instruction in regard to teacher education.

Compliance--to yield or enforce through the requiring of competencies or guidelines set forth by the State Department of Public Instruction.

Course of study--a state published guide that outlines the content to be taught in several subject areas and courses offered by the public schools of North Carolina.

Course outline/syllabus--terms used synonymously to describe the written requirements set forth by a teacher to be fulfilled for successful completion of a particular course.

Delivery system--the method used in teaching.

Elementary classroom teacher--identifies persons who have successfully fulfilled all the requirements for teacher certification to teach children ranging from kindergarten through sixth grade.

Peer teaching--a learning experience used in the classroom whereby the students teach one another.

Prosocial behavior--positive manner in which a student interacts with others.

Selected physical education requirements--term used to identify professional preparation courses in physical education that are required for elementary education teacher certification.

State competencies/guidelines--term used synonymously to describe the abilities (in writing) that the student should acquire as a result of his/her endorsement or certification by the State of North Carolina.

CHAPTER 2

Review of Literature

The literature reviewed was categorized under the following areas: (a) benefits of elementary physical education; (b) why elementary classroom teachers teach physical education; and (c) teaching elementary majors to teach physical education.

Benefits of Elementary Physical Education

The need to justify and substantiate the importance of elementary school physical education has been a challenge for many years. One of the best supportive efforts has been to document the benefits derived from a sound program of physical education. For centuries educators and philosophers alike have recognized the importance of physical development of the young child as in this passage from "Plato's Republic":

You know also that the beginning is the most important part of any work, especially in the case of a young and tender thing; for that is the time at which the character is being formed and the desired impression is more readily taken.
(Braun & Edwards, 1972, p. 7)

Similar philosophical views have been expressed by authorities in the field throughout the years (Kirchner, 1989; Parks, 1980). It is from such thinking that major philosophical statements are drawn when physical education

curriculums are designed. The North Carolina State Department of Public Instruction in its Course of Study (Phillips, 1981) states as its purpose for physical education:

Growth and development is a continuous process. It is important to understand and recognize developmental needs of individual pupils in order to provide opportunities to develop their full potential--physically, mentally, emotionally, and socially. Based on the belief that physical education makes a significant contribution to the growth and development of each individual the physical education program is viewed as a valuable and integral part of the total curriculum. (p. 104)

The benefits derived from a sound elementary physical education program are made explicit by Croce and Lavay (1985) who classified the benefits into four basic categories: (1) growth and development; (2) physiological and medical; (3) cognitive and academic; and (4) psycho-social. The professional literature tends to support Croce and Lavay in their contention (Seefeldt & Vogel, 1986; Grineski, 1988; Grineski, 1989).

In the past decade two significant studies relating to youth fitness were conducted, the National Children and Youth Fitness Study (Ross & Gilbert, 1985) and National Children and Youth Fitness Study II (Ross & Pate, 1987). They have provided essential information supporting the contributions that physical education makes for the youth of this nation. These studies established that physical

education experiences provide an essential influence for the physical fitness and exercise habits of children.

The philosophy that the best time to introduce children to experiences and knowledge that will provide the foundation for future development and a healthy life style is in the early developmental stages of his/her life is prevalent, but few heed the message beyond the philosophical level. Researchers concerned with the benefits derived from a sound elementary physical education experience have studied and documented their findings (Harrison, 1987; Andersen, 1986). However, the results of these studies advocating a quality physical education experience at the elementary level remain a philosophical issue which awaits serious consideration for implementation.

Why Elementary Classroom Teachers Teach Physical Education

The decision to use classroom teachers to teach physical education in the elementary school is usually based upon factors such as administrative philosophy, community interest and legislative decisions. Buschner (1981), Professor of Physical Education at the University of Southern Mississippi, gives an accurate description of how those with the power to influence decisions about physical education let omission interfere with better judgment as he states:

Administrators, classroom teachers, and parents comprehend the need for a break in the child's

school day, but have avoided grappling with the value of physical education as a structured learning experience. A quality physical education program requires an effective teacher. The teacher's knowledge, skill, and attitude often determine the magnitude of gains in student learning. In most schools, the critical question of who is best prepared (classroom teacher or physical education specialist) to teach children how to move has received superficial treatment. (p. 34)

Many people acknowledge the importance of elementary school physical education; however, few realize the potential for handling the problem. Despite research findings published concerning the advantages of physical education, many elementary children still receive some, if not all, of their physical education instructions from an elementary classroom teacher (Ross, Russell, Corbin, Delphy, & Gold, 1987). This continued practice has resulted in a resurgence of articles written by authorities in the field (Morgenegg, 1989; McEvers & Blazer, 1988; Faucette & Patterson, 1989; Cundiff, 1987; Royall, 1987).

Two such articles suggested that the teaching of physical education in the elementary school be a joint effort between the classroom teacher and the physical education specialist (Ritson, 1989; Gabbard et al., 1989). While this concept is not a new one, the approach does call for the credentialing of all instructional personnel involved in this approach. Others have advocated a joint effort between IHE and the elementary schools in the administration of a quality physical education program.

This approach suggests that the use of energetic preservice teachers will help vitalize the elementary physical education experiences of children while training teachers to provide a more quality experience for elementary students (Avery & Ahlschwede, 1989).

Since the debates in the early 1900's between Marguerite Belirnsmeier (who advocated the use of elementary physical education specialist) and Kathleen Skalley Davis (who advocated the use of elementary classroom teachers), educators have struggled with the question of "Who Should Teach Physical Education?". Both sides of the issue have well established points of view, but research (Buschner, 1985; Graham, 1990; Hanson, 1988; McEvers & Blazer, 1988) tends to favor the use of a physical education specialist. However, reality of situations concerning budget and funding certainly suggest that the use of classroom teachers to teach physical education in the elementary schools is a practice that will continue for some time.

Teaching Elementary Majors to Teach Physical Education

In 1959, the National Conference of Fitness of Children of Elementary Age recommended that teacher education institutions cooperate with state departments of education in an effort to require elementary school teachers to take specific courses in health and physical education. State accreditation standards have provided the guidance as

institutions are required to fulfill this mandate for approval of their elementary education programs. Many IHE fulfill this requirement through course offerings in elementary physical education. Each institution, however, determines the quality and quantity of its educational preparation experience for its elementary education majors.

North Carolina provides a list of competencies (Boyd & Schurrer, 1986) to guide Institutions of Higher Education (IHE) in preparing elementary education teachers to teach physical education (see Appendix F). However, the responsibility of preparing classroom teachers to teach physical education places the college and university professor in a challenging position. The challenge of the position college and university teacher-educators are placed in leads to many doubts concerning the effectiveness of the preparation they give (Buschner, 1981). Those doubts, according to Buschner (1981), are:

1. Can a three-hour semester course adequately prepare the classroom teacher in movement?
2. Do classroom teachers care to teach physical education, in the real world, once they finish my course?
3. What percentage of classroom teachers will apply the knowledge and skills learned?
4. If course application is observed (short-term), will classroom teachers continue enthusiastic developmental instruction over a period of years? (p. 34)

The educational experiences that elementary education teachers are exposed to during their preparation for the responsibility of teaching physical education should have a lasting effect if true learning has taken place. If teacher-educators are to make a lasting and resourceful impression upon elementary education majors in physical education, it can best be accomplished through the design of our instructional methods. The amount of time or number of courses that we have to accomplish this task is also important. This leads to questions that hold serious implications for professional preparation institutions: Are the expectations for elementary classroom teachers with regard to teaching physical education realistic? What can teacher-educators, IHE and public school systems do to more adequately balance the scales in terms of what is needed and what is produced?

CHAPTER 3

Method

The intent of this investigation was to analyze the content of the course outlines/syllabi of selected physical education requirements for elementary education teachers at public and private colleges and universities in North Carolina. The analysis of course requirements was conducted based on their meeting the fourteen competencies which have been set by the North Carolina State Department of Public Instruction (NCSDPI). A questionnaire was used to secure demographic information concerning course offerings. Course outlines/syllabi were also requested. The research was carried out in the spring of 1990.

Population Sample

Selected to participate in this study were public and private colleges and universities in the state of North Carolina that are approved by the state to offer degrees in elementary education. There are presently forty-four Institutions of Higher Education (IHE) identified by the NCSDPI (Phillips, 1988). The IHE that were asked to participate are as follows:

Private Institutions

Atlantic Christian College

Barber-Scotia College

Belmont Abbey College
Bennett College
Campbell University
Catawba College
Davidson College
Duke University
Elon College
Gardner Webb College
Greensboro College
Guilford College
High Point College
Johnson C. Smith University
Lenoir-Rhyne College
Livingstone College
Mars Hill College
Meredith College
Methodist College
North Carolina Wesleyan College
Pfeiffer College
Queens College
Saint Andrews Presbyterian College
Saint Augustine's College
Salem College
Shaw University
Wake Forest University
Warren Wilson College
Wingate College

Public Institutions

Appalachian State University

East Carolina University

Elizabeth City State University

Fayetteville State University

North Carolina Agricultural and Technical State University

North Carolina Central University

North Carolina State University

Pembroke State University

University of North Carolina at Asheville

University of North Carolina at Chapel Hill

University of North Carolina at Charlotte

University of North Carolina at Greensboro

University of North Carolina at Wilmington

Western Carolina University

Winston-Salem State University

In February of 1990, a letter was forwarded to the Vice President for Academic Affairs (VPAA), Provost or Academic Dean of each IHE. This letter requested a contact person or persons who would be able to supply course requirement information needed for this study (see Appendix A). A second letter and questionnaire were sent to the contact person identified by the VPAA, Provost or Academic Dean of each institution (see Appendix B).

Instrument Development

After a thorough review of the literature, the investigator consulted Dr. Bruce Mallett, Director of Institutional Research at North Carolina State University, to assist in refinement of the instrument to be used in this study. The questionnaire consisted of two parts. Part I was a request for the name, address and telephone number of a contact person(s) from the Academic Dean of each IHE. There was also a letter which accompanied this request. Part II of the instrument consisted of a cover letter and questionnaire requesting specific information of the contact person(s). The information request consisted of a copy of the course outline/syllabi for each professional physical education course required of elementary education majors at their respective institutions. The questionnaire also asked them to supply the following information: (a) size of the IHE; (b) number of contact hours for each class; (c) number of credit hours for each class; and (d) required textbook and author. This phase of the study was conducted during the months of March and April of 1990. Those persons not responding within a ten-day period were sent a follow-up letter. This was done for each part of the questionnaire. Those not responding to the follow-up letter were contacted by telephone or campus visit.

Procedure

Part I of the questionnaire was mailed to the VPPA, Provost or Academic Dean of participating IHE during the spring of 1990. The questionnaire consisted of a request for the name, department, address, and telephone number of a contact person(s). A personalized cover letter accompanied this request. The names of these individuals were secured from the North Carolina State Department of Public Instruction Directory of Approved Teacher Education Programs of 1988, along with a request for any revisions to date. Upon return mail receipt of the Contact Person Form, Part II of the questionnaire was administered.

Part II consisted of a questionnaire addressed to the contact person(s) identified by the VPAA, Provost or Academic Dean of each IHE. The questionnaire requested specific course information, along with course outlines/syllabi for each course listed.

The investigator examined the responses to determine which ones were appropriate for the data analysis. If necessary, a follow-up telephone call or campus visit was conducted by the investigator. Telephone numbers of contact persons were included on Part I of the questionnaire.

Treatment of Data

A content analysis of the course requirements was conducted based on their meeting the 14 competencies/guidelines outlined by the NCSDPI. The information gathered

from the questionnaire and course outlines/syllabi was divided into two areas. One area dealt with demographics which included (a) the number of courses used by the IHE to fulfill the requirement, (b) course title(s) at various IHE, (c) the textbook and author used in courses, and (d) if the IHE had a physical-education teacher-education (PETE) program. The second area dealt with whether state competencies/guidelines were being met through course requirements as spelled out in course outlines/syllabi. A breakdown of how public and private IHE respectively and comparatively met state competencies/guidelines in physical education for elementary classroom teachers was conducted.

Each course outline/syllabus was analyzed by the investigator and results for each IHE were recorded using a checklist. The checklists for each IHE were then observed for public and private IHE, respectively. Finally, the investigator compared the results of public and private IHE in determining if state competencies/guidelines were being met. Relevant tables were constructed to show the results of the research.

CHAPTER 4

Results

Initially, 44 Institutions of Higher Education (IHE) were asked to participate in this study. Upon receipt of Part I responses, the investigator learned that five IHE no longer had programs of certification for elementary classroom teachers. As a result of this information, the population size was 39 IHE. After follow-up letters were sent and telephone calls to contact persons were made, seven IHE did not respond and six did not furnish complete data. The total usable responses were 26 of 39 (67%), which represents the sample of IHE in North Carolina that offer certification in elementary education. Of the IHE represented in the sample, 18 (69%) were private and eight (31%) were public. Data from one public Institution of Higher Education were obtained by way of a telephone call due to institutional policy prohibiting the release of course outlines/syllabi to outside persons. Eighty-five percent of the IHE reporting stated that they had physical education teacher education programs (PETE).

The first area of observation was drawn from information gathered through the questionnaire that accompanied Part II of the survey. Results from this area may be seen in Table 1. It was discovered that 23 (87%) of the IHE use

Table 1
Demographic Summary for IHE

Variable	Private	%	Public	%
IHE with PETE Programs	12	67	6	75
IHE without PETE Programs	6	33	2	25
Course in PE Dept.	15	83	7	88
Course in Ed. Dept.	3	16	2	25
Requires one course	15	83	7	88
Requires two courses	3	16	1	13
100 level course	1	5	1	13
200 level course	4	22	1	13
300 level course	11	61	6	75
400 level course	3	16	3	38
700 level course	1	5	0	0
1 credit hour	0	0	0	0
2 credit hours	4	22	2	25
3 credit hours	10	55	6	75
4 credit hours	4	22	0	0
Includes Health	3	16	1	13
Daurer & Pangrazi Text	6	33	4	50
Thomas, Lee, Thomas Text	2	11	1	13
Kirchner Text	2	11	0	0
No Text	3	16	1	13

Percentages are based on 18 private and 8 public respondents.

one course to fulfill the physical education requirement for elementary classroom teachers. Two private and one public IHE used at least two courses to meet the requirement. Three private and one public IHE used one course to meet both the health competencies and the physical education competencies. Dynamic Physical Education for Children by Dauer and Pangrazi was the textbook most frequently used. Six (33%) private and four (50%) public IHE used this textbook.

Eighty-three percent of the private and 87 percent of the public IHE reported having PETE programs. Course(s) taught were located in the physical education department in 15 (83%) private and seven (88%) public IHE. Course(s) required were located in the education department in three (16%) of the private and two (25%) of the public IHE. Courses were offered at the junior level at 21 (80%) institutions. The senior level was the second most frequent level at which the course was offered. Twenty-six percent of all institutions offered the course at this level. Nineteen percent of the institutions reported offering the course at the sophomore level. Eight percent of the IHE reported their course to be at the freshman level.

In order to analyze each course outline/syllabus obtained in Part II of the survey, a checklist developed by the investigator (see Appendix G) was used to determine if state competencies/guidelines (see Appendix F) were being met. The results of the checklist are reported separately

for private (see Table 2) and public (see Table 3) IHE. A comparison of the results of private and public IHE is presented in Chapter 5.

An analysis was conducted to determine if North Carolina State Competencies/Guidelines were being met as reflected through the objectives of each course outline/syllabus from the IHE. Whether competencies were met was determined through evaluation of the course objectives and content. The state competencies/guidelines are written separately for grades K-4 (16.0-16.7) and grades 4-6 (25.0-25.7). (See Appendix F.) Competencies 16.0 and 25.0 give overviews of the requirements for each set of competencies. Competency 16.0 reads: "Demonstrate knowledge, skills, and attitudes concerning major goals of physical education (motor skills, fitness, knowledge, self-concept, and social skills) to implement K-4 physical education instruction." Competency 25.0 is identical to 16.0 except that it was written for grades 4-6. Competencies 16.0 and 25.0 give broad overviews of the seven state competencies that follow (16.1-16.7 and 25.1-25.7). Each of the competencies for K-4 and for 4-6 that follow 16.0 and 25.0 is identical with the exception of 16.1 and 25.1. While both competencies stipulate that the student acquire an understanding and be able to use a variety of basic movement experiences, 16.1 stipulates additional knowledge in perceptual motor activities. Competency 25.1

Table 2
Summary of Private IHE Compliance
with State Competencies

Competencies	Present	%	Not Present	%
16.1	15	83	3	17
16.2	10	56	8	44
16.3	14	78	4	22
16.4	9	50	9	50
16.5	8	44	10	56
16.6	14	78	4	22
16.7	11	61	7	39
25.1	15	83	3	17
25.2	10	56	8	44
25.3	14	78	4	22
25.4	9	50	9	50
25.5	8	44	10	56
25.6	14	78	4	22
25.7	11	61	7	39

Percentages are based on the total number of private IHE responding.

Table 3
Summary of Public IHE Compliance
with State Competencies

Competencies	Present	%	Not Present	%
16.1	7	87	1	13
16.2	4	50	4	50
16.3	7	87	1	13
16.4	4	50	4	50
16.5	3	37	5	62
16.6	6	75	2	25
16.7	4	50	4	50
25.1	7	87	1	13
25.2	4	50	4	50
25.3	7	87	1	13
25.4	4	50	4	50
25.5	3	37	5	62
25.6	6	75	2	25
25.7	4	50	4	50

Percentages are based on the total number of public IHE responding.

requires that the student be able to "use and understand movement experiences that promote motor skills development in the areas of games/sports, rhythms/dance, tumbling/gymnastics, and swimming."

The findings indicated that 83 percent of all private and 87 percent of all public institutions stated objectives to meet competencies 16.1 and 25.1. However, only two (11%) private and one (14%) public IHE indicated specifically that knowledge of perceptual motor development was a course objective. Eighty-nine percent of all IHE contained objectives or content relative to games/sports, rhythms/dance, tumbling/gymnastics, or swimming.

Competencies 16.2 and 25.2 emphasize that an "understanding and ability to promote physical fitness and lifetime activities" should be acquired by the elementary classroom teacher. Fifty-six percent of the private and 50 percent of the public IHE contained information meeting these competencies.

Having an "understanding and the ability to use cognitive concepts related to movement" (16.3 and 25.3) were included in 78 percent of the course outlines/syllabi of private and in 87 percent of the course outlines/syllabi of public IHE.

Both private and public IHE reported 50 percent were in compliance with competencies 16.4 and 25.4. These competencies emphasize "an understanding and the ability to

implement physical education activities as a means to develop a positive self-concept and express a variety of concepts, emotions, and attitudes."

Having an "understanding and the ability to use physical activities to develop positive social interaction such as respect for people, equipment, rules, fair play, and safety" was of least concern to IHE in both groups. Forty-four percent of the private and 37 percent of the public IHE indicated compliance with competencies 16.5 and 25.5. These percentages were the lowest reported for any of the competencies.

"The ability to understand, select, and use appropriate teaching methods and equipment, materials, and supplies to implement the physical education program" is stated in competencies 16.6 and 25.6. Private IHE reported 78 percent compliance, while public IHE were slightly lower with 75 percent meeting these competencies.

Sixty-one percent of the private and 50 percent of the public IHE reported that they were in compliance with competencies 16.7 and 25.7.

In reference to all institutions in terms of meeting each competency, the data reveal that competencies 16.1 and 25.1 were met by 85 percent of the institutions. Competencies 16.5 and 25.5 were met by 42 percent of the institutions (see Table 4).

Table 4
Percentages of All IHE Compliance
with Each State Competency

Competencies	Number of IHE	% in Compliance
16.1	22	85
16.2	14	54
16.3	21	81
16.4	13	50
16.5	11	42
16.6	20	77
16.7	15	58
25.1	22	85
25.2	14	54
25.3	21	81
25.4	13	50
25.5	11	42
25.6	20	77
25.7	15	58

Percentages are based on the total of all the IHE responding.

Other findings relative to course content were topics such as legal liability, adapted physical education, program evaluation, standardized fitness testing, and first aid which are being covered in courses at the IHE. These requirements go beyond the state competencies/guidelines required for elementary education teachers in physical education.

CHAPTER 5

Discussion and Recommendations

Discussion

The purpose of this investigation was to determine if state competencies in physical education were being met by Institutions of Higher Education (IHE) in North Carolina for elementary education certification. The study included an analysis of demographics for each IHE. An analysis was also conducted using a checklist (see Appendix G) developed by the investigator to determine the presence of state competencies/guidelines in the course outlines/syllabi of participating IHE. The findings should present useful information concerning IHE in the state of North Carolina regarding the extent to which they are meeting the objectives of physical education for elementary children as stated in the state competencies/guidelines. (See Appendix F.)

The first area of this study dealt with the demographics of institutional offerings in physical education for elementary education majors at the various IHE. There were similarities and differences in the data relative to the area of the study. A discussion of these findings are reflective of the philosophies and resources that each IHE has available in meeting state

competencies/guidelines. IHE are at liberty to determine the number of courses that they wish to use in accomplishing state requirements.

A shared emphasis existed within a single course at both private and public IHE. The state requirements for health were combined with physical education in some of the programs while one IHE reported that in addition to physical education and health requirements they also fulfill state requirements in art and music through a single course. This approach is not new; Burton and Lane (1989) explored the possibility of integrating art and music with movement, while Werner, Simmons, and Bowling (1989) advocated the combining of arts and academics. On the other hand, physical educators like Buschner (1981) question the possibility of effective preparation of elementary classroom teachers to teach physical education by taking one required class.

There was much flexibility expressed by the various IHE in terms of the level at which the course or courses were offered. These courses were not general education requirements but courses specifically required of elementary education majors for certification purposes. Satisfying these course requirements so early in the program was a concern expressed by Buschner (1981). He asked, "If course application is observed (short term), will classroom teachers continue enthusiastic developmental instruction

over a period of years" (p. 34). For that matter, will they remember what they have learned once they get into the teacher education program at their institution?

Textbook and author selection were important to this investigation. The role of subject matter in the preparation of teachers in physical education is thought to play a significant role in how and what they will teach in their classes. Barrett (1988) studied the subject matter of physical education for children and found that there is a clear focus on what should be included in elementary physical education programs. Her examination of textbooks revealed that there were two basic views on subject matter expressed in most texts. These views were physical activity based on program or programs based on human movement. She advocates that the focus of attention should be on the "need for teachers to possess a rich understanding of movement as a knowledge base for program design no matter the perspective taken regarding subject matter" (p. 44).

The textbook and author that the college professor chooses may have a bearing upon the approach by which elementary classroom teachers are taught and ultimately may influence what and how they teach physical education in their setting. For those who are able to work with a physical education specialist, what they have learned may influence their ability to provide a quality follow-up experience for children. Data reveal that the textbook

Dynamic Physical Education for Children by Dauer and Pangrazi (1989) was most frequently used among the IHE. Barrett (1988) classified the Dauer and Pangrazi text as having a strong emphasis on the subject matter of physical activity. Their approach focuses upon child development, general and specific physical educational procedures, and field-tested activity sequences.

The investigator examined where the course requirement was taught within the IHE. It is important that a course which prepares teachers to teach physical education in the elementary schools be taught by a physical educator. All IHE with physical education teacher education (PETE) programs taught the course(s) required for elementary education majors in the physical education department. Programs which were taught in the education department were at IHE that did not have PETE programs. The practice of allowing faculty to teach the course at the college level without expertise in physical education, in the opinion of the investigator, contradicts the intent of the requirement.

In the second area of this study, an analysis was conducted to determine if North Carolina State Competencies/Guidelines were being met as reflected through the objectives of each course outline/syllabus from the IHE. Whether competencies were met was determined through evaluation of course objectives and content.

Competencies 16.1 and 25.1 varied slightly in wording. A specific knowledge of perceptual motor development exists in competency 16.1 which was written for grades K-4. Both competencies (16.1 and 25.1) were concerned with the acquisition of an understanding and ability to use a variety of movement experiences for children. There were three (12%) IHE that mentioned perceptual motor development as an objective or course content. Dauer and Pangrazi (1989) suggested that perceptual motor training has "lost critical meaning, some activity approaches in these programs still have value" (p. 138). This trend could be the reason most IHE have chosen not to include perceptual motor knowledge as an objective for the class.

Competencies 16.2 and 25.2 were concerned with the ability to understand and promote physical fitness and lifetime activities. According to Gabbard (1990), curricular content emphasis is a major controversy in physical education today. Curricular in elementary physical education may range from an assortment of games, rhythms/dance, and gymnastic activities at the K-4 grade level to a strong emphasis on sports at the 4-6 grade level. Graham (1990) introduced the concept of Skills Themes in the early 1980's. Although this effort contributed to an increased quality of instruction at the elementary level in physical education, Gabbard (1990) claims that many would question

its significance in the improvement of the fitness levels in children.

Over half (54%) of all the IHE require their elementary education majors to have knowledge in this area. Many of the national tests conducted to measure the physical condition of the youth of this country are based on an assessment of their fitness levels (O'Brien, 1987; Ross et al., 1987; Ross & Gilbert, 1985).

There are several commercial fitness programs available to aid in simplifying the fitness development and testing procedures for elementary-level teachers. Physical Best and Fitnessgram are among such tests. But it is important that teachers know what they want their students to learn. Therefore, competencies 16.2 and 25.2 deserve more consideration among the IHE in North Carolina.

It was evident that most IHE felt strongly that the students should have the ability to "understand and use cognitive concepts related to movement." In these competencies (16.3 and 25.3), compliance was among the highest percentage. Knowledge of the concepts of time, space, and quality of movement relationships is imperative for an understanding of physical education at any level. It was observed by the investigator that in scope of most of the courses investigated, objectives relative to these competencies were included.

Competencies 16.4 and 25.4 dealing with the affective domain were considered important enough that they were met by 50 percent of all IHE. According to Dauer and Pangrazi (1989), educational goals such as self-concept, moral development, emotions and attitudes are not unique to physical education. These goals are instead shared and accomplished by other areas of the school program. It is possible that, although 50 percent of the IHE reported the inclusion of these competencies in their course outlines/syllabi, perhaps other course work in the elementary education certification program contributes to the acquisition of this ability.

The competencies that were recorded as having the lowest percentages of compliance were 16.5 and 25.5. Only 44 percent of all IHE were found to have met these competencies. These competencies dealt with what Grineski (1989) termed prosocial behaviors which involve an understanding and use of physical activities to develop positive social interaction. The provision of these competencies calls for the prospective elementary educator to be able to examine the specific components of games and determine how those components affect the participating student. It requires more than simply providing students with an opportunity to play and hopes that they will develop prosocial behavior as a result of participation. The questions underlying who is responsible for the social development of

a child is compounded by the focus on litigation. This may be the reason why many IHE have not been in compliance with these competencies.

"The ability to understand, select, and use appropriate teaching methods and equipment, materials, and supplies to implement the physical education program" is stated in competencies 16.6 and 25.6. Of the total number of IHE reporting, 77 percent were in compliance with these competencies. An observation of these competencies revealed that the instructional process and procedures are a concern of IHE as reflected through the course outlines/syllabi. The findings of this study tend to refute the thinking of many educators that delivery systems are basically the same for all instructions as reported by Miller (1988) and Abrogast (1987). While elementary education teachers usually have other opportunities for acquiring instruction in teaching methods, equipment, materials, and supplies through the teacher education program, most IHE expressed the need to develop specific skills in the teaching of physical education through the inclusion of these competencies. A large portion of class time was devoted to this competency as students were required to complete peer teaching, public school teaching, and other teaching assignments at many of the IHE.

The ability to "select and design appropriate techniques to evaluate student progress toward major goals

in physical education" was found to be important by over half of the IHE studied. Although evaluation can be conducted quite well through written test in physical education, the ability to select and use observational evaluation measures may prove to be a problem for elementary classroom teachers. The ability to evaluate through observation requires that the teacher have a thorough knowledge of what to require and what to look for in student performance. Although better than 50 percent of the IHE reported compliance with these competencies, there should be concern for those that do not meet the competencies realizing the importance of this ability for elementary classroom teachers who teach physical education.

In conclusion, compliance practices used by IHE to meet state competencies/guidelines for physical education in elementary education certification programs in North Carolina are flexible. It was also found that there were differences in terms of compliance as reported by the private and the public IHE. Private IHE showed a higher percentage of compliance with eight of the fourteen competencies than the public IHE. Public IHE showed a higher percentage of compliance with four of the fourteen competencies than private IHE.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The physical education course(s) required for elementary education certification be taught during the junior or senior level in private and public programs.
2. Private and public IHE without PETE programs make special efforts to have the physical education requirement taught by a physical educator with expertise in elementary physical education.
3. Private and public IHE that use the physical education course(s) to fulfill requirements in other areas (health, art, and music) separate those areas from the physical education course.
4. The physical education requirement at private and public IHE be at least a three-credit requirement with at least three contact hours for each course.
5. Those private and public IHE that require only one course to fulfill the requirement offer at least two courses.
6. Private and public IHE not meeting competencies 16.2 and 25.2 which state: "Understand and promote physical fitness and lifetime activities" should implement these competencies in their courses.
7. Private and public IHE not meeting competencies 16.4 and 25.4 which state: "Understand and implement

physical education activities as a means for developing a positive self-concept and express a variety of concepts, emotions, and attitudes" should implement these competencies in their courses.

8. Private and public IHE not meeting competencies 16.5 and 25.5 which state: "Understand and use physical activities to develop positive social interaction such as respect for people, equipment, rules, fair play and safety" should implement these competencies in their courses.

9. Private and public IHE not meeting competencies 16.7 and 25.7 which state: "Select and design appropriate techniques to evaluate student progress toward major goals in physical education" should implement these competencies in their courses.

10. Based on the final results of this study, it is recommended that each IHE reevaluate its course outlines/syllabi in terms of the state competencies for elementary physical education.

Appendixes

Appendix A

Letter to IHE Requesting a Contact Person(s)

Saint Augustine's College
Raleigh, North Carolina 27610-2298

Bev Downing
Women's Athletics

Department of Physical Education
(919) 828-4451 Ext. 277

February, 1990

Academic Dean
(College or University)
(Address)

Dear Dean:

Exploring ways to better prepare teachers is of utmost importance to professional educators. While your institution's total education department falls under your jurisdiction, I am asking for your help in focusing upon the professional physical education requirements for your elementary education degree program.

I am a doctoral student in the Department of Health, Physical Education, and Safety at Middle Tennessee State University. My dissertation will consist of a content analysis of professional physical education degree programs in North Carolina. The enclosed is sent to you in the hope that you will assist me in obtaining information for my study. All information provided will be kept confidential, and no institution or individual will be identified. If you have questions, please feel free to contact me at the number above or my advisor, Dr. Glen P. Reeder, at (615) 898-2909.

Please complete the information requested and return in the postage-paid envelope enclosed. This information will assist in securing the data needed to conduct my study. The person you identify will be sent a questionnaire pertaining to the study.

Thank you in advance for your prompt response.

Sincerely,

Beverly Downing

Encl.

Appendix B
Letter to Identified Contact Person(s)

Saint Augustine's College
Raleigh, North Carolina 27610-2298

Bev Downing
Women's Athletics

Department of Physical Education
(919) 828-4451 Ext. 277

February, 1990

Contact Person
(College or University)
(Address)

Dear _____:

The Academic Dean of your institution has identified you as the contact person who can assist me in obtaining data for my study. I am a doctoral student in the Department of Health, Physical Education, Recreation and Safety at Middle Tennessee State University. My dissertation will consist of a content analysis of professional physical education courses required for the elementary education degree in North Carolina.

The enclosed questionnaire is to obtain data regarding your program requirements and courses. All information provided will be kept confidential and neither you nor your institution will be identified. If you have questions, please feel free to contact me at the number above, or my advisor, Dr. Glen P. Reeder, at (615) 898-2909.

Please complete the enclosed QUESTIONNAIRE and forward it with a copy of the COURSE OUTLINE for EACH professional physical education course that is required for the elementary education degree program.

Sincerely,

Beverly Downing

Encl.

Appendix C
Contact Person and Course Outline Forms
Parts I and II

Professional Physical Education Requirements
for Elementary Education Degree Programs
in North Carolina Colleges and Universities

DIRECTIONS: Please provide the following information concerning a contact person(s). This person should be able to identify the physical education courses required for the elementary education degree program along with course outlines for each course at your institution.

CONTACT PERSON: _____
TITLE: _____
DEPARTMENT: _____
INSTITUTION: _____
PHONE: _____

IF NEEDED:

CONTACT PERSON: _____
TITLE: _____
DEPARTMENT: _____
INSTITUTION: _____
PHONE: _____

IF NEEDED:

CONTACT PERSON: _____
TITLE: _____
DEPARTMENT: _____
INSTITUTION: _____
PHONE: _____

Part II

Institution

PROFESSIONAL PHYSICAL EDUCATION REQUIREMENTS FOR ELEMENTARY EDUCATION DEGREE PROGRAMS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES

DIRECTIONS: For EACH professional education course required for your elementary education degree, please list the course and textbook information below. Also, please send a copy of the COURSE OUTLINE for EACH course taught by a different professor.

PLEASE TYPE OR PRINT

DEPT.	COURSE #	COURSE TITLE	CREDIT	TEXTBOOK	AUTHOR
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

PLEASE DO NOT FORGET TO SEND COURSE OUTLINES FOR EACH COURSE LISTED ABOVE.

Appendix D
Follow-up Letter to IHE

Saint Augustine's College
Raleigh, North Carolina 27610-2298

Bev Downing
Women's Athletics

Department of Physical Education
(919) 828-4451 Ext. 277

February, 1990

Academic Dean
(College or University)
(Address)

Dear Dean:

This is a reminder to ask your help in completing and returning the CONTACT PERSON FORM I sent to you several weeks ago. This person will be asked to assist in obtaining data for my study of physical education course requirements for the elementary education degree at your institution.

All information provided will be kept confidential and no institution or individual will be identified in the study. If you have questions, please feel free to contact me at the number above, or my advisor, Dr. Glen P. Reeder, at (615) 898-2909.

If you have returned the information requested, THANK YOU. If not, your reply is needed in completing the study. PLEASE RETURN the information regarding a CONTACT PERSON on the enclosed form by _____.

Your participation, time and consideration are greatly appreciated.

Sincerely

Beverly Downing

Encl.

Appendix E
Follow-up Letter to Contact Person

Saint Augustine's College
Raleigh, North Carolina 27610-2298

Bev Downing
Women's Athletics

Department of Physical Education
(919) 828-4451 Ext. 277

Contact Person
(College or University)
(Address)

Dear _____:

This is a reminder to ask your help in completing and returning the survey questionnaire I sent to you several weeks ago. As indicated in my previous letter, I am studying the professional physical education courses required for the elementary education major at colleges and universities in North Carolina. All information provided will be kept confidential and no institution or individual will be identified. If you have questions about the study, please feel free to contact me at the number above, or my advisor, Dr. Glen P. Reeder, at (615) 898-2909.

If you have returned the questionnaire, THANK YOU. If not, your reply is needed in completing the study. PLEASE RETURN THE QUESTIONNAIRE AND COURSE OUTLINES by _____.

Your participation, time and consideration are greatly appreciated.

Sincerely,

Beverly Downing

Appendix F
North Carolina State Competencies

North Carolina State Competencies for Grades K-4

- 16.0 Demonstrate knowledge, skills, and attitudes concerning major goals of physical education (motor skills, fitness, knowledge, self-concept, and social skills) to implement K-4 physical education instruction
 - 16.1 Understand and use basic movement experiences and perceptual motor activities that promote proficiency in movement
 - 16.2 Understand and promote physical fitness and lifetime activities
 - 16.3 Understand and use cognitive concepts related to movement (time, space, quality of movement, relationships), the body, fitness, and safety
 - 16.4 Understand and implement physical education activities as a means to develop a positive self-concept and express a variety of concepts, emotions, and attitudes
 - 16.5 Understand and use physical activities to develop positive social interaction such as respect for people, equipment, rules, fair play, and safety
 - 16.6 Understand, select, and use appropriate teaching methods and equipment, materials, and supplies to implement the physical education program
 - 16.7 Select and design appropriate techniques to evaluate student progress toward major goals in physical education

North Carolina State Competencies for Grades 4-6

- 25.0 Demonstrate knowledge, skills, and attitudes concerning major goals of physical education (motor skills, fitness, knowledge, self-concept, and social skills) to implement physical education instruction in grades 4-6
 - 25.1 Understand and use a variety of movement experiences that promote motor skills development in the areas of games/sports, rhythms/dance, tumbling/gymnastics, and swimming
 - 25.2 Understand and promote physical fitness and lifetime activities
 - 25.3 Understand and use cognitive concepts related to movement (time, space, quality of movement, relationships), the body, fitness, and safety
 - 25.4 Understand and implement physical education activities as a means for developing a positive self-concept and express a variety of concepts, emotions, and attitudes
 - 25.5 Understand and use physical activities to develop positive social interaction such as respect for people, equipment, rules, fair play, and safety
 - 25.6 Understand, select, and use appropriate teaching methods and equipment, materials, and supplies to implement the physical education program
 - 25.7 Select and design appropriate techniques to evaluate student progress toward major goals in physical education

Appendix G
Competency Checklist

INSTITUTION: _____

STATUS _____

COMPETENCY CHECKLIST

Competency Number	Present	Not Present
<u>(Grades K-4 Early Childhood)</u>		
16.1		
16.2		
16.3		
16.4		
16.5		
16.6		
16.7		
<u>(Grades 4-6 Intermediate)</u>		
25.1		
25.2		
25.3		
25.4		
25.5		
25.6		
25.7		

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