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Mission Statement

GAHPERD, Inc. is a non-profit organization for professionals and students in related fields of health, physical education, recreation and dance. GAHPERD, Inc. is dedicated to improving the quality of life for all Georgians by supporting and promoting effective educational practices, quality curriculum, instruction and assessment in the areas of health, physical education, recreation,



Message from the Editor:

In this issue of the GAHPERD Journal, you will find specific content to help you grow as a professional. The issue includes teaching tips from the physical education and two peer-reviewed manuscripts, each from a different area of expertise in theory, practice, and research. The peer reviewed articles are from (1) Valdosta State University and (2) Georgia Southern University.

In addition to the peer-reviewed practical and research articles in this current issue, you will also find additional information pertaining to Georgia AHERD and our profession, with various highlights throughout.

Special highlights include recognition to Jana Forrester at Providence ES, Pine Grove ES Archers, Let's Move Active School award winners, and announcements pertaining to the upcoming convention.

Finally, on this page you will find the latest additions to the Georgia AHPERD Executive Board. If you have comments, please contact me at bheidorn@westga.edu

Editor
Dr. Brent Heidorn
University of West Georgia

Mission Statement

GAHPERD, Inc. is a non-profit organization for professionals and students in related fields of health, physical education, recreation and dance. GAHPERD, Inc. is dedicated to improving the quality of life for all Georgians by supporting and promoting effective educational practices, quality curriculum, instruction and assessment in the areas of health, physical education, recreation, dance and related fields.

The difference between the impossible and the possible lies in a person's determination.



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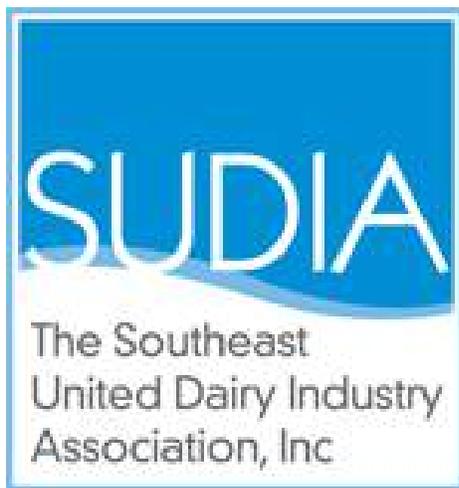
The Georgia Association
for Health, Physical
Education, Recreation
and Dance

Georgia AHPERD Annual Convention November 6-8, 2016 in Savannah, GA

Please consider attending the 2016 GAHPERD Convention, November 6-8, 2016 in Savannah, GA. We invite you to attend our convention where we will meet with professionals from across our state. The theme for the upcoming year is “Mindful Moving...Connecting the Dots”. If you have attended a GAHPERD Convention in the past, you know that we are a family of professionals who are passionate about advocating for health, physical education, and a lifetime of physical activity.

*We look forward to seeing you in
Savannah!*

Check out pages 4 through 9 in this issue...



Georgia AHPERD Convention—Keynote Speaker

Dr. JoAnne Owens-Nauslar

Dr. JoAnne Owens-Nauslar has spent 44 years promoting the benefits of healthy, active living, and is considered one of the nation's most vocal personalities and masterful motivators on issues of physical activity and how we can improve our health and academic outcomes. She earned her B.S. from Chadron State College in 1970; her M.P.E. from the University of Nebraska-Lincoln in 1976; and her Ed.D. also from UNL, in 1992. She has been described as Past President of almost everything, including state, regional, and national health & physical activity organizations, TCC Church Council, as well as the Husker Softball “On Deck Circle” and The Husker Athletic Fund.

Dr. Jo has taught at all levels, worked for Corporate America and for non-profit organizations, delivered more than 2,000 keynotes, trainings, and workshops and is an avid Husker fan. Her primary motive is to “Get America Moving!”

You will have opportunities to laugh, learn, network, and share while being reminded of the necessary ingredients for a healthier/happier you. Dr. Jo believes we must “move to improve!”



Georgia AHPERD Convention—Guest Presenter

Susan Flynn

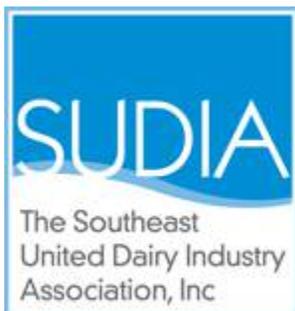
Flynn teaches at the College of Charleston, training students in PreK-5 teacher education. Flynn specializes in the areas of adapted physical education, rhythms and dance in the PE curriculum, and elementary methods. Prior to CofC, she trained future physical education teachers for twelve years at Purdue University, IN. She also taught in the public schools in Prince George's County, MD, Toledo, OH and Charleston, SC. In addition, Flynn is the founder and director of FitCatZ Aquatic and Motor Therapy Program for children with disabilities. Flynn will share her Move2Learn lessons integrating ELA, Math and Movement, Dance for Physical Education and her philosophy of leading by example and do so with enthusiasm, passion, acceptance, and a strong belief in the importance of living a healthy lifestyle.



Georgia AHPERD Convention—Guest Presenter

Paul Moore

Paul is currently a faculty member in the College of Health Sciences Department of Nutrition and Healthcare Management at Appalachian State University in Boone, NC. Prior to this he worked for 14 years in a medical wellness facility as the Assistant Director, but also working as the Registered Dietitian Nutritionist for programs and services that included weight managements, sports nutrition, diabetes, heart disease and oncology. Paul holds certification as a Board Certified Specialist in Sports Dietetics (CSSD) through the Commission on Dietetic Registration in addition to being certified through the National Strength and Conditioning Association (NSCA) as a Certified Strength and Conditioning Specialist (CSCS) and NSCA Certified Personal Trainer (NSCA-CPT). He has performed extensive volunteer work with the Academy of Nutrition and Dietetics Weight Management Practice Group (WM DPG), as well as the North Carolina Dietetic Association (NCDA). Paul was honored to be the recipient of the 2015 Excellence in Weight Management Practice award given by the WM DPG. He was also recognized in 2014 by Today's Dietitian Magazine as one of the Top 10 RDs making a difference in the lives of his clients and community. The NCDA recognized Paul with the 2011-2012 Outstanding Dietitian of Year award, the highest award given by the organization, and the 2012-2013 Young Dietitian of the Year.





2016 GAHPERD Convention Committee

“Mindful Moving...Connecting the Dots!”

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Georgia AHPERD Convention—Guest Presenter

Jessica Shawley

Jessica Shawley is a physical education and health teacher who was the 2012 SHAPE America National Middle School Physical Education Teacher of the Year (TOY). She comes to Georgia AHPERD as an Educational Consultant sponsored by GopherSport. Jessica is National Board (NBPTS) certified along with a Master's Degree in Curriculum and Instruction from the University of Idaho. She is known for her high-energy workshops that are rich in resources, helping support and inspire professionals. Jessica currently serves on the Northwest District SHAPE Leadership Council and served on the SHAPE Idaho board for over eight years in roles such as President, Conference Manager, and District Representative. Her grant writing skills have helped secure over \$1 million in funding, including a PEP grant. Her leadership role in her district includes fostering a Comprehensive School Physical Activity Program (CSPAP) through initiatives such as Fuel Up to Play 60 and Let's Move Active Schools (LMAS). Jessica has also coached high school athletics and was a collegiate athlete. You can find her on Twitter via @JessicaShawley or at www.PEchamps.com



Georgia AHPERD Convention—Guest Presenter

John Smith

John L. Smith is a nationally recognized presenter for physical education and the Educational Consultant for FlagHouse Inc. in New Jersey. John taught 40 years in the public schools of New Jersey (Ridgewood and Ho-Ho-Kus) before retiring to work with FlagHouse as an educational consultant. He has presented workshops and conferences in 35 states and at 10 National Physical Education Conventions for the AAHPERD / SHAPE America. John has a M. A. degree in physical education from Montclair State University where he was an All-American soccer player and member of the championship basketball team. John was the 1989 NASPE National Physical Education Teacher of the Year, the 2005 National High School Basketball Coach of the Year and the 2012 New Jersey AHPERD Honor Award Recipient.

John will be presenting a Pre-Convention workshop on Sunday, November 6 from 10:00-11:50 am titled “Fast and Furious Fitness Fun”. He is also presenting “Cooperative Activities with Giant Games” from 3:00-3:50 pm on the same day. John’s third session, “Let It Foam, Let It Foam” is scheduled for Monday, November 7 from 12:30-1:20 pm.

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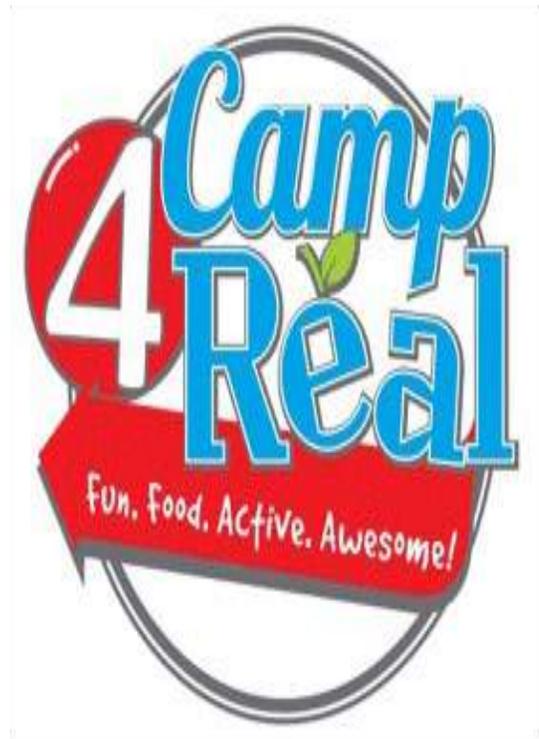
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Georgia AHPERD Convention—Guest Presenter

Scott Williams

Scott Williams graduated from Fairmont State University in West Virginia in 2001 with a BA in Physical Education (K-12) and Health Education (5-12). He received his MS in Athletic Coaching from West Virginia University in 2003. Scott has been teaching elementary physical education at Meriwether Lewis School in Charlottesville, VA since 2004 and taught high school physical education in summer school in Albemarle County from 2005-2009. Scott was a winner of the 2011 Golden Apple Award at his school, the 2013 Virginia AHPERD Elementary PE Teacher of the Year, and the 2015-2016 Virginia AHPERD and SHAPE Southern District Dance Teacher of the year. He is also a featured presenter and speaker at physical education conferences across the nation and has presented in twenty states. Scott is the founder/owner of *Camp4Real*, a summer camp that focuses on fun physical activity, character building and eating healthy foods free of artificial ingredients.



Georgia AHPERD Convention—Guest Presenter

Carly Wright

Carly Wright is the Senior Manager of Advocacy for SHAPE America - the Society of Health and Physical Educators. Carly works on federal, state, and local initiatives related to improving, implementing, and assessing school health education and physical education programs and policies in schools. She also represents SHAPE America before the U.S. Congress, federal agencies, and participates in national coalitions which work to elevate and promote health and physical education policies across the country. Carly has led a number of webinars, presentations, and trainings across the United States on advocating for health, physical education and the health of our nation's children. She has been employed by SHAPE America for nine years and has a B.A. in Communications from George Mason University.

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Journal Submission: How do I submit an article to the GAHPERD Journal?

Publication Guidelines

The GAHPERD Journal is a peer-reviewed professional journal intended to meet the needs of health, physical education, recreation, and dance professionals in Georgia. It is also intended to be a forum for the discussion of new ideas and pertinent issues facing the profession. Before submitting a manuscript to *The GAHPERD Journal*, please be mindful of the following:

- Manuscripts submitted to The GAHPERD Journal must not be submitted to other publications simultaneously.
- Manuscripts with practical implications for educators at all levels are given priority.
- Acceptance is based on originality of material, significance to the profession, validity, and adherence to the prescribed submission requirements.

Manuscript Preparation

Manuscripts should be double-spaced, including all references and quotations, formatted for 8-1/2" x 11" pages, using Times New Roman 12-point font. Manuscripts should be word processed in accordance with the following guidelines:

- Prepare the manuscript in Microsoft Word and submit it as an e-mail attachment.
- Number all pages and lines throughout.
- Submit all tables, photographs and figures as separate documents, not within the body of the manuscript.
- Limit the manuscript to approximately 8 to 12 pages.
- Include a cover page with the title of the manuscript, full name(s) of the author(s), academic degrees, positions, and institutional affiliations. List the corresponding author's address, telephone number, and email address.
- The writing should be simple, straightforward with clear, concise, and logically presented concepts. Use examples, capture the readers' interest, and stimulate the audience's thinking.
- Keep paragraphs short.
- Have a colleague review the manuscript prior to submission.
- Review all references as the authors are responsible for accuracy. For reference style, follow the Publication Manual of the American Psychological Association (APA-6th edition).
- Submit graphs, charts, and tables separately. Clearly label and title all illustrations according to APA guidelines.
- Photographs are encouraged. When submitting photographs, be sure they are digital and at least 300 DPI in a jpg format.

Manuscript Submission

Send all manuscripts to Dr. Brent Heidorn at bheidorn@westga.edu. Manuscripts will be acknowledged by email when received.

The Review Process

The Publications Editor will distribute all manuscripts to three members of the Editorial Board for peer-review.

Publication

Copyright: Accepted manuscripts become the property of the Georgia Association for Health, Physical Education, Recreation and Dance. Upon request, authors receive permission to reprint their own articles. The GAHPERD Journal is listed in the Physical Education Index.

Manuscript Tracking Policy

Manuscripts undergo a blind review using criteria of accuracy and applicability to the practical concerns of the target audience. Authors will receive manuscript acceptance, revision or rejection letters via email in about six weeks. Authors asked to revise their manuscripts will be informed how much time they have for resubmission, always given at least two weeks. Upon acceptance, the Publications Editor will send a formal acceptance email to all corresponding authors whose manuscripts have been accepted for publication. The Publications Editor will select publication dates for all manuscripts based on an established editorial calendar. Authors will be notified in advance, and edited manuscripts will be submitted to authors for comments prior to publication.

Tips from the Physical Education Division

I recently reviewed several articles focused on this topic: *Should health and physical educators be physically active and physically fit?* Articles dating back to 1988, and as recently as 2015 were reviewed. Below is an overview of concepts I am hoping to highlight for you related to the topic. Specific bulleted points are identified as excerpts from the citation listed immediately above the points. Summary comments from me are included at the bottom of the second page.

National Association for Sport and Physical Education (2010). A philosophical position on physical activity & fitness for physical activity professionals [Position statement]. Reston, VA: Author.

- The behaviors of role models can influence learning in others.
- Participating regularly in physical activity is an important coping mechanism for relieving job stress and burnout.
- Achieving and maintaining health-related physical fitness is an appropriate expectation for all physical activity professionals.



Baghurst, T. & Bryant, L. (2012). Do as I say, not as I do: Improving the image of the physical education profession. *Strategies*, 4, 11-13.

- Role modeling health and fitness can act as an effective form of educating.
- It cannot be assumed that physical education majors have good health and exercise habits.
- Some form of health and fitness testing (for physical educators) is necessary.
- Many instructors and professors preach health and wellness, but practice unhealthy behaviors.
- Health professionals should be physically active for their own health, but also for credibility and endorsement of a physically active lifestyle.
- Although physical educators are primarily assessed on teacher effectiveness (student success; athletic success), we can also be evaluated through other measures such as our own health and fitness.

Dean, M.B., Adams, T.M., & Corneau, M.J. (2005). The effect of a female physical educator's physical appearance on physical fitness knowledge and attitudes of junior high students. *Physical Educator*, 62, 14-25.

- Students score higher on health-related fitness tests if they perceived their physical education teachers to be fit.
- Role modeling a lifestyle of health and fitness affects students' learning.

Continued on the following page...



**This "Tips" section was developed by Brent Heidorn,
Past President and current Publications Editor for
Georgia AHPERD**

Tips from the Physical Education Division

continued...

Cardinal, B.J., & Cardinal, M. (2001). Role modeling in HPERD: Do attitudes match behavior? *Journal of Physical Education, Recreation, & Dance*, 72(4), 34-39.

- Finding employment in health and physical education may be hindered if a prospect appears overweight or unfit.

Baghurst, T. (2015). Rationale for and practical ways to model health and fitness. *Strategies*, 28, 46-48.



- Students and athletes want the educator to at least make an effort to model health and fitness. Commitment and effort are desired over “stories of greatness”.
- Role modeling goes beyond social and psychological attributes and can also include physical attributes.
- If a physical educator or coach desires success among students, how the teacher/coach is perceived makes a difference.

Baghurst, T., Sandlin, J., Holden, S., & Parish, A. (2015). Physical education teacher education students’ perceptions of the physiques of self and educators in the profession. *Journal of Sport Pedagogy and Research*, 1(8), 57-63.

- Perceptions of health and fitness can impact learning.
- Current and future physical activity professionals must consider the physical example they set for others and the impact they have on pupil learning and the profession as a whole.
- Would an observer at a physical education conference recognize participants as belonging to a health field?
- We should consider developing motivating incentives that encourage professionals to become or remain physically active and fit.

In summary, NASPE (2010) states: “Participating in regular physical activity at a level sufficient to promote health-related physical fitness is an important behavior for professionals in all fields of physical activity at all levels, including coaches, K-12 teachers, physical educators and kinesiology faculty members at higher education institutions, and fitness professionals” (p. 1). Further, the Physical Activity Guidelines for Americans (2008) recommends the following:

- Adults should engage in 2 hours and 30 minutes a week of moderate-intensity, or 75 minutes a week of vigorous-intensity, aerobic physical activity.
- Physical activity bouts should last a minimum of 10 minutes and be spread throughout the week.
- Adults should engage in muscle-strengthening activities for the major muscle groups at least twice a week.

As a professional in the field of health and physical education for nearly 20 years, I am not confident that the recommendations provided above are consistently practiced among health and physical educators. I believe that a lack of moderate-to-vigorous physical activity leading to enhanced fitness, and an overall negative perception of a physically active lifestyle among many, significantly impacts our profession. Our students clearly see the examples we set on a regular basis, whether the modeling is good or bad. As professionals in health-related fields, we have an expectation to practice what we preach, by achieving and maintaining a health-enhancing level of physical fitness, and a lifestyle of physical activity. In addition to modeling, this practice may contribute to an increase in lean body mass and a decrease in one’s body fat percentage; contribute to one’s credibility within the profession; relieve job stress and teacher burnout; and influence the learning of others.

Best wishes in your physical activity and fitness pursuits this academic year. We can make a difference!

edTPA for Physical Education Mentor Teachers: Major Themes in edTPA

Matthew A. Grant & Sonya L. Sanderson

Valdosta State University

Abstract

This is the second of a two-article series focused on providing mentor teachers a basic understanding of the requirement and themes of the education Teacher Performance Assessment (edTPA). The state of Georgia requires teacher candidates to pass the edTPA, a national teacher assessment portfolio, in order to earn their induction certificate to teach in Georgia public schools. This assessment is completed during the student teacher's clinic experience (student teaching) for a total of three to five lessons or three to five hours of instruction. As with any educational assessment, specific fundamental views of education practices are part of the instrument. In the edTPA, three themes emerge: differentiation, academic language, and formative/summative assessments. Mentor teachers should become familiar with these fundamental themes and their application within the edTPA to be more supportive of teacher candidates completing the edTPA. Therefore, the purpose of this article is to provide insight into three major themes. A second purpose is to provide a discussion of how mentor teachers can support teacher candidates.

Introduction

This is the second of a two-article series focused on providing mentor teachers a basis understanding of the requirements and themes of the education Teacher Performance Assessment (edTPA). Teacher candidates within the state of Georgia must pass the edTPA, an authentic performance-based assessment of their ability to plan, instruct, assess, and analyze P-12 student performance. For physical education, this assessment consists of three tasks that are evaluated using 15 rubrics. The tasks are completed during the student teacher's clinic experience (student teaching) for a total of three to five lessons or three to five hours of instruction. (SCALE, 2015a, 2015b; Grant & Sanderson, 2015). As with any

teacher assessment, fundamental themes are woven within the various tasks and rubrics of this assessment. In reviewing the documents provided by SCALE, edTPA seems to emphasize the use of differentiation of instruction for all learners, academic language within the content area, and formative/summative assessment to demonstrate student learning (SCALE 2015a, 2015b). These concepts are not new within physical education, but reflect good teaching. In order to provide teacher candidates appropriate support, mentor teachers need to understand the definitions and applications of these three fundamental themes. Therefore, the purpose of this article is to provide insight into three major themes. A second purpose is to provide a discussion of how mentor teachers can support teacher candidates in these areas.

Differentiation

The term differentiation or differentiated instruction (DI) has been interpreted many ways. DI is considered to be a theory that teachers should work to accommodate and build on students' diverse learning needs (Rebora, 2008); a collection of educational experiences that extend, replace, or supplement learning beyond the standard curriculum (Kichner & Inaman, 2005); or a method of designing and delivering instruction to best reach each student (Weselby, 2014). In layman's terms, DI means one type of instruction does not fit all. Students within any classroom represent varying levels of readiness based on their past academic learning, personal experiences, community characteristics, cultural norms, learning disabilities, 504 status, or high giftedness (Weselby, 2014; Tomlinson, 1999; SCALE 2015a). These factors change the manner in which students obtain knowledge, gain understanding, and improve skills (Tomlinson & Strickland, 2005). Consequently, teacher candidates should alter, modify, or vary instructional

opportunities to increase learning based on the needs of their P-12 students. This means a teacher candidate should divide their P-12 students, either individually or in small groups, in order to use appropriate learning tasks that provide more or less assistance to increase learning. Teacher candidates must consider what the students know and can perform in order to devise a variety of strategies for effective instruction; the starting point is getting to know the P-12 students' levels of readiness.

Determining students' academic readiness means a teacher candidate must use multiple forms of assessment as part of the planning process; in edTPA, this is addressed directly in the questions within the Task 1 commentary (SCALE, 2015a). In short, the teacher candidates should find out about prior academic learning, personal experiences, and cultural and community assets from the mentor teacher or the P-12 students. Two easy ways for this type of data collection is through interview or questionnaire formats. For instance, if a teacher candidate would like to know more about the personal experiences of the P-12 students in soccer, an efficient way to get the information could be by administering a questionnaire. Similarly, a teacher candidate might ask his or her mentor teacher about the prior physical education soccer lessons taught earlier in the year or in years past. Mentor teachers should be ready to answer what the P-12 students have been taught in the past, what they are able to perform, and what the teacher candidate could focus instruction upon during the learning segment. It is advisable to answer these types of questions orally so as not to provide the teacher candidate with text that could be used on the edTPA. As stated above, this information will allow the teacher candidate to understand the strengths and weaknesses of the students prior to forming the lessons and creating lesson plans and learning tasks for the learning segment.

Using the information described above, the teacher candidate can then determine the starting point of the learning segment, domain objectives for each lesson, and individual or small group learning tasks for students of similar levels of readiness and developmental needs. At this point in the planning process, teacher can-

didates need to make a concerted effort to teach P-12 students with similar levels of readiness in ways that will be most appropriate for their strengths, needs, and performance levels. Within edTPA, DI occurs when the teacher candidate plans to "address the needs of specific individuals or groups with similar needs" (SCALE, 2015a, pg. 17).

The most effect way to accomplish this outcome is for teacher candidates to plan their lessons for identified, specific students based on their strengths, needs, and performance level. It is literally planning for certain students at a certain level of readiness to complete certain learning tasks in order to learn in the most effective manner based on certain needs. This goes beyond extension, refinement, and applications (Rink, 2014) or change, challenges, and choice (Stiehl, Morris, & Sinclair, 2008), which is actually planning for the whole class and accommodating based on the P-12 students' performances on the day. Indeed, the most effective manner of differentiation is planning particular learning tasks for particular P-12 students to address particular needs; it is planning for individuals or groups of P-12 students. Most teacher candidates, instead of planning specific learning tasks for the students' needs, will accommodate based on observation. This skill set aligns with effective practices, but, if the accommodations do not address predetermined needs of the students, then this would not be considered differentiation. The key to differentiation is targeting needs based on P-12 students' readiness prior to instruction.

As stated above, the mentor teacher has already provided data for dividing the class by level of academic readiness. At this point in the planning process, the mentor teacher can help in two important ways. First, the mentor teacher can help the teacher candidate by allowing him or her to enact the DI lesson plans. This cannot be overstated how this type of implicit encouragement and support can help the teacher candidate feel empowered to affect student learning, in perhaps, a completely new way. Second, prior to the edTPA learning segment, the mentor teacher can help prepare the P-12 students in the class to learning how to move

between stations or transition between different learning tasks. As Tomlinson (1999) suggests, the mentor teachers can gradually introduce differentiation strategies in their classes for more success later by the teacher candidate. This does not mean that the mentor teacher will assist during the planning or instruction of the learning task, but only to help prior to the teacher candidate's beginning the edTPA portfolio work. It must be stressed that once the edTPA process begins the mentor teacher cannot make suggestions for changing learning tasks or edit documents such as lesson plans, teaching materials, or commentaries (Grant & Sanderson, 2016).

After writing the lesson plans for the learning segment, the teacher candidates need to instruct P-12 students according to their DI design and using effective teaching practices. For example, a teacher candidate might have high-skilled performers in one group and low-skilled performers in the other. Each group has identified students and specific learning tasks that will lead to greater skill in soccer passing, for example, but are different in requirement and outcomes. This means that with different learning tasks occurring at the same time, there will be more movement of students, transitions between tasks, and confusion if not effectively managed. Therefore, successful DI will only occur in gymnasiums where teachers are well organized, have established a safe learning environment, and maintain good classroom management skills (Barge, 2014). These effective teaching practices allow for easier transitions between and during activities, especially if the teacher is moving students from individual work, to small or large group work (Barge, 2014). Also, teachers can adapt their differentiated learning tasks based on feedback from the students and monitoring students. Based on this "with-it-ness" the teacher candidate can change pacing instruction or progressions so that lesson can be more effective. These types of effective teaching practices are no different than any other class. This means mentor teachers can help with these types of management skills early in the clinical practice, just as they have done in the past.

In the end, successful DI is a process that takes time, effort, planning, and practice to incorporate in planning and instruction (Barge, 2014). Efforts to differentiate are most successful when they are combined with high-quality programs, research-based instructional strategies, well-designed activities that address the needs and interests of students, active learning, and student satisfaction with the lesson (Tomlinson, 1999). Even though differentiation takes attention, skill, and commitment; it is an attainable method of facilitating learning and academic growth in all students (Keck & Kinney, 2005) and part of the edTPA themes for good teaching practices.

Academic Language

Although the study of academic language began in the early 1980's in the study of English language learners (Astram, et al., 2010), it seems to be new for most physical educators in Georgia. For the purposes of edTPA and physical education, academic language is the expression of language, whether oral, written, and nonverbal, within an academic context or for academic purposes (SCALE, 2015a). For physical education students, and any student in general, this occurs through four language demands: function, vocabulary, syntax, and discourse (SCALE, 2015a, 2015b). Each demand is a specific way that students use academic language in the learning process. One might think of the demands as different tools that can be used to unlock new understanding of content, such as learning about bowling. Depending on the learning task and the interactions therein, a different demand could be used to help students study, access, and communicate the meaning of the game using the language of physical education and the sport of bowling. To help understand with more depth, the example of bowling to investigate each demand is provided.

Function. The language function is the active verb found in the objective that best describes the way students will use language to complete the purpose of the

lesson (SCALE, 2015a; Fisher & Frey, 2010). Examples include, but are not limited to describing, distinguishing, justifying, labeling, explaining, comparing, analyzing, summarizing, reporting, planning, expressing likes and dislikes, signaling, contrasting, interpreting, sequencing, and classifying (Clancey & Hruska, 2005; Fisher & Frey, 2010; Constantinou, 2015). The type of learning within the learning segment depends on the use of the language and, as a consequence, the language function selected by the teacher candidate.

In the bowling example, the language function could be describing a strike, spare, and open frame. For students to be able to accomplish this task and express their learning, the students might explain that a strike is knocking down all the pins with the first bowl of a frame, a spare is knocking down all the pins in two bowls within a frame, and an open frame is when a bowler does not knock down all the pins in a frame. In contrast, if the language function was to calculate, the definitions of the words might change emphasis and manner in which the students show their understanding of language. In this new situation, a strike is now defined as both knocking down all of the pins with the first bowl of a frame as well as the implications on the score, which is a score of 10 pins plus the sum of the next two bowls. The emphasis is now on how to score a strike instead of a basic description of the mechanism of recognizing a strike when it occurs. As a result, the change in language function altered the use of the language as well as the learning by P-12 students.

Vocabulary. This concept is rather straightforward. Within each field of study, there are words that have subject-specific meaning, are important for students to know, and are key to the learning within the lesson (Clancey & Hruska, 2005; Vaca & Vaca, 2007). This vocabulary will be the same within physical education, but might have a different meaning when used in another setting or context. The bowling definitions above are great examples. Using the term “strike” in a physical education class could mean a manner for hitting a ball, swinging at a pitch and missing, or, in the case of bowl-

ing, knocking down the pins in the first bowl of a frame. Outside of physical education or sport, the term could mean a march in protest during a historic event or igniting a match to start combustion in a physical science class. The context and definition therein makes these words essential for the education of the P-12 physical education students. Further, these words do not need to be exclusive to physical education, but can be general academic vocabulary such as language functions found in the examples above (edTPA, 2015). To “describe” something in the common vernacular might mean giving the color and type of car—black SUV. In a classroom, it might mean describing an action using the scientific method to show a causal relationship between the two objects. Again, vocabulary as an academic demand gives the students the key words with specific definitions that must be understood and used to make sense within the physical education setting.

Syntax. This is the set of conventions that organizes aspects of the language and represents the meaning within the academic field (edTPA, 2015). This type of organization, like all demands of academic language, must move beyond an exposure to these structures. The P-12 students must practice, use, and become proficient at organizing the academic language into understandable units, which can be used to carry out the function of the learning segment (Fisher & Frey, 2010). For instance, if a written or oral question asks students to explain the differences between a hop and a jump, the students must learn to use the root of the question (i.e., the differences between hop and jump are ...), in order to express their learning in a meaningful way. A teacher candidate might begin a scaffold learning task by providing the students with these sentence stems to begin the organization of and proper way to express learning. Other examples of syntax within physical education are the use of graphic organizers, word walls, Venn diagrams, and diagramming X’s and O’s (Constantinou, 2015, edTPA, 2015b).

In the bowling example above, a teacher candidate might teach the students how to fill out a bowling

score sheet in order to use the conventions of the subject content to record or organize the bowls within a game. The syntax would be the various bowling conventions for shorthand writing the score for each frame, such as placing an “X” in the upper right-hand corner when a strike is bowled. One way to teach the students would be to verbally give the students the bowls for a few frames and having the P-12 students fill out a scorecard. This would allow the P-12 students to use the academic language used by the teacher candidate, use the scorecard to organize their thoughts, and then use the language to retell the bowls of the scorecard in writing or verbally to another student.

Discourse. The use of the other language demands (function, vocabulary, and syntax) to express the overall meaning of the learning of the content is discourse (edTPA, 2015a, 2015b). This is the large-scale, overarching summation of the learning for the lesson or learning segment. This can be spoken or written and has context-specific linguistic features that help the students “comprehend and interpret the different discipline-specific texts and talk” (Constantinou, 2015). Using the example of bowling once again, a student would use his/her scorecard from bowling in class to describe through written word or orally how well he/she did in the game. Specific questions might be posed on a template to help the students organize their thoughts (syntax) using the words from bowling (vocabulary) before describing (function) the improvement or decline in their play.



Assessment

Experiences from veteran teachers in undergraduate and graduate physical education planning, assessment, and methods courses suggest that teacher candidates, past and present, struggle with implementing appropriate assessment practices within a gymnasium. Is-

such as time management, student numbers, and assessment types seem to restrict the use of evaluations. This continuous appraisal of student learning through the use of various types of assessments is a major focus within edTPA. More specifically, assessments must be planned (rubric 5), administered (Task 2), analyzed/presented (rubric 11), and used to support future teaching (rubric 15) within the subject area (See Table 1). Based on this push for evidence of student learning, the remainder of this section will present practices that teacher candidates can use to heighten their use of formative/summative assessments in preparation for their edTPA portfolio and their future as a physical educator.

Assessment plans. Teacher candidates need to plan formative/summative assessments within each domain (psychomotor, cognitive, and affective) throughout the learning segment. The type of assessment needed to support evaluations of student learning becomes clear by reading the assessment handbook and other SCALE-produced documents. For instance, to score a three on rubric five, a teacher candidate must plan assessments that produce direct evidence for the psychomotor domain and one other domain (either cognitive or affective) throughout the learning segment (SCALE, 2015b). By looking at the level two details for this rubric, one will see that visual observations and yes/no checklists are seen producing limited or anecdotal evidence to support analysis of student learning (SCALE, 2015b). This means that direct evidence is based on careful study or facts from student work samples or formal assessment instruments (edTPA handbook, 2015). For example, rating scales and formal, published assessments, (e.g., FITNESSGRAM), would collect data that would provide specific examples of learning or performance. That said, it must be noted that edTPA recognizes the value of anecdotal evidence producing assessments (i.e., checklists) within the gymnasium. The push through edTPA by the GaDOE and GaPSC is to move educators from collecting limited data such as checklists to collecting more robust data for analysis of student learning, especially summative assessments. It is okay to have a checklist

for a quick check (formative assessment) on student learning. But to use a checklist as the only type of summative assessment would not be appropriate.

The second part of planning assessments within the edTPA portfolio is the evaluation of P-12 students at various points within the learning segment (SCALE, 2015b). This does not mean daily assessments of all domains; seasoned, master teachers would be hard pressed to assess P-12 students on such a schedule. The push is to assess P-12 students during specific times in the learning segments, literally within certain, targeted learning tasks, so that the strengths and weaknesses of the domains can emerge from the data. The two issues that prevent this from happening are the use of appropriate assessments for each domain and limitations due to a large class size.

With regard to the first issue, Young (2011) provided a table that lists different assessments for each of the physical education domains. For instance, rubric skills tests, rubric observations, rating scales, and game play (performance-based assessment) were considered appropriate for the psychomotor domain. A table like this provides a good starting point for selecting different assessments within each of the domains, but the selection should take into account the edTPA requirements. For instance, within the listed assessments for the psychomotor domain are also checklists and self-check observations, which, depending on use, may not provide evidence-based data as required for an edTPA portfolio. Further, a teacher candidate must take into account the alignment of the assessment with standards, objectives, and learning tasks. There must be a clear connection between these aspects of the lessons and learning segment. Therefore, the use of a variety of assessments in all domains at various places within the learning segment is needed to collect data that can be analyzed and support conclusions about student learning.

The second issue in Georgia is class sizes. Some gymnasiums can have 30 – 80 students at one time with one lead teacher and one or more paraprofessionals. This means that assessment of the students is all but impossible to administer on a regular basis. Changes to the

edTPA physical education handbook dictate that if a class is less than 30 students, then all P-12 students must be assessed (SCALE, 2015a). If, however, the class is greater than 30 students, then only 25 P-12 students must be assessed (SCALE, 2015a). The concern of bias against large classes should be somewhat mitigated with this change and, if the selection of the P-12 students demonstrates the various levels of proficiency found in the class, then the results would be representative of the class.



Assessment analysis and results. The use of formative/summative assessments means that some sort of analysis must be conducted in order to address the strengths and weaknesses of the students, at the whole class, sub-group, and individual (focus student) levels (rubric 11) (edTPA, 2015a, 2015b). A teacher candidate can conduct either quantitative (number) or qualitative (word) analysis to fulfill this requirement. The focus is on using direct evidence to delineate the strengths and weaknesses of the whole class; low-, middle-, and high-performing students; and/or the focus students. This analysis should result in specific, supported statements about the P-12 students' learning that are not so general that they could be applied to any lesson within any learning segment. In other words, statements such as "the students did not seem to know the cues" should be specific to which cues were not being understood and what evidence shows this to be true. If the statements are too general or based on partial evidence, the analysis can be viewed as "superficial" and be scored low on the edTPA rubric (SCALE, 2015b). Further, for any educator, the goal should be addressing the specific needs of the students. Each class has different students with a variety of needs. This diversity of students changes the data collected and level of learning in each domain for each class. Although there might be similarities across a grade level, the direct evidence should be specific

enough that each class would have nuances that show learning variability between the classes.

After conducting the data analysis and finding the results, teacher candidates are asked to create a plan for the continuation of learning (rubric 15); in short, this is the beginning of the planning for the next learning segment or unit within the subject area. There should be a direct connection between the analysis and the “next steps” in teaching the content. The suggestions for further education of the class should move beyond management or instructional changes and suggest the next learning tasks that would help the students better learn the material or deepen their understanding of the content.

Conclusion

The edTPA is an assessment in which differentiation, academic language, and formative/summative assessment of student learning are used to evaluate a teacher candidate’s ability to plan, instruct, and assess. These themes represent ways in which teacher candidates can demonstrate good teaching of P-12 students. As stated above, due to today’s diverse classrooms, all teachers should differentiate learning tasks within lessons. DI requires teacher candidates to design and deliver instruction at a small group or individual level to best reach each student. In short, DI means one size does not fit all. Teacher candidates must change the progression of skill development based on the prior academic learning, skill proficiencies, and/or learning experiences in order to help each student develop skills at an acceptable level as determined by lesson objectives.

Academic language is the expression of content-specific language, whether oral, written, or non-verbal, within a learning segment. Academic language is discipline-specific and is different from everyday language. If specific academic language for learning is not taught, some students may miss out on future learning opportunities that depend upon having acquired this language. Through the use of each language function, P-12 students are able to comprehend the content, consider its

impact on their ability within the gymnasium, and articulate what they have learned.

Using various types of formative/summative assessments such as edTPA allows teacher candidates to know how well the P-12 students are learning and what impact the learning tasks have made on the P-12 students’ understanding of the content. This emphasis goes beyond GACE 115 and 116 (assesses content knowledge only) by requiring teacher candidates to administer and analyze data in an authentic experience. Completing edTPA shows the totality of a candidate’s ability to effectively teach his/her subject matter to all students.

This article presents a quick explanation that may not be detailed enough for a mentor teacher to feel comfortable with this national assessment. Most of the EPP programs within the state offer mentor teachers’ in-service workshops or an orientation to edTPA. This would be the most helpful way for a mentor teacher to deepen his or her understanding of differentiation, academic language, and formative/summative assessments as they relate to edTPA. If this is not offered, one might use this two-part series of articles to review the requirements and themes of edTPA with a university supervisor.

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Every Student Succeeds Act (ESSA)

The Georgia Department of Education has announced the committees that will form the rules for spending funds associated with ESSA. Also, they will solicit public feedback to help guide their decision making. GAHPERD endeavors to play a key role in the process and needs your help. The remaining public feedback schedule is:

September 19 – Muscogee County - Northside High School,
2002 American Way,
Columbus, GA 31909

October 12 – Laurens County - Old West Laurens (OWL) Training Center,
338 West Laurens School Road,
Dublin, GA 31021

October 13 – Chatham County - Pulaski Elementary School,
1001 Tibet Avenue,
Savannah, GA 31419

October 17 – Gordon County - Gordon County College &
Career Academy,
305 Beamer Road,
Calhoun, GA 30701

ALL SESSIONS RUN FROM 6:00 PM - 8:00 PM!

Please email Brian Devore (briangahperd@comcast.net) if you would be willing to attend and/or speak at any of the sessions! Without your input, Health and Physical Education may not see much of the funding that is available!

PE teacher Jana Forrester from Temple's Providence Elementary School registered for the New Balance Foundation Billion Mile Race and won a brand-new Fender stereo system for her school. By contributing miles toward the billion-mile national goal, Providence Elementary and the 96 other Georgia schools participating in the Billion Mile Race make themselves eligible for loads of other grants and prizes.

Is your school in? Join today at billionmilerace.org/register—registration is free and takes just two minutes. Let's show the nation and the world what Georgia's got!

About Jana Forrester

I have been teaching health and physical education for over 18 years. I'm originally from Alabama, where I graduated from Auburn University with both my bachelor and masters degrees. I started my teaching career in Auburn City Schools before moving to Georgia. I taught 6-8 grade in Griffin, Georgia for two years and coached softball and basketball at Kelsey Middle and golf at Griffin High. Later, I moved to Carroll County and have been in the Temple Community for 15 years. I taught at Temple Middle School for 12 years where I also coached girl's basketball and softball and I coached tennis at Temple High. I have currently been at Providence Elementary the last three years and have taken a break from coaching.

Jana is on the Georgia AHPERD Executive Board as co-chair of Advocacy. She is passionate about quality health, physical education, and physical activity opportunities. She is also the 2016-2017 Teacher of the Year at Providence Elementary School in Temple, GA. Congratulations Jana!





Pictured above Kneeling: Dylan O’Neal, Frank Ruepp, Triston Gartman, Karter Fletcher
 2nd Row: Coach Betsy, Isaiah Butler, Sam Hardman, Ben Hardman, Jeffrey Drake, Owen Lancaster, Gage Francis, Lake Fletcher, Abigail Gilbert, Carter Ellington, Steven Ruepp, JR Chris, Emma Allbritton
 3rd Row: Coach Christie, Todd Moye, Aiden Francis, Marcus Black, Amber Anderson, Coach Burnam, Not Pictured: Lauren Greer, Grace Edmondson, Evan Velazquez, Logan Deal, Abby Rykard, and Brady Wells

PINE GROVE ELEMENTARY ARCHERS – 12TH IN WORLD

Recently the archery team traveled to Myrtle Beach, South Carolina to participate in the National Archery in Schools Program’s World tournament. PGE represented South Georgia well with their highest score to date. The team scored 3,098 out of a perfect score of 3,600 in the bullseye tournament elementary division. Finishing 12th place is quite an accomplishment for these young archers. Last year in Nashville PGE finished 45th and that is a big improvement. PGE also participated in the 3D tournament finishing 9th in the World.

A perfect individual score is 300. The following students shot over 250 in the bullseye tournament: Jeffrey Drake (272), Karter Fletcher (267), Abby Rykard (264), Lake Fletcher (263), Aiden Francis (261), Frank Ruepp (259), Owen Lancaster (259), Steven Ruepp (255), Lauren Greer (254), and Sam Hardman (252).

Archery has provided great experiences for the students at Pine Grove. Not only is it a fun activity to participate in with friends, it provides opportunity for travel, visits to new exciting places and adventures. The team bonds through these experiences and friendships are formed as these young archers are learning about themselves and growing into young adults. The coaches who volunteer time and resources say it is a beautiful process to witness and be part of something so rewarding.

Archery students have to work hard, remain disciplined and learn to focus. It teaches respect, responsibility, compassion and gives students a sense of pride to be part of something. They are learning to serve others and to have empathy for their teammates and for others. They learn to look deep within themselves, and build the confidence that it takes to be successful in the sport of Archery. It is our hope that these concepts will build upon one another and flow into other facets of these young archers lives. Archery is changing lives at PGE, one arrow at a time!

There is no funding for sports at the elementary level. The program is run by Amie Burnam, Sue Ann Christie as coaches and Betsy Suber as a community coach volunteer. We rely on community support to help make this possible. The community has been very supportive in helping our young archers by donating prizes for a raffle, purchasing banners that are displayed at tournaments, purchasing new targets to replace worn out targets, and monetary donations. **THANK YOU TO EVERYONE THAT HAS CONTRIBUTED TO THIS EXCEPTIONAL PROGRAM.**

Let's Move Active Schools— Award Winners in Georgia

Bibb County School District

Alexander II Magnet School
Bruce Elementary School
Central High School
Florence Bernd Elementary School
H. G. Weaver Middle School
Howard High School
Ingram-Pye Elementary School
James H. Porter Elementary School
John H. Heard Elementary School
McKibben Lane Elementary School
Dr. Martin Luther King, Jr. Elementary School
Rutland High School
Skyview Elementary School
Southwest Magnet High School & Law Academy
Springdale Elementary School
Taylor Elementary School

City Schools of Decatur

Glennwood Elementary School

Cobb County School District

Blackwell Elementary School
Floyd Middle School
Mableton Elementary School
Russell Elementary School
Smitha Middle School

Decatur County School District

Elcan-King Elementary School

Fulton County School District

High Point Elementary School
Lake Windward Elementary School
Stonewall Tell Elementary School

Hall County School District

East Hall Middle School
Johnson High School
Lanier Elementary School
Martin Technology Academy
South Hall Middle School

Savannah-Chatham County School District

Largo-Tibet Elementary School
Port Wentworth Elementary School
Virginia L. Heard Elementary School
Windsor Forest Elementary School

School-Wide Celebration Ideas

- Collaborate with your communications manager or district office to promote your achievement to students, parents, staff, the school board and local community members.
- Plan an Active Schools pep rally/assembly to celebrate your success. Don't forget to highlight the school's physical education and physical activity opportunities, honor teachers who are serving as Active Schools champions, and emphasize the benefits of 60 minutes of physical activity a day.
- Leverage your school's newspaper, newsletter and local television station to tout your National Award. (*See Press Release template above.*)
- Display your *Let's Move!* Active Schools National Award banner and certificate in a high-traffic area (e.g. lunchroom, gymnasium, student center, etc.) to keep active learning environments top of mind all year long.
- Include a celebratory message in your PA announcements or student broadcasts. (*See PA scripts in Promotional Kit above.*)
- Get on the agenda at a school board meeting to celebrate your award and discuss why your school's Active Schools efforts are significant to students' health and academic performance.
- Highlight your school's accomplishments to students/parents in your Back-to-School materials. (*See Email template in Promotional Kit above.*)
- Celebrate teachers and staff who are committed to enhancing physical education and physical activity opportunities for students before, during and after the school day.
- Explore opportunities to plug your *Let's Move!* Active Schools National Award in newsletters and publications and at community events or class reunions.
- Share the great news with your PTA/PTO and encourage parents to champion your school's Active Schools efforts at www.letsmoveschools.org.
- *Connect with your [SHAPE America State Affiliate](#) leaders to elevate your school's success and commitment to Active School environments.*

2016 Health and Physical Education Survey

In spring of 2016 the Georgia AHPERD Physical Education Committee surveyed Georgia health and physical education teachers to identify the following:

The professional development opportunities that would be of interest to Georgia health and physical education teachers.

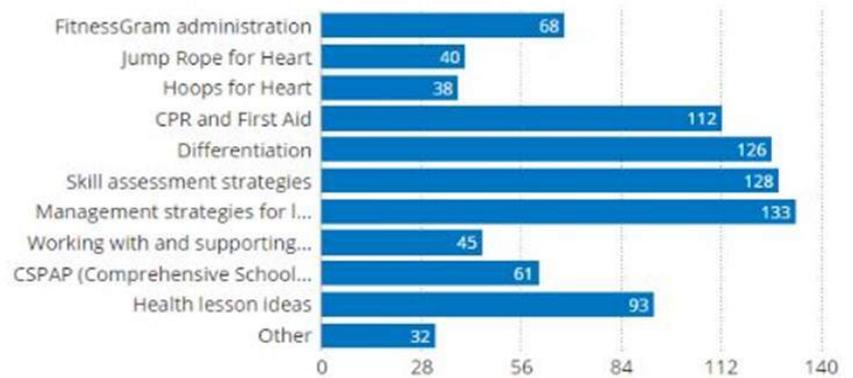
The ways student learning outcomes (SLO's) are measured in Georgia's health and physical education classes.

The opinions of health and physical education teachers about the SLO assessments.

The purpose of the survey was to provide GAHPERD leadership with information about the needs of Georgia health and physical education teachers. The committee would like to thank the 310 teachers who responded to the survey. The Georgia AHPERD leadership team plans to use the data to better serve our members.

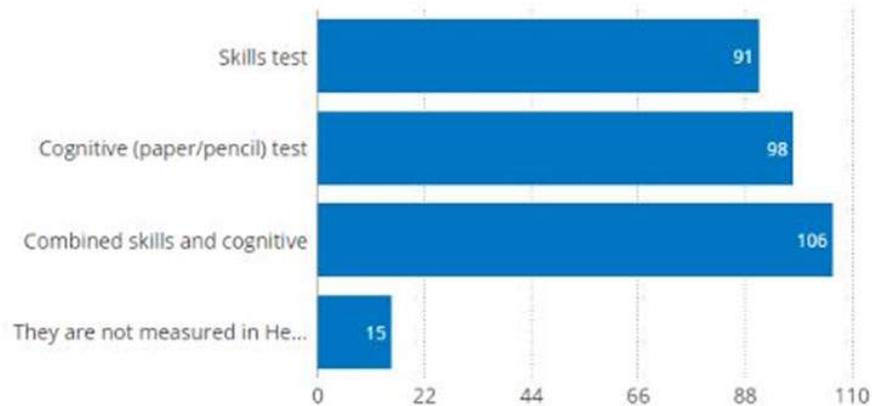


1. Which of the following professional development opportunities would be of interest to you? (check all that apply)



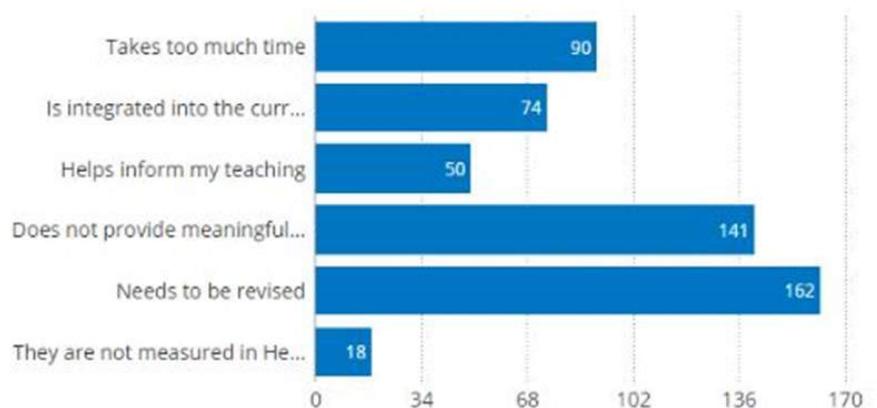
876 responses in 310 results

2. How are student learning outcomes (SLO's) measured at your school?



310 responses in 310 results

3. Please check all that apply to your opinion regarding SLO assessment at your school:



535 responses in 310 results

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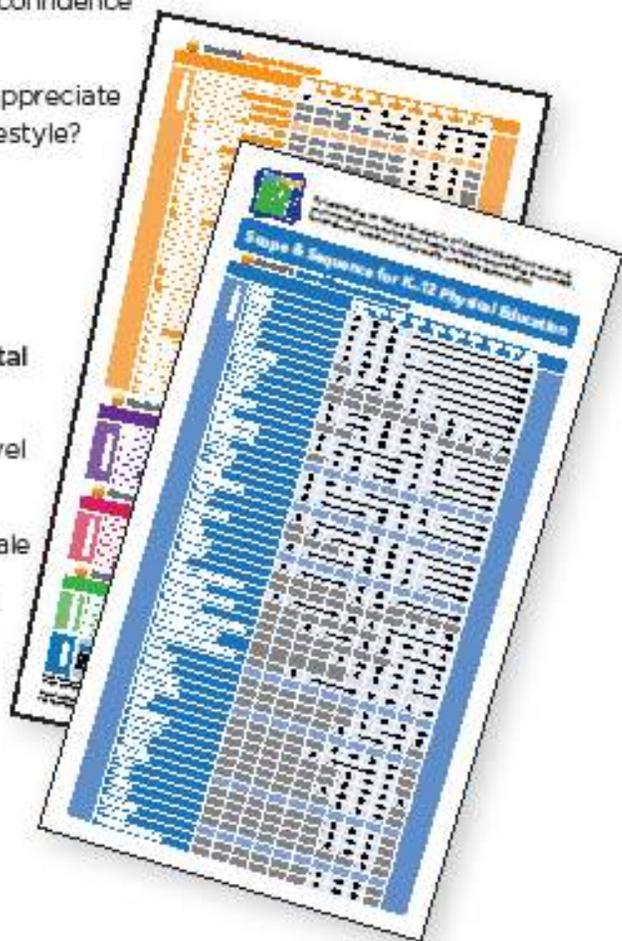
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Lessons From Youth Perceptions of a CrossFit After-School Program

Christina M. Gipson, C. H. Wilson, & Trey Burdette

Georgia Southern University

Abstract

The physical literacy concept can and should be extended beyond the school day into Afterschool Programs, especially for youth from underserved backgrounds. Importantly, a common missing piece in the physical literacy movement is the opinions of the youth within those very classes and programs. The purpose of this paper is to address the gap in program design and participant perception by exploring youth participant perceptions of a CrossFit Afterschool Program. Focus groups conducted 6 weeks into a 12-week CrossFit session with 10 participants provided three emergent themes: CrossFit expectations, CrossFit Lessons, and preference for known physical activities. The participants reported enjoying the program and provided recommendations for improvements.

Introduction

Recently, there has been a well-publicized push to incorporate the concept of “physical literacy” (PL) into physical education (PE) and physical activity programs in response to declining physical activity and increasing obesity rates. PL is the latest term attempting to encapsulate the necessity of a holistic concept of physical fitness that includes the physical, cognitive, and affective domains. While the term is not new, its prominence is relatively so (Corbin, 2015). Roetert and MacDonald (2015) noted that the term is now in use in many countries around the globe, with America as a relative latecomer to the current movement. In 2013, the Society of Health and Physical Educators (SHAPE America) incorporated the concept of physical literacy into its national standards for physical education, stating that “the

goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity” (p. 1). According to the Aspen Institute (2015), the PL concept can and should be extended beyond the school day into Afterschool Programs (ASPs), especially for youth from underserved backgrounds. Importantly, a common missing piece in the PL movement is the opinions of the youth within those very classes and programs. The purpose of this paper is to address the gap in program design and participant perception by exploring youth participant perceptions of a CrossFit ASP and the implications for both physical educators and ASP providers.

Literature Review

After School Programs

ASPs serve their participants through several important functions, including providing a positive atmosphere for personal growth and opportunities for physical activity. For example, the Afterschool Alliance (2014) reported ASP directors’ underlying mission for many programs are to keep kids off the streets and to give them a positive setting to grow. Afterschool Alliance also surveyed parents to learn about some expectations from ASPs and found that 84% of parents expected their child to engage in physical activity. Newland, Dixon, and Green (2013) reported that ASPs often focused on health and physical activity because of the rise of obesity and reduced amounts of physical activity during the school day. Additionally, the report highlighted higher participation among children from low-income families. Importantly, due to the increasing cost of youth sports and specialized travel teams, ASPs may be the only opportunity for many kids to participate in sport and improve their physical literacy.

Often youth served by ASPs have been identified as underserved or vulnerable. The Afterschool Alliance (2014) also found higher rates of lower class, African American, and Mexican Americans in ASPs. Haudenhuyse, Theboom, and Nols (2012) asserted that vulnerable populations may be distorted from social

relations and encounter stigmatization, discrimination, sanctioning, and self-perceptions of incompetence. Additionally, the report highlighted higher participation among children from low-income families. Importantly, due to the increasing cost of youth sports and specialized travel teams, ASPs may be the only opportunity for many kids to participate in sport and improve their physical literacy.

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CrossFit and CrossFit for kids

CrossFit is a growing fitness program (Sibley, 2012). CrossFit was founded in 2000 by Greg Glassman and Lauren Jenai (Dawson, 2015). The founders wanted to offer a fitness activity that could enhance and train multiple physical activities simultaneously - cardiovascular endurance, power, flexibility, speed, agility, and balance. Butcher, Judd, Benko, Horvey, and Pshyk (2015) labeled CrossFit as a multimodal high-intensity interval training because it incorporates many functional movement patterns of high-intensity. The format of CrossFit classes increases work capacity over time and modal domains. CrossFit can be a beneficial form of an

exercise regimen for many because workouts simultaneously work on strength and endurance. In addition, adult participants have identified workouts as being tough but felt a sense of community, friendships, and camaraderie (Davies, Coleman, & Babkes Stellino, 2014). The participants liked being challenged, enjoyed setting new personal records, and proving to themselves that they could do strenuous physical activity. These social and affective benefits are key components of CrossFit.

In 2004, Jeff and Mikki Martin started CrossFit Kids (CFK) specifically for kids and not to simply mirror adult CrossFit classes (Moran, 2014). CFK is based on the principle of mechanics and consistency (Sibley, 2012) so that kids can learn PL skills of good movement throughout childhood and adolescence. Activities are taught and used in CFK that translates into the participants' everyday lives. For instance, teaching a child to bend at their knees to lift a weighted ball (i.e. medicine ball or slam ball) can be translated into teaching the child to bend with their knees to pick up their heavy backpack for school, which teaches kids learned movement patterns. CFK capitalizes on consistently using good mechanics that translates into physical literacy (Sibley, 2012). Additionally, all sessions can be scaled for each participant, which means weights and movements are adjusted to fit the participant's abilities. CFK trainers account for the variety of maturation statuses in a class full of kids. Cavallerano (2012) highlighted CrossFit having a transference effect, as lessons learned during workouts can extend into the personal and professional settings (Dawson, 2015). Dawson compared this transference effect to self-help and introspection as a means of rehabilitation. Fletcher (2010) wrote a CrossFit manual about mental training and highlighted the potential for the development of goal setting, focus, imagery, and positive self-talk skills. These are all characteristics that can positively be used for youth participants.

The researchers of the current study are aware of current criticisms of CrossFit being labeled as dangerous and risky (Bergeron, et al., 2011; Mullins, 2015; Peterson, Pinske, & Greener, 2014). However, to counter such concerns, the trainers followed CFK program

suggestions of emphasizing proper technique over increasing the load (amount of weight) and making sure participants demonstrate consistent movements before intensity (CrossFit, Inc., 2016). CFK sessions are meant to be fun for all ages, which the CrossFit Kids Training Guide states this way: Broad-Inclusive-General fun. CFK programs are designed to require limited equipment so programs are therefore inexpensive and can be incorporated in a variety of settings. The CrossFit Kids website reported over 1,800 CFK programs found in CrossFit affiliates and more than 1,000 schools worldwide implementing CrossFit training. In addition, traditional sports interventions have a high dropout rate (Sabo & Veliz, 2014). Therefore, the nontraditional sport-based intervention called CrossFit Boro: Prepared for Anything - youth edition (CFBPFA) was developed for a population identified as at-risk.

Methods

An internal university grant was awarded to host a CrossFit program for youth at-risk in a rural area in Southeast Georgia. A local afterschool organization was contacted to recruit 15-20 middle school aged participants for the 12-week CrossFit program. Initially, 17 kids signed up for the program. However, following challenges that included parental transportation issues, involvement in other afterschool activities, and lack of parental support, ten participants consistently attended.

Participants

The participants are referred to by the empowering term “athletes” because a “person who does CrossFit is an ‘athlete’” (Sibley, 2012, p. 43). At the time of the study, 7 athletes were 11 years old, 2 were 13 years old, and 1 was 14 years old. There were five females and five males. Eight athletes reported coming from single parent homes, all reported being raised by their mothers except one, and two reported living in a two-parent home. Seven athletes lived with siblings, two athletes’ siblings did not live at home, and one athlete was the only child. The athletes were not asked if they were part

of the Federal Food Assistance Program, however, the stakeholder that partnered with the research team reported that 94% of the population they serviced come from minority and/or low income families. The organization provided meals (dinner and snacks) to the children afterschool which meant the CFBPFA the program was scheduled so the athletes could return to their afterschool setting to have a meal before going home for the evening.

This paper represents a pilot study. The purpose was to explore the athletes’ perceptions of a CrossFit afterschool program tailored to them. Coakley (2011) warns that personal development and social development must be delivered in a way that teaches youth ways to integrate them into their own lives and highlighted that all youth programs do not always result in change. Limited change, Coakley argued, could be due to poor delivery or lack of participant interest in the program. This study directly addresses the participant interest component.

Facility

A local CrossFit facility was chosen because of the location, access to equipment, and ability to work out around CrossFit athletes. Additionally, consistent with scholars like Hellison (2003) and Hellison and Walsh (2002), the location was anticipated to enable the participants to feel physically safe, personally valued, morally and economically supported, personally and politically empowered, and hopeful for the future.

Focus groups

The data presented in this paper used qualitative methods gathered after six weeks, the halfway point, of the CFBPFA program. Qualitative approaches are, in essence, a form of social inquiry striving to bring context to and deeper understanding of how people live their lives through work, school, and home (Malagon-Maldonado, 2014). The focus groups consisted of ten open-ended questions to allow for participants to fully and deeply explore the impact of CFBPFA on their

lives. The questions were framed using Sport Development Impact Assessment Tool (Burnett, 2001) and primarily focused on the micro-level impact dimension because it addressed the holistic development of participants in terms of personal experiences and development. Haudenhuyse, Theeboom, and Nols (2012) argued that an individual-based development approach should not be the starting point for sport-based interventions for youth-at-risk because of challenges encountered by this population. The aim of the focus groups were to discuss athletes' expectations of the program, strengths and weaknesses from the sessions, suggestions for changes to the current and future program, and discussion about family and peer support. The focus group data were used to learn, reframe, and adjust the program. Haudenhuyse and his colleagues looked at the work from Foster and Spencer (2011) and argued that there is value when focusing on the youth's narratives and interpretations in relation to the pasts, presents, and futures. Focus groups consisted of 3-4 athletes and one researcher. Confidentiality was maintained by giving each athlete a pseudonym.

Data analysis

Each focus group was transcribed verbatim. Three researchers analyzed each interview independently using thematic analysis. Commonalities were then pulled from each researchers' analysis and three major themes emerged: CrossFit expectations, CrossFit Lessons, and Known Preference for Known Physical Activities.

Results

CrossFit expectations. The research participants were first introduced to CrossFit during the summer in 2015 when the partnering organization brought their members to the local "box" (CrossFit term for gym – See Appendix A for common CrossFit terms). During this time, the head trainer provided a brief overview about CrossFit. Two months later, the research team went to the after-school setting to continue the discussion about CrossFit and to give the youth the opportunity to sign-up for the

program. Beyond these two situations, CrossFit was rarely discussed.

When arriving to the local box, the athletes were kept separate from the adult classes because of differences between the workouts. The way in which CrossFit was presented to the athletes was flawed, which was evident when from responses to the question "What is CrossFit?" Two participants stated, "I thought we were going to be running" (Kennedy) and "I thought we were actually going to be playing sports, like basketball, football, track, and baseball. Marathons - that is what I want to do" (Jason). Perhaps the idea of running came from the activity in every sessions. This could indicate the program having either too much running or the lack of discussion between the trainers and the athletes about the purposes of running. Further, it was interesting to think that six weeks into the program, Jason linked CrossFit to mainstream sports like basketball and football when the athletes never used such equipment. Later in the focus groups, when the participants were asked what they wanted to do more, Jason said he wanted to play more football and basketball. It became clear to the research team that the athletes were not fully exposed to the meaning of CrossFit. The athletes did not see the bigger CrossFit picture, such as the CrossFit Games, opportunities to compete, or simply athletes that look like them. Isolating the athletes from the adult classes could have been a mistake because the athletes did not have the opportunity to see others working hard, struggling but working to complete the workout or simply supporting each other. They did not get to interact with everyday people who CrossFit, which has been highlighted by Pickett, Goldsmith, Damon and Walker (2016) as a significant part of the sport of CrossFit.

Additionally, CrossFit is not a mainstream sport. The CrossFit Games are streamed live over the summer on ESPN3, which is not a basic cable channel and not as accessible as basketball or football. Post-event excerpts of the CrossFit Games, condensed for time, are also shown on the ESPN family of networks. Therefore, it may be less likely for this demographic to have much prior knowledge of CrossFit. There is a low participation rate of African American athletes at the CrossFit

Games. Therefore, it makes sense that the research participants struggled to identify role models in the sport because the research team did not expose them to CrossFit athletes and there are very few athletes that look like them. Therefore, it would be hard for the athletes to learn and relate to African American athletes, such as Elisabeth Akinwale and EZ Muhammed, when they are not discussed on television or social media at the same rates as Stephen Curry, Skylar Diggins, Cam Newton, or Russell Wilson.

When asked at week six of CFBPFA about her initial perception of CrossFit, one participant stated, “I thought it was like gymnastics” (Monique). However, by week six the only gymnastics movement that had been programmed was push-ups. Therefore, she no longer linked CrossFit to gymnastics. Consistent with Coakley’s (2011) suggestion of significance of delivery, it became apparent to the research team that there needs to be more consideration of lessons and developing an understanding when programming and running an ASP. The first four weeks of the program focused on proper form of push-ups, squats, and sit-ups. It was rarely explained to the participants that these are foundational movements that need to be demonstrated with consistency before advancing movements and weights (Sibley, 2012). Physical educators often face students’ lack of prior knowledge when introducing an unfamiliar skill, sport, or activity to students. Many physical educators find it effective to link the unfamiliar activity with a known activity and/or use live or video demonstrations of proficient performers.

CrossFit lessons. With the large dropout rates seen in mainstream sports for youth, the research team chose CrossFit because it was something new. During the focus groups, the participants explained that they were learning important transferable lessons. Larry stated that because of CrossFit, he has to “focus more because you have to remember to bring your shorts and shoes; it makes me remember stuff.” Although focusing and remembering was not a direct lesson that was taught, Fletcher (2010) stated that focus consistently arises during CrossFit sessions. Larry realized that if he wanted to

come to CrossFit after school he had to bring all the items so he could participate. Fletcher (2010) asserted that individuals need to hone in on the most important factors and learn and practice ways of focusing. Larry ended his quote with, “makes me remember stuff.” Instead of just showing up and letting life happen, Larry is experiencing something that is making him actively engage and make decisions. Perhaps the program empowered Larry to be present in the activities in which he is involved. Fletcher (2010) argued that CrossFit athletes often have to switch focus and remain in control of their activities. Consequently, for Larry, this may be the first step for his mental training development.

A significant element of CrossFit focuses on the community. This community implicitly teaches people to be selfless by encouraging others to reach their goals in a supportive environment (Pickett et al., 2016). The focus groups supported the idea of community as Tommy stated “We learn how to communicate with each other more.” Monique and Kelly found that it taught them to encourage others, and Kelly continued by stating “I talk to people I wasn’t friends with before.” The community and positive environment is something that is missing in some of the lives of youth (Tough, 2012). Feldman and Matjasko (2005) asserted that middle school students are often sensitive to criticism, self-consciousness, peer influences, and often motivated by social settings. Yet, the CrossFit setting put the participants in an environment where they could grow together.

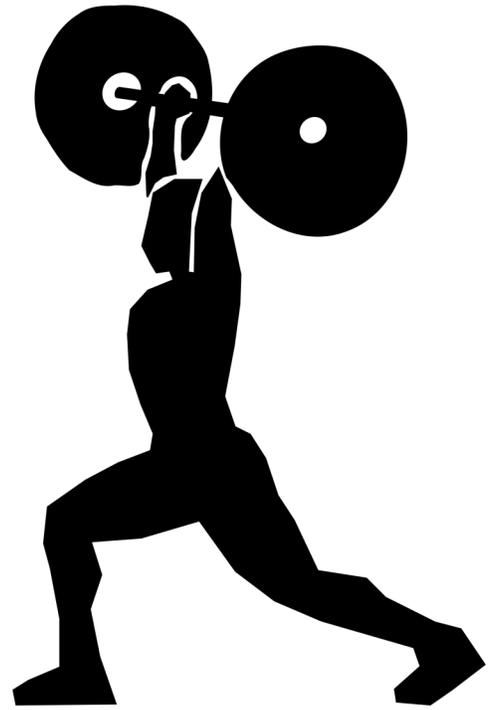
James found that his experience with CrossFit has been “great; to build yourself up.” James has often been in the shadows of his older brother who is intelligent and athletic. CrossFit has given him the opportunity to do something different. Since it is a new activity, James is not always being compared and is now able to develop his own identity as a CrossFit athlete.

Teddy, Monique, and Nicole have learned more about fitness. Monique found that you cannot be lazy to do CrossFit. She explained that even after long days at school, when she came to CrossFit she had to do the workout and could not hide behind her teammates (she plays basketball as well). This was different from her

team sport experience. Nicole is a petite young lady who has been good at cardiovascular and body weight activities. Through CrossFit, she has learned about using different muscles and being challenged in a way that required a new strength. She has had to find ways to work through these uncharted waters. CrossFit introduced her to new fitness activities and regimens, which is a key component of PL.

Preference for known physical activities. It is human nature for people to want to excel in the activities in which they are good, and often people do not enjoy struggling through things that are challenging. In the initial development of the program, this concept was not taken into full consideration. CrossFit teaches athletes to enjoy the journey of the struggle, but in the case of the pilot study, the concept could have been delivered in a better way. When the athletes were asked ‘what did you enjoy,’ they stated things like squats and running. These were all activities familiar from physical education classes. Larry even stated that “the squats make my legs stronger.” However, when we asked about other activities that were new, like using the Concept 2 Rower, the response from Jason was “No, not really.”

Participants like Nicole suggested that they wanted to run every day. For Nicole, with her slim frame, this is something at which she has always excelled. However, Michelle, who has a larger frame and can be identified as obese (5’4” and 203 pounds), suggested that there was too much running and bodyweight activities. Michelle may have bad memories from these activities from her physical education classes. Therefore, when these movements were programmed in, her attitude and interest in the program quickly changed. Faigenbaum and Westcott (2009) argued that strength programs should be used for obese children to increase confidence in their abilities within physical activities. The scholars reported such youth find enjoyment in strength training because the exercises were not aerobically taxing. Therefore, it could have been beneficial for the coaches to use dumbbell bench pressing in place of push-ups for obese athletes.

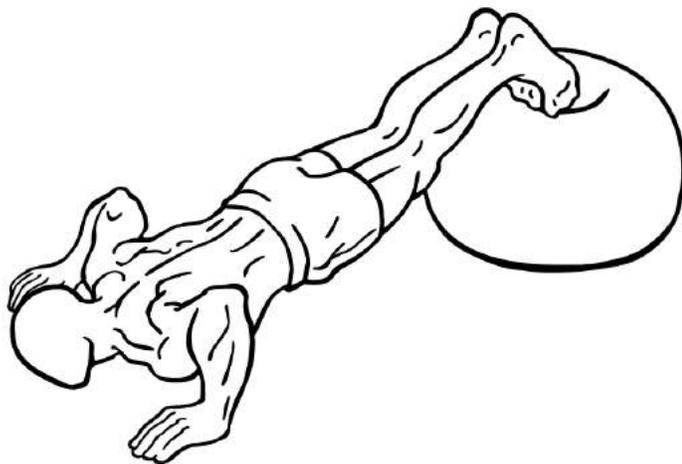


Discussion

Overall, despite low prior knowledge and greatly varying demonstrated athletic proficiency, the general perception of the CrossFit afterschool program was positive by all the athletes in the CFBPFA. This is consistent with Bakshi (2008), who also had a positive response to CFK with 20 second grade boys and girls after one year of participation. To gain a deeper understanding about the positive response, the research team probed, asking - what can we do to make it more fun? Jason stated, “I want to have a free day one day ... Play whatever we like.” This indicated that the participants wanted more of a say in the activities that they are doing. Teddy stated that he wanted “challenges for you coaches to do. We should all do a challenge together.” Teddy is suggesting that instead of the coaches just watching and instructing, there are a number of activities that they could do with the participants. This would clearly develop better coach-athlete relationships. Nicole and Monique both stated that they wanted more games instead of structured workouts. CFK has a booklet of games that they offer to the trainers. The games require limited or no equipment, and get the participants moving.

Through this evaluation process, the research team learned numerous lessons that are applicable to physical educators and ASP providers. First, when implementing a CFK program, more emphasis needs to be placed on CrossFit as a sport. Second, the trainers could discuss more of the lessons learned from the workouts and how the athletes could use them outside of CrossFit. Third, there needs to be better communication between the trainer and the athletes about the workouts while developing programs that include some of the athletes' strengths.

The current study reported different findings from Davies, Coleman, and Babkes Stellino (2014). Although the participants highlighted the importance of camaraderie, they did not indicate enjoying the challenge. Perhaps that is because the challenge was not highlighted or discussed as being positive. Sibley (2012) argued that fitness as a competitive sport is a new concept; perhaps, this is a reason the athletes did not enjoy the challenge. Deeper investigation could suggest that the athletes may not want to be challenged in a physical way because they encountered a number of obstacles that required large amounts of energy outside of CrossFit, school, or their ASP. Therefore, Haudenhuyse, Theeboom, and Coalter (2012) stated that programs should be based on a thorough analysis of the social challenges that gives attention to broader structures. Such information could be used in a way to connect to the athletes and show how life skills learned in CrossFit can be used outside of the box. Coakley (2011) and Coalter (2009) highlighted sport programs failing when coaches are not well trained in presenting use of lessons



in and out of sport.

The athletes within this study also indicated that they wanted some autonomy to choose/write the program. This was a different finding from Davies, Coleman, and Babkes Stellino's (2014) adult participants. Considering the idea that CrossFit offers minimal opportunity to be autonomous (Dawson, 2015), adult participants from Davies, Coleman, and Babkes Stellino's (2014) study did not expect or care to provide suggestions for their workouts. This could be linked to adult responsibilities when compared to those of youth.

CFK programs are beneficial for physical education and after school settings because trainers can expose participants to new activities that are beneficial in all of the PL domains. Another positive, is that limited financial resources are a common reality for physical educators and ASPs, yet CFK is inexpensive and programs can run using limited equipment. Through CFK programs, positive coach-athlete relationships can be developed by building trust relationships and giving athletes autonomy to help program. Additionally, based on the structure by Sibley (2012), future sessions will assign the athletes with roles (i.e. coach, equipment manager, warm-up leader, competition official, record keeper, and athlete) so the athletes can be more involved and have more autonomy within their CrossFit participation. Lastly, trainers should emphasize the value of community by having the athletes work together, communicate with one another, and build each other up.

This study was limited by a small and homogeneous sample of athletes in one small rural Southern town. Future studies should explore CFK in other geographic and socioeconomic contexts, both in ASPs and in schools. Physical educators could implement CFK during the school day by linking their CFK programming to the National Standards for k-12 Physical Education, and this is being done by educators such as former Elementary Physical Education Teacher of the Year Brian Devore. For detailed information on implementing CFK in schools, refer to Benjamin Sibley's work at the 2015 SHAPE America National Convention, which is available on the SHAPE America website (www.shapeamerica.org).

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Appendix

Common CrossFit Terms

AMRAP	As Many Rounds and/or Repetitions as Possible
Box	CrossFit term for the workout facility or gym
C&J	Olympic lift – Clean and Jerk
DL	Deadlift
DU	Double under – Jump rope movement, rope passes under the feet twice per jump
EMOM	Workout structure – Every minute on the minute
HSPU	Handstand pushup
MU	Muscle up – High level gymnastics movement
OHS	Overhead squat
Rx'd or as Rx'd	As prescribed – no modification of the movements in the workout
RM	Repetition maximum – used to test strength
S2OH	Shoulder to overhead – Moving the bar from the front of the shoulder to overhead
T2B	Toes to bar – Gymnastics movement – toes must touch the pull up bar
WOD	Workout Of the Day

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Go to www.shapeamerica.org for more information or to view the 2016 Shape of the Nation report

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- | | |
|---------------------|---|
| November 6-8, 2016 | Georgia AHPERD Convention
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| January 9-12, 2017 | SHAPE America Southern District Conference
Baton Rouge, LA |
| January 26-28, 2017 | Share the Wealth Physical Education Conference
Jekyll Island, GA |
| March 14-18, 2017 | SHAPE America National Convention & Exposition
Boston, MA |

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Employment Classification:

- | | |
|---------------------|---------------------------------|
| _____ Elementary | _____ Two-Year College |
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| _____ Secondary | _____ City/County Administrator |
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