Chapter 24

Professionalism, Leadership, and Advocacy

# Summary

The standards-based lessons you prepare, the developmentally appropriate practices you employ, and the assessments you administer to determine the effect of your teaching on students’ learning—all of these elements are of paramount importance. However, in order to stay current with new developments in quality physical education, you will also need to become involved in professional organizations and participate in ongoing professional development. In addition, you will need to garner support for your program through a variety of advocacy efforts. This chapter explores the myriad of ways in which you can continue your learning and advocate for quality developmental physical education.

# Key Objectives

* Describing the importance of ongoing professional development
* Explaining the benefits of state, district, and national professional membership
* Describing how to collaborate with others to develop a comprehensive school physical activity program
* Describing ways to market and inform others about your physical education program

# Big Ideas

* Ongoing professional development is imperative; it expands your knowledge base and helps you become an educational leader who can provide a quality physical education program based on current research and best practices.
* Membership in professional organizations helps you remain current, network with other professionals, and give back to the profession by presenting at conventions and serving on committees or boards.
* Collaboration with your colleagues, administrators, and parents is key to the development of a comprehensive school physical activity program that enables children to meet national physical activity guidelines.
* Efforts to communicate about and market the physical education program can take various forms—for example, displaying student products (e.g., formative assessment, entry/exit tickets, poster projects, and participation in physical activity) on bulletin boards, publishing newsletters, and maintaining a physical education web page.

# Part 1: Professional Development

Choose one article each from *Strategies* and from the *Journal of Physical Education, Recreation and Dance* (JOPERD). If you are a member of SHAPE America, you can access JOPERD issues on the organization’s website. Find an article in each journal that presents information with which you are unfamiliar; it may extend beyond the scope of your coursework thus far in your undergraduate career. Next, reflect on how the information presented in each article might help you as a future physical educator. Then, using your college’s electronic learning system (i.e., means of online discussion), post about the following points in regard to each article: why you chose the article, how the information extends beyond what you have learned thus far in your coursework, and three or four main points made by the article’s author(s).

# Part 2: What SHAPE America Offers

Search the SHAPE America website and identify the following:

* What undergraduate scholarships are awarded by the organization?
* What organizations collaborate with SHAPE America for the purpose of awarding grants to physical educators?
* Which district includes your state?

# Part 3: Promotion and Social Marketing of Quality Developmental Physical Education

## Activity A

Interview a local physical educator and find out how he or she advocates for quality physical education in his or her school building. Does the educator collaborate with classroom teachers and promote physical activity breaks during the day and within the classroom setting? If so, what exactly does he or she do? Create a brief handout to provide the educator with information about the PALA training discussed in chapter 22. Better yet, offer to create a bulletin board for the educator on a topic of his or her choice.

## Activity B

During the same interview, find out whether—and if so, how—the physical educator collaborates with other physical educators in the school district in order to promote curriculum components, community events, and family events featuring physical activity.

## Activity C

Examine some physical education websites to see how they advocate for their program.

1. Does the site clearly explain the program’s philosophy and scope?
2. Does the program include standards-based curricular activities?
3. Does the site provide physical education homework?
4. Does the site include links to current national position papers?
5. Does the site provide information about family-oriented physical activity opportunities?
6. Does the site list physical education schedules?
7. Does the site list community events that promote physical activity?
8. Other?

## Activity D

Visit the SHAPE America website and find out what SPEAK Out! Day is and what topics have recently been targeted for advocacy efforts on Capitol Hill.

# Review Questions

1. What is one professional development opportunity offered by SHAPE America to members and nonmembers?
2. What are the two main professional journals offered to members of SHAPE America?
3. What are two levels of connectivity offered through SHAPE America?
4. Discuss two ways to collaborate—one within your school building and one throughout your school district.
5. Discuss the layers of advocacy that could be initiated within your school.