

**Self-Study Evaluation of the Strengths and Weaknesses
of the K-12 Physical Education Program**

SCHOOL NAME
SCHOOL CITY, MICHIGAN

Final Report
DATE

Prepared by:
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Introduction

[SAMPLE INTRODUCTION - SHOULD BE MODIFIED TO YOUR CIRCUMSTANCES]

On DATE(S), representatives from the SCHOOL NAME met with EVALUATOR'S NAMES, of EVALUATOR'S AFFILIATION (SCHOOL), to conduct a self-study evaluation of the K-12 physical education program. The purpose of the self-study was to obtain information from important stakeholders that would document strengths and weaknesses of the K-12 program.

The evaluation was conducted by a self-study team comprised of one or more individuals representing the District's Board of Education, central administrative staff, elementary, middle and secondary school principals, physical education teachers, classroom teachers, parents, students, former staff members, and others. Team members were selected to obtain multiple perspectives of the program. A primary criterion for selection was to assemble a team whose judgments would be highly regarded by members of the SCHOOL CITY community. Members of the self-study team are included in **Appendix A**, page XX. NAME, Director of Instruction; NAME, Physical Education Coordinator; and NAME, Department Head at SCHOOL NAME School served as project coordinators for the School District.

Overview of Methods

[SAMPLE OVERVIEW - SHOULD BE MODIFIED TO YOUR CIRCUMSTANCES]

Members of the self-study team met on XXX occasions: DATES. All meetings were held at LOCATION. A brief description of these meetings follows:

- ☞ **Meeting #1.** The first meeting consisted of an overview of the purposes and procedures for conducting an evaluation of the K-12 physical education program. The Self-Study Checklist was distributed to the participants and instructions for completing the instrument were given. (**Appendix B**, pages XX contains a copy of the evaluation checklist.)

- ☞ **Meeting #2.** The purpose of the second meeting was to establish summary ratings of the program's strengths and weaknesses using the Summary Self-Study Checklist (see **Appendix C**, pages XX). To establish a summary rating, members of the self-study team were asked to aggregate their individual ratings from the 157-item Self-Study Checklist and record them in the corresponding 33 categories of the Summary Self-Study Checklist. They were then asked to share their reasons for giving high, low, or moderate ratings to the various items of the Summary Self-Study Checklist. The explanations helped clarify terms and answer questions related to various items, added new information for team members to consider and generally

helped members of the self-study team come to a more complete understanding of each component of the program. During the course of this discussion, team members were urged to record recommendations they believed would result in improvements to the physical education program. Subsequent to the explanation of ratings for various components of the program, each team member recorded their final ratings. Final ratings were then averaged and incorporated into a draft of the final report.

👉 **Meeting #3.** A draft of the final report was presented to members of the team for review. Members read the report, discussed its contents and identified corrections and/or modifications that needed to be incorporated into the final version.

After to the third meeting, the consultants incorporated corrections and/or modifications suggested by members of the self-study team into the final report. A copy of the report was then forwarded to NAME for reproduction and distribution to members of the self-study team, appropriate school district administrators and others who were involved in the school improvement process.

Profile of Program Strengths and Weaknesses

[SAMPLE PROFILE - SHOULD BE MODIFIED TO MATCH YOUR DATA]

The Profile of Program Status (see **Figure 1**) summarizes the information obtained in the self-study process. The first column of this profile lists the five parts of the checklists and their 33 categories. The second column provides the final *Ratings of Quality* for each category of information included in the self-study instrument. These data are arranged in profile format to graphically portray program strengths and weaknesses. The third column provides an estimate of the *Work Needed* to improve various aspects of the physical education program. This estimate is based upon the amount of work it would take to elevate summary ratings to at least 4.5 during a subsequent evaluation of the program. The fourth and fifth columns, *Priority* and *Timeline*, suggest the relative importance of each category to the program improvement process and a sequence (including possible target dates) for completing needed program improvement efforts.

Figure 1

Profile of Program Status

Part and Category	Rating of Quality¹	Work Needed²	Priority³	Timeline
Part I: Quality of the School-Community Environment				
School Philosophy/Mission	4.16	minimal	low	20XX-XX
Climate within the Schools	4.00	minimal	low	20XX-XX
Recognition of Accomplishments	4.13	minimal	low	20XX-XX
Parent Involvement	4.05	minimal	low	20XX-XX
Communications	3.04	moderate	middle	20XX-XX
Public Relations	2.94	moderate	middle	20XX-XX
Part II: Quality of the Physical Education Program				
Program Goals in Physical Education	2.87	moderate	high	20XX-XX
Program and Instructional Objectives	2.58	extensive	high	20XX-XX
Curriculum Organization	3.04	moderate	high	20XX-XX
Adapted Physical Education	3.32	moderate	middle	20XX-XX
Individualized Educational Programs	3.09	moderate	middle	20XX-XX
Equity	4.26	minimal	low	20XX-XX
Program Evaluation	1.79	extensive	high	20XX-XX
Program Implementation	2.46	extensive	high	20XX-XX
Dissemination of Evaluation Results	2.25	extensive	high	20XX-XX
Part III: Quality of Instruction in Physical Education				
Student Characteristics	3.33	moderate	middle	20XX-XX
Teacher Characteristics	3.50	moderate	middle	20XX-XX
Teacher-Student Interactions	3.46	moderate	middle	20XX-XX
Effective Instruction	3.20	moderate	middle	20XX-XX
Classroom Management	3.71	minimal	low	20XX-XX
Discipline	3.76	minimal	low	20XX-XX
Student Evaluation	2.92	moderate	middle	20XX-XX

Part and Category	Rating of Quality¹	Work Needed²	Priority³	Timeline
Part IV: Quality of Personnel				
Qualifications of Teachers	3.65	moderate	low	20XX-XX
Resource/Support Staff	2.13	extensive	middle	20XX-XX
District Leadership	2.77	extensive	middle	20XX-XX
School Leadership	3.54	moderate	middle	20XX-XX
Teacher Evaluation	3.17	moderate	middle	20XX-XX
Staff Development	2.87	extensive	high	20XX-XX
Part V: Quality of the Physical Education Facilities, Equipment, and Safety Practices				
Physical Education Facilities	1.79	extensive	high	20XX-XX
Physical Education Equipment	2.14	extensive	high	20XX-XX
Safety Equipment and Supplies	2.22	extensive	high	20XX-XX
Safety Considerations	3.26	moderate	high	20XX-XX
School Medical Records and Procedures	1.94	extensive	high	20XX-XX

¹ Rating of Quality: Record the numerical average of the ratings (1 = very weak and 5 = very strong.)

² Work Needed: Record minimal, moderate, or extensive.

³ Rating of Priority: Record low, middle, or high.

Appendix D, pages XX, contains a distribution of final ratings for all items included on each part of the Summary of the Self-Study Checklist. Raw scores by team member, mean values, standard deviations and a summary of the number of responses for each response category are included in this appendix.

Discussion of Results

Column two, “Ratings of Quality” reveals the strengths and weaknesses of the physical education program as perceived by participants in the self-study. Each part of the program is discussed on the following pages.

Part I: Quality of the School-Community Environment

[SAMPLE DISCUSSION ONLY - NOT TO BE COPIED]

The “Quality of the School-Community Environment” is perceived to be moderately strong. Ratings in the areas of philosophy/mission were (4.16), school climate (4.00), recognition of accomplishments (4.13), parent involvement (4.05), communication (3.04) and public relations (2.94).

The District has spent a lot of time creating its mission/philosophy statement and there seems to be strong awareness of its existence. There is some concern, however, that classroom instruction occurs that is not fully “connected” to the mission/philosophy of the district. It was suggested that continued emphasis at dissemination would be helpful in narrowing gaps that exist.

School climate is perceived to be strong. There was agreement that the staff exhibits obvious concern for the welfare of SCHOOL CITY students. There was some concern, however, that more could be done by providing a student assistance program (i.e., support services) for at-risk students at the elementary level. Students considered “at-risk” included those who have motor and fitness needs beyond their peers as well as emotional and other special needs.

Recognition of student accomplishments is viewed as very strong. This strength was moderated, however, by less enthusiastic ratings for recognition of teachers and administrators. Recognition of quality teaching was singled out as a specific need for improvement.

The rating assigned to parent involvement is strong. Although opportunities for involvement exist, they could be improved by seeking parent input on a more systematic and frequent basis, particularly in the district’s curriculum, evaluation and recognition functions.

The communication and public relations categories received moderate ratings, but they were near the mid-range and low end of the scale. These ratings suggest that significant improvements can be made in each category. Administration-to-staff, building-to-building and level-to-level communication all contribute to strong positive relationships that influence trust and minimize the hopelessness that can occur when individuals feel they are “out of the loop” of influence. There is concern that communication varies with respect to quality within and across buildings at the elementary, middle and high school levels and that communication between classroom teachers and physical educators is far from sufficient.

A pro-active public relations program, designed to describe to the community the rationale, content, activities and accomplishments of the physical education program, is perceived to be an important component to improving support for the program. It was interesting to note that at least one team member rated public relations in each of the five response categories.

Part II: Quality of the Physical Education Program

[SAMPLE DISCUSSION ONLY - NOT TO BE COPIED]

Ratings in the area of “Quality of the Physical Education Program” were as follows: program goals (2.87), objectives (2.58), curriculum structure (3.04), adapted physical education (3.32), individualized educational plans (3.09), equity (4.26), program evaluation (1.79), program implementation (2.46), and dissemination of evaluation (2.25).

The clarity of the goals and objectives of the program needs to be improved. Identification and statement of clear program and instructional objectives is a critical prerequisite to organization, implementation and evaluation of a quality K-12 program. The sharper the goals and objectives, the easier it is to design quality instruction, evaluate its effectiveness and report the results to parents, students and other stakeholders. Responses also indicate a need for updating, implementing, monitoring and systematically refining a curriculum framework that is consistent with the resources of the community, which will eliminate unplanned redundancy and provide for sequential learning K-12.

The provision of secondary physical education services for special education students is perceived as strong. This was not the case, however, for the elementary level. It was indicated that the quality of physical education for special education students could be significantly improved at the elementary level with the provision of counseling services. There was also concern regarding the middle school practice of withdrawing students from physical education to participate in music and of waiving physical education requirements for participation in other activities at the high school level.

Although equity received the highest overall rating on the checklist, concern exists that there was a difference between what appeared to be equitable programming for all students and what actually occurred practice. There was also concern voiced that the unbalanced ratio of males/females in middle school classes may have a detrimental effect on learning.

Ratings in the categories of program evaluation, program implementation and dissemination of evaluation information suggest the need for significant improvement. Comments indicate student and program evaluation practices need to be markedly improved. Strengths here are dependent on clearly articulated goals and objectives and on the clarity of the curriculum structure. Good evaluation and reporting practices significantly contribute to effective and efficient instructional practice. Accordingly, resources should be provided to allow subsequent rating of these categories to result in ratings of 4.5 or better.

Part III: Quality of Instruction in Physical Education

[SAMPLE DISCUSSION ONLY - NOT TO BE COPIED]

All of the categories included in this part of the instrument received moderately strong ratings, except student evaluation, which was rated moderately low. The ratings were as follows: student characteristics (3.33), teacher characteristics (3.50), teacher-student interaction (3.46), effective instruction (3.20), classroom management (3.71), discipline (3.76), and student evaluation (2.92).

There is a perception that each of the above categories is strong in isolated instances but they are not pervasive across all levels and all instructors. Several members of the team voiced the need for staff to spend more time in program improvement work designed to improve areas of concern. Concern was also voice about the disruptive classroom atmosphere and inconsistent policies in place at the middle school level and that physical education classes are often preempted by other activities. Preempting was viewed as evidence that physical education is not valued in the same way as the replacement activities.

Although instruction and class management were rated moderately strong, they are perceived to be negatively affected by class size. Evaluation and reporting of student progress was viewed as being inconsistent across grade levels.

Part IV: Quality of Personnel

[SAMPLE DISCUSSION ONLY - NOT TO BE COPIED]

Moderately strong ratings were assigned to the qualifications of teachers (3.65), school leadership (3.54), and teacher evaluation (3.17), while resource/support staff (2.13), district leadership (2.77) and staff development (2.87) received lower ratings.

Suggestions for improvement in the category of qualifications of teachers included tightening the process of certifying instructors in higher risk activities and reducing the variance in qualifications for staff members across the district. It was suggested that the resource/support staff was lacking, especially for special needs students at the elementary level, and that these staff members were not currently perceived as an integral part of the physical education program.

It was suggested that district leadership would be improved if the special education director was involved in monitoring instruction in physical education and that the physical education coordinator's role be more clearly defined. No specific suggestions were made for improving school leadership. However, it seemed that there was support for the idea that it was the responsibility of the physical education staff to provide all administrators with sufficient information to become good advocates for the program.

There was a suggestion that the evaluation of staff was overdue and that staff development programs be upgraded. In this regard, comments indicated that there has been an erosion of financial support for staff development and there appeared to inconsistent use of what is available across buildings. It was also mentioned that the isolation of staff members contributes to minimizing the staff development that is associated with peer learning. It was also suggested that staff development activities be directly connected to the problems confronted by the staff as they seek to improve the K-12 program, implement effective instruction and engage in student and program evaluation activities.

Part V: Quality of the Physical Education Facilities, Equipment, and Safety Practices

[SAMPLE DISCUSSION ONLY - NOT TO BE COPIED]

Facilities (1.79), equipment (2.14), safety equipment and supplies (2.22), school medical records and procedures (1.94) received low ratings while the safety considerations category (3.26) all received a moderate rating.

There is a need to update facilities. They are viewed as being overused, outdated and under-maintained. There was even some concern that inadequacies here could contribute to instructional ineffectiveness and may even contribute to injury. Problems with large class sizes are magnified when facilities are limited. Facilities erosion, like equipment and supplies, is seen to be linked to reductions in available funds and increases in student enrollment.

There was also a strong plea for the provision of computers to help manage student records and contribute to the instructional planning process. The availability of equipment was rated moderate to strong, as were the safety and medical records categories of this part of the instrument.

Safety should be a high priority for the district. Emergency action plans that describe appropriate emergency care procedures have not been developed. Emergency telephones, first aid supplies and drinking water should be readily available at all teaching stations. In some buildings, teachers do not receive information about student health problems or their use of medication until after students are exposed to the program. These problems represent an unnecessary exposure to negative consequences for the school district. More importantly, inadequate safety practices increase risks to student well being.

Recommendations for Program Improvement

[SAMPLE RECOMMENDATIONS - NOT TO BE COPIED]

1. Improve safety practices. Specifically, develop emergency action plans, install telephones at all outdoor teaching stations, provide first aid supplies and emergency aid equipment at all physical education teaching stations and improve procedures for obtaining and using student health and medical records.
2. Initiate staff development activities, especially those linked to the tasks involved in improving safety practices.
3. Develop a curriculum framework that clearly defines the goals and objectives of the curriculum. The framework should:
 - a. include clearly stated goals and objectives that represent the potential contributions of a high quality and comprehensive physical education program;
 - b. match the amount of programmatic content with local resources (available instructional time, facilities, equipment and staff qualifications) in accordance with priorities assigned to program objectives on the basis of their relative importance in the eyes of stakeholders; and
 - c. be appropriately sequenced across K-12.
4. Develop procedures and materials to regularly evaluate the physical education program. The program evaluation will provide a credible assessment of specified program objectives.
5. Hire additional physical education teachers to provide appropriate teacher/student ratio for the full implementation of the program across all grade levels.
6. Assign a staff person the task of summarizing the physical education program (evaluation) outcomes and distributing these to stakeholders at the building, district and state levels.
7. Obtain necessary funding for additional physical education facilities, and the purchase of equipment, needed for full program implementation.
8. Create a work committee, stakeholder steering committee and ad hoc groups, as necessary, to begin work on the priorities included in Figure 1. Immediately following completion of tasks 1-3 above, begin work on middle and low priority tasks.

Other information important to improving the program is revealed in the comments members of the self-study team recorded on their evaluation instruments. These comments are included as they were written in **Appendix E**, pages XX.

Conclusions

[SAMPLE CONCLUSION - MAY BE MODIFIED TO YOUR CIRCUMSTANCES]

The results and recommendations associated with this evaluation of the K-12 physical education program are based upon responses of the self-study team to the instruments included in **Appendices B** (page XX) and **C** (page XX). The specific items contained in these checklists provide a primary source of information for determining the specific changes needed to improve the physical education program. Each item should be considered as a standard of excellence worthy of being attained. High ratings on the items of these checklists are associated with programs of physical education that are considered *exemplary*. Few programs achieve that status. There is no apparent reason, however, why the SCHOOL NAME should not use the professional criteria included as items on the checklists as targets for the program improvement process. Action taken to implement the recommendations emerging from this self-study should result in a physical education program that provides a unique and valuable service to the children of SCHOOL CITY. Such actions, when implemented, could serve as a model for other school districts who seek to maximize the benefits associated with the wise use of activity in the lives of the school children they serve.

Reference

Dummer, G. M., Reuschlein, P. L., Haubenstricker, J. L., Vogel, P. G., & Cavanaugh, P. L. (1996). *Evaluation of K-12 Physical Education Programs: A Self-Study Approach*. Lansing, MI: Michigan Fitness Foundation.

Appendix A

Participants in Self-Study

Members of the K-12 Self-Study Team

NAME	AFFILIATION/TITLE
NAME	AFFILIATION/TITLE
NAME	AFFILIATION/TITLE
NAME	AFFILIATION/TITLE

Appendix B

Self-Study Checklist

Self-Study Checklist
Physical Education Program
SCHOOL NAME

Member of the Self-Study Team:

Name: _____

Position: _____

School District: _____

Instructions:

As a member of the self-study team, you are asked to rate the quality of the K-12 physical education program in your school district as you perceive it. Wherever possible, base your ratings on objective evidence of program quality. If you are unsure about an item, base your response on your current perception of program quality. Rate each item by indicating the degree to which you agree or disagree with that statement. Comments clarifying your responses may be written in the margins of the checklist. A “strongly agree” response indicates that you perceive excellent quality at all program levels (e.g., elementary school, middle school, high school) for all students. Circle one of the following responses for each item:

SD = Strongly Disagree

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree

After you have responded to each of the items within a category, please provide an overall rating for that category, using the five-point scale, ranging from strongly disagree to strongly agree. *Not all items within a category need to be equally weighted*; therefore, the overall category rating can be different from the arithmetic average of the item ratings.

Note: Italicized terms are defined in the Glossary.

Part I: Quality of the School-Community Environment

Most items in Part I refer to all disciplines represented in the K-12 educational program within the school district. When items are concerned only with physical education, the item is clearly delimited to the physical education program.

School Philosophy/Mission:

- | | | | | | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 1. | The school district has a written philosophy/mission statement that guides the development, implementation, and evaluation of educational programs. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 2. | The district's educational philosophy/mission is widely disseminated to school and community personnel. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 3. | Administrators use the philosophy/mission of the school as a guide to making educational decisions. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 4. | Teachers use the philosophy/mission of the school as a guide to making decisions about program content and instructional practices. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

OVERALL RATING FOR THIS CATEGORY (Items 1-4)

SD₁ D₂ N₃ A₄ SA₅

Climate within the Schools:

- | | | | | | | |
|----|------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 5. | Teachers and administrators demonstrate concern about the educational progress and personal welfare of all students in the school. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 6. | Students feel comfortable and accepted at school. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 7. | There is mutual respect between students and school personnel. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 8. | Students who are <i>at-risk</i> in the community receive support services (e.g., nutrition, counseling) as needed. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

OVERALL RATING FOR THIS CATEGORY (Items 5-8)

SD₁ D₂ N₃ A₄ SA₅

Recognition of Accomplishments:

- | | | | | | | |
|-----|--------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 9. | Teachers and students hold high expectations for teaching and learning. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 10. | Accomplishments of students, including <i>special education students</i> , are recognized. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 11. | Accomplishments of teachers and administrators are recognized. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

OVERALL RATING FOR THIS CATEGORY (Items 9-11)

SD₁ D₂ N₃ A₄ SA₅

Parent Involvement:

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 12. Parents have opportunities to provide input about the K-12 educational program, including concerns such as curriculum, program evaluation, school budgets, and extracurricular activities. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 13. Schools in the district regularly offer activities to educate parents about educational programs and activities available to students. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 14. Parents are encouraged to consult with classroom teachers about the educational programs offered to their children. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 15. Parents are encouraged to consult with <u>physical education</u> teachers about the <u>physical education</u> instruction offered to their children. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |

OVERALL RATING FOR THIS CATEGORY
(Items 12-15)

SD₁ D₂ N₃ A₄ SA₅

Communication:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 16. There is a positive working relationship among administrators, teachers, and students in all buildings and all disciplines. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 17. There is good communication among building administrators, <i>central administrators</i> , and the community. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 18. Administrators and classroom teachers in the building are involved with and support the <u>physical education program</u> . | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 19. <u>Physical education</u> teachers are involved with and support other disciplines and activities with the school system. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |

OVERALL RATING FOR THIS CATEGORY
(Items 16-19)

SD₁ D₂ N₃ A₄ SA₅

Public Relations:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 20. The school district makes a consistent effort to disseminate information about its educational programs to the public. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 21. The school district's efforts to disseminate information about educational programs include publicity about the <u>physical education program</u> . | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 22. The school district has a systematic plan to obtain public opinion about its educational programs, including the <u>physical education program</u> . | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 23. The <u>physical education program</u> is held in high esteem by the community. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |

OVERALL RATING FOR THIS CATEGORY
(Items 20-23)

SD₁ D₂ N₃ A₄ SA₅

Part II: Quality of the Physical Education Program

All the questions in Part II are concerned with the K-12 physical education program. Persons who are unfamiliar with the terms “program goals,” “program objectives,” “instructional objectives,” “least restrictive environment,” “multidisciplinary evaluation team (MET),” and “individual educational program (IEP)” should refer to the Glossary.

Program Goals in Physical Education:

- | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 24. Written <i>program goals</i> that encompass the education needs of all students are available for review. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 25. <i>Program goals</i> represent the potential contributions of physical activity to well being. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 26. <i>Program goals</i> include the following broad categories of content: | | | | | |
| a. Physical fitness (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| b. Motor skills (e.g., body management skills, fundamental motor skills, sports and games, dance). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| c. Activity-related knowledge (e.g., movement terminology, effects of activity, principles of movement, importance of an active lifestyle, rules and strategies associated with sports and games). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| d. Activity-related personal and social skills (e.g., self concept, responsibility, best effort, winning/losing). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 27. <i>Program goals</i> represent both educational and community values. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 28. <i>Program goals</i> are consistent with goals for physical education that are published by the State Department of Education or professional associations. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 29. <i>Program goals</i> represent student <i>outcomes</i> rather than <i>instructional inputs</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 30. <i>Program goals</i> are known by administrators, teachers, students, and parents. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

OVERALL RATING FOR THIS CATEGORY (Items 24-30)

SD₁ D₂ N₃ A₄ SA₅

Program and Instructional Objectives in Physical Education:

- | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 31. <i>Program objectives</i> are specified for each program goal. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 32. Written, measurable <i>instructional objectives</i> are specified for each <i>program objective</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 33. <i>Instructional objectives</i> are stated in student <i>instructional outcome terminology</i> rather than <i>instructional input terminology</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

- | | |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 34. <i>Instructional objectives</i> represent low to high levels of student mastery. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 35. <i>Program and instructional objectives</i> are modified as needed for <i>special education students</i> . | SD ₁ D ₂ N ₃ A ₄ SA ₅ |

**OVERALL RATING FOR THIS CATEGORY
(Items 31-35)**

SD₁ D₂ N₃ A₄ SA₅

Curriculum Organization:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 36. The physical education curriculum was developed using the expertise of teachers and administrators at all levels (K-12). | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 37. Objectives that define each goal are included in the grade levels where they can be taught most effectively. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 38. Objectives included within a particular grade level are organized into a logical teaching order. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 39. The number of objectives at each grade level corresponds to the time needed for a majority of the students, including <i>special education students</i> , to achieve the objectives. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 40. Where instructional time needed is more than the time available, reductions in the number of objectives included in the curriculum are made on the priorities assigned to each objective. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 41. The curriculum is reviewed periodically, and changes, when needed, are based on a systematic evaluation process. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |

**OVERALL RATING FOR THIS CATEGORY
(Items 36-41)**

SD₁ D₂ N₃ A₄ SA₅

Adapted Physical Education:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 42. Administrators, teachers, and parents know that physical education is a required educational service for students with disabilities who have special needs in physical education. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 43. A variety of special education placements are available, representing a continuum from a regular class with no special education provisions to a special class housed in a special school or center. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 44. Special education students and/or their parents know that the <i>least restrictive environment</i> is available to them. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 45. A process exists to identify students who are eligible for <i>adapted physical education</i> services. | SD ₁ D ₂ N ₃ A ₄ SA ₅ |
| 46. Placement decisions emphasize integration of students with disabilities into the <i>least restrictive environment</i> . | SD ₁ D ₂ N ₃ A ₄ SA ₅ |

**OVERALL RATING FOR THIS CATEGORY
(Items 42-46)**

SD₁ D₂ N₃ A₄ SA₅

Individualized Educational Programs (IEPs):

- | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 47. The <i>IEPs</i> for students with special needs in physical education include physical education objectives. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 48. Whenever possible, <i>IEP</i> objectives are selected or modified from the physical education curriculum for all students. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 49. Parents (and their children, if appropriate) participate in the selection and development of the physical education goals and objectives in the <i>IEP</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 50. Physical education teachers participate in the <i>IEP</i> process by (a) referring students with difficulties in physical education to the school's <i>Multidisciplinary Evaluation Team (MET)</i> and (b) contributing physical education objectives either in writing or at the <i>IEP</i> meeting. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 51. Special education students receive instructional services commensurate with their <i>IEPs</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 52. When appropriate, <i>special education students</i> are aware of the <i>IEP</i> goals and objectives established for them. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

**OVERALL RATING FOR THIS CATEGORY
(Items 47-52)**SD₁ D₂ N₃ A₄ SA₅**Equity:**

- | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 53. All students, regardless of gender, race, ethnicity, sexual orientation, disability, or socio-economic status have equal opportunities to participate at all levels of the K-12 <i>physical education program</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 54. Physical education is offered on a coeducational basis per the requirements of Title IX. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

**OVERALL RATING FOR THIS CATEGORY
(Items 53-54)**SD₁ D₂ N₃ A₄ SA₅**Program Evaluation:**

- | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 55. Program evaluation includes periodic self-study (e.g., the evaluation of educational inputs) and <i>external evaluation</i> (e.g., accreditation reviews). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 56. There is a strong written rationale supporting the selection of test instruments and data collection procedures used in evaluations of both educational inputs and program effectiveness. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 57. The school district has a written plan for regularly evaluating the effectiveness of the K-12 <i>physical education program</i> (e.g., student outcomes). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 58. Appropriate comparison groups are used to accurately interpret the results of evaluations of program effectiveness. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

**OVERALL RATING FOR THIS CATEGORY
(Items 55-58)**SD₁ D₂ N₃ A₄ SA₅

Program Implementation:

59. The district's physical education curriculum is fully implemented in terms of scope (all program objectives are taught) and sequence (program objectives are taught at appropriate grade levels).	SD ₁	D ₂	N ₃	A ₄	SA ₅
60. Teachers use systematic assessments of student progress to plan instruction and to evaluate program effectiveness.	SD ₁	D ₂	N ₃	A ₄	SA ₅
61. A majority of students, including <i>special education students</i> , are making significant gains on most of the <i>program objectives</i> in each of the following areas:					
a. Physical fitness (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition).	SD ₁	D ₂	N ₃	A ₄	SA ₅
b. Motor skills (e.g., body management skills, fundamental motor skills, sports and games, dance).	SD ₁	D ₂	N ₃	A ₄	SA ₅
c. Activity-related knowledge (e.g., movement terminology, effects of activity, principles of movement, importance of an active lifestyle, rules and strategies associated with sports and games).	SD ₁	D ₂	N ₃	A ₄	SA ₅
d. Activity-related personal and social skills (e.g., self concept, responsibility, best effort, winning/losing).	SD ₁	D ₂	N ₃	A ₄	SA ₅
62. The program is described sufficiently well so that it can be replicated by other teachers in other schools in other years.	SD ₁	D ₂	N ₃	A ₄	SA ₅
63. Student-teacher ratios permit effective instruction of both regular and <i>special education students</i> .	SD ₁	D ₂	N ₃	A ₄	SA ₅
OVERALL RATING FOR THIS CATEGORY (Items 59-63)	SD₁	D₂	N₃	A₄	SA₅

Dissemination of Evaluation Results:

64. The degree to which the selected objectives of the program are attained by students, including <i>special education students</i> , is reported annually.	SD ₁	D ₂	N ₃	A ₄	SA ₅
65. Results of program evaluations are available to school personnel at the building, district and state levels, and to interested members of the community.	SD ₁	D ₂	N ₃	A ₄	SA ₅
66. The results of program evaluation, both strengths and weaknesses, are used to guide program improvements, implementation, and evaluation.	SD ₁	D ₂	N ₃	A ₄	SA ₅
OVERALL RATING FOR THIS CATEGORY (Items 64-66)	SD₁	D₂	N₃	A₄	SA₅

Part III: Quality of Instruction in Physical Education

All the questions in Part III are concerned with the K-12 physical education program. The quality of instruction should be judged across the entire K-12 physical education program.

Student Characteristics:

- | | | | | | |
|--------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 67. Students understand the <i>program objectives</i> that they are expected to learn. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 68. Students and teachers share responsibility for learning. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 69. Students believe they can attain the <i>program objectives</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 70. Students are satisfied with the quality of instruction in physical education as evidenced by these indicators: | | | | | |
| a. Students are enthusiastic about learning. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| b. Participation levels are high. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| c. Attendance in physical education classes is high. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| d. Where elective courses are offered, enrollment in those courses is high. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 71. Students demonstrate acceptance of <i>human and cultural diversity</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

OVERALL RATING FOR THIS CATEGORY (Items 67-71)

SD₁ D₂ N₃ A₄ SA₅

Teacher Characteristics:

- | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 72. Teachers are enthusiastic about teaching. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 73. Teachers believe that all students, including <i>special education students</i> , can learn and expect them to achieve the <i>program objectives</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 74. Teachers expect to be successful in helping all students achieve <i>program objectives</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 75. Teachers are committed to their profession as indicated by their efforts to plan, teach, and evaluate physical education activities. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 76. Teachers willingly participate in program and instructional improvement. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 77. Teachers are physically fit and are capable of performing most of the objectives that they teach. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

OVERALL RATING FOR THIS CATEGORY (Items 72-77)

SD₁ D₂ N₃ A₄ SA₅

Teacher-Student Interactions:

- | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 78. Teachers establish and maintain positive relationships with students. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 79. Teachers maintain an environment in which students are consistently challenged to achieve <i>program objectives</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 80. Teachers integrate students with disabilities into the regular <i>physical education program</i> to the greatest extent possible. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 81. Teachers provide the same quality of instruction to both students with disabilities and students who do not have disabilities. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 82. Teachers provide the same quality of instruction to all students, regardless of gender, race, ethnicity, and sexual orientation. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

**OVERALL RATING FOR THIS CATEGORY
(Items 78-82)****SD₁ D₂ N₃ A₄ SA₅****Effective Instruction:**

- | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 83. Teachers demonstrate a thorough understanding of effective instructional practices for all students, including <i>special education students</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 84. Teachers plan effectively for daily instruction. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 85. Instruction is guided by student status on clearly stated <i>instructional objectives</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 86. Instructional activities are directly related to the objectives of the curriculum. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 87. Teachers provide sufficient opportunities for all students to practice and acquire <i>program objectives</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 88. Specific, immediate, and constructive feedback is regularly given during instruction. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 89. Students are given appropriate written, reading, and/or activity homework assignments in physical education. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

**OVERALL RATING FOR THIS CATEGORY
(Items 83-89)****SD₁ D₂ N₃ A₄ SA₅****Classroom Management:**

- | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 90. Minimal instructional time is lost to taking attendance, changing locations, forming and changing groups, changing from one activity to another, altering facilities, and dispensing equipment. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 91. Standard class routine (e.g., rules of behavior, appropriate dress, safety procedures, care of equipment) is explicitly taught to the students during the first few days of class each year and are reinforced throughout the school year. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

92. Almost all class time is used for appropriate learning tasks.	SD ₁	D ₂	N ₃	A ₄	SA ₅
93. Students are grouped for instruction (small to large groups) according to their educational needs.	SD ₁	D ₂	N ₃	A ₄	SA ₅
94. Class management results in an enjoyable and orderly environment.	SD ₁	D ₂	N ₃	A ₄	SA ₅
95. Physical education classes are not disrupted by other classes or events.	SD ₁	D ₂	N ₃	A ₄	SA ₅
OVERALL RATING FOR THIS CATEGORY (Items 90-95)	SD₁	D₂	N₃	A₄	SA₅

Discipline:

96. There is a written code of conduct for students that is distributed annually and consistently enforced.	SD ₁	D ₂	N ₃	A ₄	SA ₅
97. Students, teachers, parents, and administrators share the responsibility for discipline.	SD ₁	D ₂	N ₃	A ₄	SA ₅
98. Teachers use <i>behavior management techniques</i> that are effective and consistent with school district policies and recent research literature.	SD ₁	D ₂	N ₃	A ₄	SA ₅
99. Procedures to resolve conflicts are defined, fair, and consistently applied.	SD ₁	D ₂	N ₃	A ₄	SA ₅
OVERALL RATING FOR THIS CATEGORY (Items 96-99)	SD₁	D₂	N₃	A₄	SA₅

Student Evaluation:

100. Students' achievement of the <i>instructional objectives</i> is assessed and recorded.	SD ₁	D ₂	N ₃	A ₄	SA ₅
101. Students' achievement levels are used to determine eligibility for <i>adapted physical education</i> services.	SD ₁	D ₂	N ₃	A ₄	SA ₅
102. Students' achievement levels are used to plan subsequent lessons.	SD ₁	D ₂	N ₃	A ₄	SA ₅
103. Cumulative records of individual students' progress on <i>instructional objectives</i> are maintained.	SD ₁	D ₂	N ₃	A ₄	SA ₅
104. Students' achievement levels are regularly reported to students and parents.	SD ₁	D ₂	N ₃	A ₄	SA ₅
105. Physical education teachers communicate regularly with classroom teachers and special education teachers about student progress and educational needs.	SD ₁	D ₂	N ₃	A ₄	SA ₅
OVERALL RATING FOR THIS CATEGORY (Items 100-105)	SD₁	D₂	N₃	A₄	SA₅

Part IV: Quality of Personnel

The items on “Qualifications of Physical Education Teachers” are specific to the physical education program. Most items pertaining to “Resources/Support Staff,” “District Leadership,” “School Leadership,” “Teacher Evaluation,” and “Staff Development” refer to the entire K-12 educational program. When items are concerned only with physical education, the item is clearly delimited to physical education.

Qualifications of Physical Education Teachers:

- | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 106. Teachers are qualified (education and background) for their teaching assignments. | | | | | |
| a. Teachers possess a major in physical education at the baccalaureate and/or masters level. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| b. Teachers possess current certification in first aid and cardiopulmonary resuscitation (CPR). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| c. Teachers possess other relevant certifications for their teaching responsibilities (e.g., athletic training, water safety instructor). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 107. Teachers possess current knowledge and skills in physical education, including: | | | | | |
| a. The structure and function of the human body, including characteristics associated with disabilities. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| b. The physical growth and motor development characteristics of children and adolescents. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| c. The development and assessment of physical fitness (e.g., cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| d. The development and assessment of motor skills (e.g., body management skills, fundamental motor skills, sports and games, dance). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| e. The development and assessment of activity-related knowledge (e.g., movement terminology, effects of activity, principles of movement, importance of an active lifestyle, rules and strategies associated with sports and games). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| f. The development and assessment of activity-related personal and social skills (e.g., self concept, responsibility, best effort, winning/losing). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| g. Prevention and care of injuries. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| h. First aid and safety procedures. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

108. Teachers understand the rationale for the curriculum, including:

- | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| a. The contributions of physical activity to well being. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| b. The relationship between potential contributions of activity and <i>program goals</i> and <i>objectives</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| c. The relationship between <i>program goals</i> and <i>objectives</i> and instructional content. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| d. The rationale for the placement of <i>program objectives</i> at specific grade levels. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| e. The relationship between objectives and physical activities. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| f. The relationship between <i>program goals</i> and <i>objectives</i> and procedures for students' evaluations. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| g. The importance of the <i>IEP</i> process in determining goals and objectives for <i>special education students</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

109. Teachers possess current knowledge and skills in methods of instruction and evaluation of instruction, including:

- | | | | | | |
|----------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| a. Guidelines for effective instruction. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| b. Methods of individualizing instruction. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| c. Class management techniques. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| d. <i>Behavior management techniques</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| e. Assessment and evaluation of students' status and progress on <i>instructional objectives</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| f. Effective use of available resource/support staff. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

**OVERALL RATING FOR THIS CATEGORY
(Items 106-109)**

SD₁ D₂ N₃ A₄ SA₅

Resource/Support Staff:

- | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 110. At least one physical education teacher in the district is a specialist in <i>adapted physical education</i> and is available as a resource to other teachers. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 111. Paraprofessionals (e.g., instructional aides) are available to assist physical education teachers when class sizes are large and/or when <i>special education students</i> are integrated into regular physical education classes. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 112. Professional staff (e.g., physical therapists, occupational therapists, school psychologists, counselors, nurses, social workers) is available to assist students who experience difficulty in physical education. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

113. Appropriate support staff (e.g., secretaries, custodians) is available to assist physical education teachers. SD₁ D₂ N₃ A₄ SA₅

114. Volunteers regularly assist in the *physical education program*. SD₁ D₂ N₃ A₄ SA₅

115. Paraprofessionals, professional staff, support staff, and volunteers are qualified (education and background) for their assignments. SD₁ D₂ N₃ A₄ SA₅

OVERALL RATING FOR THIS CATEGORY SD₁ D₂ N₃ A₄ SA₅
(Items 110-115)

District Leadership
(Central Administration):

116. There is a *central administrator* responsible for monitoring the implementation of the K-12 *physical education program* and the quality of instruction. SD₁ D₂ N₃ A₄ SA₅

117. This *central administrator* is knowledgeable of physical education goals, objectives, and methods. SD₁ D₂ N₃ A₄ SA₅

118. This *central administrator* regularly evaluates and reports the quality of the K-12 *physical education program*. SD₁ D₂ N₃ A₄ SA₅

119. The director of special education in the district monitors the instruction in physical education offered to *special education students*. SD₁ D₂ N₃ A₄ SA₅

OVERALL RATING FOR THIS CATEGORY SD₁ D₂ N₃ A₄ SA₅
(Items 116-119)

School Leadership
(Building Administration):

120. Principals are effective administrators. SD₁ D₂ N₃ A₄ SA₅

121. Principals can articulate the value of physical education for all students, including *special education students*. SD₁ D₂ N₃ A₄ SA₅

122. Principals convey high expectations for teachers, support staff, and students, including *special education students*. SD₁ D₂ N₃ A₄ SA₅

123. Principals facilitate the implementation of the physical education curriculum. SD₁ D₂ N₃ A₄ SA₅

124. A plan containing specific procedures and *performance criteria* is used for evaluating principals. SD₁ D₂ N₃ A₄ SA₅

OVERALL RATING FOR THIS CATEGORY SD₁ D₂ N₃ A₄ SA₅
(Items 120-124)

Teacher Evaluation:

- | | | | | | |
|----------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 125. The district evaluates teachers using a formal plan that includes specific procedures and performance criteria. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 126. The evaluation of teachers is viewed as a positive, cooperative team approach (teacher and evaluator). | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 127. The evaluation process leads to recommendations for improving instruction. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 128. A system for rewarding teaching excellence and/or improvements is in place. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 129. Written procedures exist that meet legal requirements for dismissing incompetent teachers. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

**OVERALL RATING FOR THIS CATEGORY
(Items 125-129)**

SD₁ D₂ N₃ A₄ SA₅

Staff Development:

- | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|----------------|----------------|-----------------|
| 130. The district offers a comprehensive <i>staff development program</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 131. The <i>staff development program</i> is designed to address identified problems associated with curriculum, instruction, and evaluation practices. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 132. The school district provides adequate financial resources and time for staff development, conferences, or workshops. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 133. Teachers avail themselves of opportunities to lead and/or participate in staff development activities. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 134. Teachers routinely read professional journals and attend professional meetings pertaining to effective schooling. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 135. Teachers are involved in professional organizations at the local, state, and/or national level. | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |
| 136. Teachers are provided with adequate time and resources for the development of <i>IEPs</i> for <i>special education students</i> . | SD ₁ | D ₂ | N ₃ | A ₄ | SA ₅ |

**OVERALL RATING FOR THIS CATEGORY
(Items 130-136)**

SD₁ D₂ N₃ A₄ SA₅

Part V: Quality of the Physical Education Facilities, Equipment, and Safety Practices

All questions in Part V are concerned with the K-12 physical education program. The quality of facilities, equipment, and safety practices should be judged across the entire K-12 physical education program.

Physical Education Facilities:

137. Appropriate facilities are available to accommodate instruction on <i>program goals</i> and <i>objectives</i> .	SD ₁	D ₂	N ₃	A ₄	SA ₅
138. Available indoor and outdoor physical education facilities (including locker room and shower areas) are accessible to students with disabilities.	SD ₁	D ₂	N ₃	A ₄	SA ₅
139. Facilities are regularly inspected, cleaned, and maintained.	SD ₁	D ₂	N ₃	A ₄	SA ₅
OVERALL RATING FOR THIS CATEGORY (Items 137-139)	SD₁	D₂	N₃	A₄	SA₅

Physical Education Equipment:

140. Physical education equipment and supplies are available in sufficient quantity to permit each student to participate fully in achieving <i>program goals</i> and <i>objectives</i> .	SD ₁	D ₂	N ₃	A ₄	SA ₅
141. Adapted equipment is available when needed.	SD ₁	D ₂	N ₃	A ₄	SA ₅
142. Equipment is regularly inspected, cleaned, and maintained.	SD ₁	D ₂	N ₃	A ₄	SA ₅
OVERALL RATING FOR THIS CATEGORY (Items 140-142)	SD₁	D₂	N₃	A₄	SA₅

Safety Equipment and Supplies:

143. First aid supplies (including portable airways and supplies for the safe clean-up/disposal of bodily fluids) are readily available to the physical education staff in all indoor and outdoor locations where physical education classes are conducted.	SD ₁	D ₂	N ₃	A ₄	SA ₅
144. A telephone (including posted emergency telephone numbers) or intercom system is available at each setting in which physical education classes are taught.	SD ₁	D ₂	N ₃	A ₄	SA ₅
145. Safe drinking water is available at each setting in which physical education classes are taught.	SD ₁	D ₂	N ₃	A ₄	SA ₅
OVERALL RATING FOR THIS CATEGORY (Items 143-145)	SD₁	D₂	N₃	A₄	SA₅

Safety Considerations:

146. Teachers demonstrate a “safety attitude” as indicated by:					
a. Adequate supervision of students.	SD ₁	D ₂	N ₃	A ₄	SA ₅
b. Appropriate use of equipment.	SD ₁	D ₂	N ₃	A ₄	SA ₅
c. Adequate attention to physical fitness and motor skill levels when planning and implementing instruction.	SD ₁	D ₂	N ₃	A ₄	SA ₅
d. Dressing appropriately, and demanding that students dress appropriately, for physical activity.	SD ₁	D ₂	N ₃	A ₄	SA ₅
e. Efforts to prevent injuries (e.g., use of mats and trained spotters in gymnastic activities).	SD ₁	D ₂	N ₃	A ₄	SA ₅
147. Students have been taught safety rules and first aid procedures commensurate with <i>program objectives</i> .	SD ₁	D ₂	N ₃	A ₄	SA ₅
148. Students are given alternate activity, reading, observation, and/or written assignments in physical education when an injury or illness prevents full participation in physical education classes.	SD ₁	D ₂	N ₃	A ₄	SA ₅
OVERALL RATING FOR THIS CATEGORY (Items 146-148)	SD₁	D₂	N₃	A₄	SA₅

School Medical Records and Procedures:

149. Pertinent information about a student’s health problem(s) and medication use is obtained before a student may participate in physical education, and it is readily available, regularly updated, and distributed to appropriate teachers.	SD ₁	D ₂	N ₃	A ₄	SA ₅
150. Teachers are prepared to administer first aid, including first aid for specific health concerns such as seizures, diabetic emergencies, and asthma episodes.	SD ₁	D ₂	N ₃	A ₄	SA ₅
151. Teachers administer first aid in accordance with the standard accepted by agencies such as the American Red Cross and the National Safety Council.	SD ₁	D ₂	N ₃	A ₄	SA ₅
152. Physical education teachers are not expected to serve as the only first aid or health care providers for their schools.	SD ₁	D ₂	N ₃	A ₄	SA ₅
153. An <i>emergency action plan</i> that describes appropriate emergency care procedures (e.g., phone 911, care of injured student, supervision of other students) has been developed and is posted at each setting in which physical education classes are taught.	SD ₁	D ₂	N ₃	A ₄	SA ₅

154. The <i>emergency action plan</i> includes provisions for students and teachers with disabilities (e.g., visual alarm system for students who are deaf, safe exits from the building for students with impairments in mobility).	SD ₁	D ₂	N ₃	A ₄	SA ₅
155. An appropriate procedure is consistently used for recording and filing accident reports.	SD ₁	D ₂	N ₃	A ₄	SA ₅
156. Parents are notified of accidents and injuries that involve their children.	SD ₁	D ₂	N ₃	A ₄	SA ₅
157. Parental and/or medical clearance is required for participation in physical education following an injury or illness.	SD ₁	D ₂	N ₃	A ₄	SA ₅
OVERALL RATING FOR THIS CATEGORY (Items 149-157)	SD₁	D₂	N₃	A₄	SA₅

Appendix C

Summary Self-Study Checklist

Summary Self-Study Checklist

Member of the Self-Study Team:

Name: _____

School District: _____

Instructions:

After completing the longer version of the Self-Study Checklist, transfer your ratings for each category of information to the “Initial Rating” column of this summary checklist. A rating of “1” or “strongly disagree” on the long form translates to a rating of “1” or “very weak” on the summary form, and so on. Circle one response option for each item using the code:

1 = Very Weak 2 = Weak 3 = Neutral 4 = Strong 5 = Very Strong

Use the space after each category to transfer any comments that help to explain your responses from the long form to the short form. Your initial ratings and comments will provide a basis for a group discussion about program quality. *After this discussion*, you will be asked to enter a score in the “Final Rating” column and to offer recommendations for the improvement of the physical education program.

	<u>Initial Rating</u>					<u>Final Rating</u>
Part I: Quality of the School-Community Environment						
School Philosophy/Mission (Items 1-4)	1	2	3	4	5	_____
Climate within the Schools (Items 5-8)	1	2	3	4	5	_____
Recognition of Accomplishments (Items 9-11)	1	2	3	4	5	_____
Parent Involvement (Items 12-15)	1	2	3	4	5	_____
Communication (Items 16-19)	1	2	3	4	5	_____
Public Relations (Items 20-23)	1	2	3	4	5	_____
 Part II: Quality of the Physical Education Program						
Program Goals in Physical Education (Items 24-30)	1	2	3	4	5	_____
Program and Instructional Objectives in Physical Education (Items 31-35)	1	2	3	4	5	_____
Curriculum Organization (Items 36-41)	1	2	3	4	5	_____
Adapted Physical Education (Items 42-46)	1	2	3	4	5	_____
Individualized Educational Programs (IEPs) (Items 47-52)	1	2	3	4	5	_____
Equity (Items 53-54)	1	2	3	4	5	_____
Program Evaluation (Items 55-58)	1	2	3	4	5	_____
Program Implementation (Items 59-63)	1	2	3	4	5	_____
Dissemination of Evaluation Results (Items 64-66)	1	2	3	4	5	_____

	<u>Initial Rating</u>					<u>Final Rating</u>
Part III: Quality of Instruction in Physical Education						
Student Characteristics (Items 67-71)	1	2	3	4	5	_____
Teacher Characteristics (Items 72-77)	1	2	3	4	5	_____
Teacher-Student Interactions (Items 78-82)	1	2	3	4	5	_____
Effective Instruction (Items 83-89)	1	2	3	4	5	_____
Classroom Management (Items 90-95)	1	2	3	4	5	_____
Discipline (Items 96-99)	1	2	3	4	5	_____
Student Evaluation (Items 100-105)	1	2	3	4	5	_____

Part IV: Quality of Personnel

Qualifications of Physical Education Teachers (Items 106-109)	1	2	3	4	5	_____
Resource/Support Staff (Items 110-115)	1	2	3	4	5	_____
District Leadership (Central Administration) (Items 116-119)	1	2	3	4	5	_____
School Leadership (Building Administration) (Items 120-124)	1	2	3	4	5	_____
Teacher Evaluation (Items 125-129)	1	2	3	4	5	_____
Staff Development (Items 130-136)	1	2	3	4	5	_____

	<u>Initial Rating</u>					<u>Final Rating</u>
Part V: Quality of the Physical Education Facilities, Equipment, and Safety Practices						
Physical Education Facilities (Items 137-139)	1	2	3	4	5	_____
Physical Education Equipment (Items 140-142)	1	2	3	4	5	_____
Safety Equipment and Supplies (Items 143-145)	1	2	3	4	5	_____
Safety Considerations (Items 146-148)	1	2	3	4	5	_____
School Medical Records and Procedures (Items 149-157)	1	2	3	4	5	_____

Recommendations for Program Improvement: Use this space to record your suggestions for improving various aspects of the physical education program (e.g., the curriculum, teacher training, quality of instruction, facilities and equipment). The consultant will consider your suggestions when writing the final self-study report.

High-Priority Recommendations:

Middle-Priority Recommendations:

Low-Priority Recommendations:

Appendix D

Distribution of Final Ratings

Description of the Final Ratings for the Summary Version of the Self-Study Checklist

The following pages summarize the final ratings by each team member on the 33 items listed in the summary version of the self-study checklist. Data from each of the five parts of the instrument (Quality of the School-Community Environment, Quality of the Physical Education Program, Quality of Instruction, Quality of Personnel, and Quality of the Physical Education Facilities, Equipment, and Safety Practices) are presented on separate pages. Data corresponding to team members on all pages represent the same individual.

Data from all items within each of the instrument's five parts are presented in single columns. The item numbers appearing at the top of each column correspond respectively to items that appear in the summary version of the checklist (i.e., Item 1 under Part I represents the first item in Part I on the summary version of the checklist).

Mean ratings and standard deviations are provided as measures of central tendency immediately below the raw data on each item.

The distribution of ratings on each item is also illustrated within the same column at the bottom of the page. Ratings were grouped by rounding ratings to the nearest whole number.

Part I
Quality of the School-Community Environment

Team Member	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1						
2						
3						
4						
5						
6						
7						
8						
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10						
11						
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22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						

Mean Rating						
St. Dev.						

Frequency Distributions

4.5 – 5.0 ratings						
3.5 – 4.4 ratings						
2.5 – 3.4 ratings						
1.5 – 2.4 ratings						
0 – 1.4 ratings						

Part II
Quality of the Physical Education Program

Team Member	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
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25									
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									
36									
37									
38									

Mean Rating									
St. Dev.									

Frequency Distributions

4.5 – 5.0 ratings									
3.5 – 4.4 ratings									
2.5 – 3.4 ratings									
1.5 – 2.4 ratings									
0 – 1.4 ratings									

Part III
Quality of Instruction in Physical Education

Team Member	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7
1							
2							
3							
4							
5							
6							
7							
8							
9							
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30							
31							
32							
33							
34							
35							
36							
37							
38							

Mean Rating							
St. Dev.							

Frequency Distributions

4.5 – 5.0 ratings							
3.5 – 4.4 ratings							
2.5 – 3.4 ratings							
1.5 – 2.4 ratings							
0 – 1.4 ratings							

**Part IV
Quality of Personnel**

Team Member	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1						
2						
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6						
7						
8						
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35						
36						
37						
38						

Mean Rating						
St. Dev.						

Frequency Distributions

4.5 – 5.0 ratings						
3.5 – 4.4 ratings						
2.5 – 3.4 ratings						
1.5 – 2.4 ratings						
0 – 1.4 ratings						

Part V
Quality of the Physical Education Facilities, Equipment, and Safety Practices

Team Member	Item 1	Item 2	Item 3	Item 4	Item 5
1					
2					
3					
4					
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31					
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35					
36					
37					
38					

Mean Rating					
St. Dev.					

Frequency Distributions

4.5 – 5.0 ratings					
3.5 – 4.4 ratings					
2.5 – 3.4 ratings					
1.5 – 2.4 ratings					
0 – 1.4 ratings					

Appendix E

Self-Study Participant Recommendations

Self-Study Participant Recommendations
SCHOOL NAME

High-Priority Recommendations:

Quality of the School-Community Environment

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Quality of the Physical Education Program

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Quality of Instruction in Physical Education

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Quality of Personnel

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Quality of the Physical Education Facilities, Equipment, and Safety Practices

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Middle-Priority Recommendations:

Quality of the School-Community Environment

- 1.
- 2.
- 3.
- 4.
- 5.

Quality of the Physical Education Program

- 1.
- 2.
- 3.
- 4.
- 5.

Quality of Instruction in Physical Education

- 1.
- 2.
- 3.
- 4.
- 5.

Quality of Personnel

- 1.
- 2.
- 3.
- 4.
- 5.

Quality of the Physical Education Facilities, Equipment, and Safety Practices

- 1.
- 2.
- 3.
- 4.
- 5.

Low-Priority Recommendations:

Quality of the School-Community Environment

- 1.
- 2.

Quality of the Physical Education Program

- 1.
- 2.

Quality of Instruction in Physical Education

- 1.
- 2.

Quality of Personnel

- 1.
- 2.

Quality of the Physical Education Facilities, Equipment, and Safety Practices

- 1.
- 2.

Appendix F

Glossary

Glossary

Adapted physical education – a modified physical education program for students with disabilities who have special needs in physical education. Adapted physical education services usually are delivered within the context of a regular physical education class, but may be offered in other settings as needed.

At-risk – refers to students who are at risk of failure in school. These may include students from culturally or economically disadvantaged communities, those who have substance abuse problems, or students from families experiencing stress due to problems such as dysfunctional homes or unemployment.

Behavior management techniques – methods used by teachers to encourage positive learning behaviors and to reduce negative behaviors that interfere with learning.

Central administrator – a superintendent, assistant superintendent, director of curriculum and instruction, or other administrator with district-wide responsibilities for curriculum.

Emergency action plan – describes the procedures to be used in managing emergency situations that might occur in the physical education setting. The emergency action plan should specify notification of area emergency medical personnel (e.g., call 911), immediate care of the victim(s), supervision of other students, and record-keeping procedures.

Exemplary Physical Education Curriculum (EPEC) – an evaluation-based approach to program improvement in physical education.

External evaluation – evaluation of the effectiveness of a physical education program completed by evaluators external to the school district.

Human and cultural diversity – refers to individual differences such as personality, disability, body size, intelligence, race, etc., as well as cultural differences such as language, preferred activities, religion, customs, etc.

Individualized Education Program (IEP) – a written plan for the education of a student with a disability. According to the Individuals with Disabilities Education Act, a federal law, the IEP must include long-range goals, short-term objectives, time tables for attainment of objectives, persons responsible for facilitating objectives, and plans for evaluating progress toward objectives.

Instructional input terminology – language that focuses on what the school/teacher will do to facilitate learning.

Instructional objectives – statements which define one or more performance levels that students must attain to achieve program objectives.

Instructional outcome terminology – language that describes what students can do as a result of instruction.

K-12 progression – the sequence of program objectives within the K-12 physical education program.

Least restrictive environment – refers to the settings in which students with disabilities are educated. According to the Individuals with Disabilities Education Act, a federal law, special education students must be educated in the most “normal” environments in which they can succeed as learners, with normal defined in terms of maximum contact with peers who are not disabled.

Multidisciplinary Evaluation Team (MET) – terminology for the team of experts that evaluates a student who is suspected of having a disability. Depending on the nature of the suspected disability, the MET may include different professionals (e.g., teachers, audiologists, psychologists, physicians). MET is synonymous with Admission, Review, and Dismissal (ARD) Committee.

Performance criteria – qualitative and quantitative standards that define acceptable performance.

Physical education program – the goals, objectives, instructional materials, and implementation procedures associated with the physical education curriculum.

Program goals – broad, general statements of program intent stated in terminology that reflects expected student outcomes.

Program objectives – words or phrases used to describe elements of program content and, as such, define or operationalize program goals.

Self-study team – individuals from a school district engaged in a self-evaluation of a physical education program. The members of the self-study team should include central and building administrators, physical education teachers, classroom teachers, parents, students, and community leaders.

Severe/multiple disabilities – students who have severe functional discrepancies in general developmental abilities; caring and looking after themselves; expressing thoughts, ideas, and feelings; responding to environmental stimuli; and interacting socially with peers.

Special education students – refers to students with disabilities such as learning disabilities, behavioral disorders, mental retardation, vision impairments, hearing impairments, physical impairments, serious health problems, autism, speech and language impairments, and traumatic brain injury. In physical education this group may also include students with very low physical fitness and movement skills and children who are obese.

Staff development programs – programs designed to help school personnel improve or acquire teaching abilities while on the job (e.g., in-service programs, conferences, conventions, seminars, etc.).