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Physical Education and Activity Classroom Questionnaire

**School Health Policies and Practices Study 2014
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Physical Education and Activity Classroom Questionnaire

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Special Instructions

NOTE: THROUGHOUT THIS QUESTIONNAIRE, TEXT THAT APPEARS IN ALL CAPITAL LETTERS WILL NOT BE READ ALOUD TO RESPONDENTS.

THIS QUESTIONNAIRE WILL BE ADMINISTERED USING COMPUTER ASSISTED PERSONAL INTERVIEW TECHNOLOGY. THE INTERVIEWER WILL READ THE QUESTIONS ALOUD AND TYPE RESPONSES TO THE QUESTIONS INTO THE LAPTOP COMPUTER. THE INTERVIEW PROGRAM WILL 1) DISPLAY THE CORRECT TENSE OF VERBS, 2) PROVIDE ALTERNATE ANSWERS TO QUESTIONS (E.G., NOT APPLICABLE), 3) NAVIGATE COMPLEX SKIP PATTERNS, AND 4) PERFORM OTHER USEFUL FUNCTIONS. COMMENTS APPEARING IN THE MARGIN REPRESENT ASSISTANCE AVAILABLE TO THE RESPONDENT IF ADDITIONAL CLARIFICATION IS REQUIRED ON THE QUESTION OR THE SPECIFIC TERMINOLOGY USED. WHEN ASKED, THE INTERVIEWER WILL READ THESE STATEMENTS ALOUD TO THE RESPONDENT. THE PROGRAMMING SPECIFICATIONS FOR THE INTERVIEW ARE NOT INCLUDED IN THIS PRINTED VERSION OF THE QUESTIONNAIRE.

NOTE: PRIOR TO THE INTERVIEW, PHYSICAL EDUCATION COURSES, TEACHERS, AND SECTIONS WERE RANDOMLY SELECTED AT EACH SCHOOL. IN ELEMENTARY SCHOOLS, THE SCHOOL CONTACT PROVIDED A LIST OF ALL GRADES IN WHICH PHYSICAL EDUCATION IS REQUIRED. TWO GRADES WERE RANDOMLY SELECTED FROM THIS LIST (UNLESS THERE WERE ONLY TWO OR FEWER GRADES, IN WHICH CASE ALL WERE SELECTED). FOR EACH SELECTED GRADE, ONE TEACHER WAS RANDOMLY SELECTED TO BE INTERVIEWED. WHEN NECESSARY, A SECTION (E.G., MORNING KINDERGARTEN CLASS) WAS RANDOMLY SELECTED FOR THE TEACHER TO FOCUS ON THROUGHOUT THE INTERVIEW. IN MIDDLE SCHOOLS AND HIGH SCHOOLS, THE SCHOOL CONTACT PROVIDED A LIST OF ALL REQUIRED PHYSICAL EDUCATION COURSES FOR THE 2013-2014 SCHOOL YEAR WITH A CORRESPONDING LIST OF TEACHERS FOR EACH COURSE. IF THE NUMBER OF REQUIRED PHYSICAL EDUCATION COURSES WAS TWO OR FEWER, ALL THE COURSES WERE SELECTED. IF THE NUMBER OF REQUIRED PHYSICAL EDUCATION COURSES EXCEEDED TWO, TWO COURSES WERE RANDOMLY SELECTED. FOR EACH SELECTED COURSE, ONE TEACHER WAS RANDOMLY SELECTED TO BE INTERVIEWED AND ONE SECTION OF THAT TEACHER'S COURSE (E.G., 2ND PERIOD PHYSICAL EDUCATION 101) WAS RANDOMLY SELECTED FOR HIM/HER TO FOCUS ON THROUGHOUT THE INTERVIEW.

General Course Characteristics and Content

The first questions I am going to ask you are about the general characteristics and content of a required physical education course or class that you teach. By “physical education,” I mean class time that is spent teaching a physical education curriculum. Please do not include instruction on physical activity topics that are part of health education or any other subject. Also, do not consider regularly scheduled recess. Throughout this interview, please think about what took place when you taught _____ section of this course.

ANSWER Q1 FOR MIDDLE AND HIGH SCHOOL ONLY. OTHERWISE, SKIP TO Q2.

1. Was this class a **combined** health education and physical education course? By “health education,” I mean topics not directly related to physical activity, such as alcohol or other drug use prevention.

Yes1

No.....2

2. At the end of the class, how many students were enrolled in the class?

_____ Students

Comment [Help1]: A combined class is one in which one grade is given for the combined course.

Physical Activities

3. In that class, did you teach...

Yes No

ANSWER A FOR ELEMENTARY SCHOOL ONLY.
OTHERWISE, SKIP TO B.

- a. Movement concepts and skills? 1 2
- b. Individual or paired activities?..... 1 2
- c. Group or team activities? 1 2
- d. Aquatic activities?..... 1 2
- e. Dance activities? 1 2

ANSWER Q4 IF MOVEMENT CONCEPTS AND SKILLS WERE TAUGHT IN THIS CLASS (Q3A IS “YES”). OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q5.

SHOW CARD 1

4. How many contact hours did your students spend in this class on...

Number of Hours

- a. Space awareness, such as space, directions, or levels? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- b. Locomotor skills, such as walking, skipping, or hopping?..... 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- c. Manipulative skills, such as throwing, catching, kicking, or striking? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- d. Non-locomotor skills, such as bending, twisting, or rocking? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- e. Combination movement skills, such as combining traveling, balancing, and weight transfer? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12

Physical Activities

ANSWER Q5 IF INDIVIDUAL OR PAIRED ACTIVITIES WERE TAUGHT IN THIS CLASS (Q3B IS “YES”). OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q6.

SHOW CARD 2

The next questions are about the amount of time spent on individual or paired activities. Please include any time you spent on lead-up skills, skills specific to the activity, or modified versions of the activity.

5. How many contact hours did your students spend in this class on...

Number of Hours

- a. Aerobics, such as step or low-impact? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- b. Archery? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- c. Badminton? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- d. Bowling? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- e. Canoeing or kayaking? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- f. Cardiovascular exercise machines, such as rowers, ski machines, stair climbers, stationary bikes, or treadmills? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- g. Climbing ropes or wall ladders? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- h. Climbing walls? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- i. **Physical activity or fitness stations?** 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- j. Frisbee or frisbee golf? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- k. Golf? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- l. Gymnastics? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- m. Hiking, backpacking, or orienteering? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- n. Jumping rope? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- o. Martial arts? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- p. Non-stationary bicycling? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- q. Pilates? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12

Comment [Help2]: Physical activity or fitness stations are designated areas for students to learn and participate in a variety of physical activities. There is typically equipment such as jump ropes for students to use, or signs that include instructions on what type of physical activity to do. Students move from one station to the next.

(Q5 continued)

Number of Hours

- r. Racquet sports other than tennis, such as racquetball, squash, or paddleball?..... 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12
- s. Rock climbing?..... 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12
- t. Running or jogging? 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12
- u. Skating, such as roller, in-line, or ice skating, or skateboarding?..... 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12
- v. Skiing, such as cross-country, downhill, or water skiing?..... 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12
- w. Student-designed games?..... 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12
- x. Table tennis or Ping-Pong?..... 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12
- y. Tennis?..... 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12
- z. Track and field? 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12
- aa. Walking?..... 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12
- bb. Weight training?..... 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12
- cc. Wrestling?..... 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12
- dd. Yoga?..... 0... 1... 2... 3... 4... 5... 6... 7... 8... 9... 10... 11... 12

ANSWER Q6 IF GROUP OR TEAM ACTIVITIES WERE TAUGHT IN THIS CLASS (Q3C IS “YES”). OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q8.

SHOW CARD 3

The next questions are about the amount of time spent on group or team activities. Please include any time you spent on lead-up skills, skills specific to the activity, or modified versions of the activity.

6. How many contact hours did your students spend in this class on...

Number of Hours

- a. Baseball, softball, or whiffleball? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- b. Basketball? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- c. Dodgeball or bombardment? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- d. Touch or flag football? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- e. Hockey, such as field, floor, roller, or ice hockey? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- f. Kickball? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- g. Lacrosse? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- h. Soccer? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- i. Student-designed games? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- j. Ultimate frisbee? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- k. Volleyball? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12

ANSWER Q7 IF THIS SCHOOL IS AN ELEMENTARY SCHOOL AND GROUP OR TEAM ACTIVITIES WERE TAUGHT IN THIS CLASS (Q3C IS “YES”). OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q8.

SHOW CARD 4

7. How many contact hours did your students spend in this class playing...

Number of Hours

- a. Duck-duck-goose? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- b. Elimination tag? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- c. King of the hill or capture the flag? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- d. Red rover? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- e. Relay races? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12

ANSWER Q8 IF DANCE ACTIVITIES WERE TAUGHT IN THIS CLASS (Q3E IS “YES”). OTHERWISE, SKIP TO Q9.

SHOW CARD 5

The next questions are about the amount of time spent on dance activities. Please include any time you spent on lead-up skills, skills specific to the activity, or modified versions of the activity.

8. How many contact hours did your students spend in this class on...

Number of Hours

- a. Folk or multicultural dances? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- b. Performing art dances, such as ballet, jazz, tap, or modern dances? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- c. Social dances, such as ballroom dances, line dances, hip hop, or party dances? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12
- d. Square dances? 0 ... 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12

Physical Activities

9. During a typical class period, how many minutes did you provide for students to...

Minutes

- a. Change clothes before class?
- b. Have roll taken, listen to announcements, and participate in other administrative tasks while not being physically active?
- c. Do warm-up activities?
- d. Receive instruction through lecture or demonstration?
- e. Do skills drills?
- f. Participate in games, sports, or dance?
- g. Do cool-down activities?
- h. Shower or change clothes after activities?

SHOW CARD 6

This card lists topics that are taught in physical education. As I read the list of topics on the card, please tell me if you taught about each one in the class. By “teach,” I mean some advanced planning on your part was involved; the subject was not just brought up in class.

10. Did you teach about...

	Yes	No
a. The difference between physical activity, exercise, and fitness?.....	1	2
b. The difference between moderate and vigorous physical activity?	1	2
c. The physical, psychological, or social benefits of physical activity?	1	2
d. The role of physical activity in reducing risk for chronic diseases, such as diabetes, heart disease, or osteoporosis?	1	2
e. Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition?	1	2
f. Skill-related fitness, that is, agility, power, balance, speed, and coordination?	1	2
g. Phases of an exercise session, that is warm-up, workout, and cool down?	1	2
h. How much physical activity is enough, that is, determining frequency, intensity, duration, and type of physical activity?	1	2

Comment [Help3]: Physical activity is any bodily movement produced by skeletal muscle. Exercise is planned structured activity for the purpose of improving physical fitness. Fitness is the body’s ability to function efficiently and effectively.

(Q10 continued)

	Yes	No
i. Mechanics of movement, such as the role of muscles in movement, force absorption, or throwing mechanisms?	1	2
j. Setting personal goals for physical activity participation?	1	2

ANSWER K AND L FOR MIDDLE AND HIGH SCHOOL ONLY.
OTHERWISE, SKIP TO M.

k. Developing an individualized physical activity plan?	1	2
l. Monitoring progress toward reaching goals in an individualized physical activity plan?	1	2
m. Identifying and overcoming barriers to physical activity?	1	2
n. Opportunities for physical activity in the community?	1	2
o. How to find valid information, services, or products related to physical activity and fitness?	1	2
p. Balancing food intake and physical activity to maintain a healthy weight?	1	2
q. The importance of healthy eating?	1	2
r. Preventing injury during physical activity?	1	2
s. Weather-related safety, for example avoiding heat stroke, hypothermia, and sunburn while physically active?	1	2
t. Dangers of using performance-enhancing drugs and supplements, such as steroids?	1	2

Physical Activities

11. When planning to teach or teaching the class, did you use...
- | | Yes | No |
|--|-----|----|
| a. Any state-developed curricula or standards for physical education? | 1 | 2 |
| b. Any district-developed curricula or standards for physical education? | 1 | 2 |
| c. Any school-developed curricula or standards for physical education? | 1 | 2 |
| d. Internet resources, such as PE Central or NASPE's Teacher's Toolbox? | 1 | 2 |
| e. Any commercially developed curricula ? | 1 | 2 |
| f. A commercially developed student textbook ? | 1 | 2 |
| g. A commercially developed teacher's guide ? | 1 | 2 |
| h. Physical education student performance assessment materials? | 1 | 2 |
| i. Any materials from health organizations, such as the American Heart Association or the American Cancer Society? | 1 | 2 |
| j. Any materials from the President's Council on Fitness, Sports and Nutrition, such as the Presidential Youth Fitness Program (PYFP)? | 1 | 2 |
12. When preparing lessons for a physical education class, what percent of time do you typically allocate for students to be physically active?
- | | |
|------------------|---|
| 0% to 24%..... | 1 |
| 25% to 49%..... | 2 |
| 50% to 74%..... | 3 |
| 75% to 100%..... | 4 |

Comment [Help4]: By "use," I mean, any use including planning, teaching, or giving materials to students.

Comment [Help5]: By "curricula," I mean a detailed set of lesson plans, learning activities, instructional strategies, and materials to facilitate student learning and teaching of content.

Comment [Help6]: Standards might cover student expectations and performance outcomes for physical education.

Comment [Help7]: By "curricula," I mean a detailed set of lesson plans, learning activities, instructional strategies, and materials to facilitate student learning and teaching of content.

Comment [Help8]: Standards might cover student expectations and performance outcomes for physical education.

Comment [Help9]: By "curricula," I mean a detailed set of lesson plans, learning activities, instructional strategies, and materials to facilitate student learning and teaching of content.

Comment [Help10]: Standards might cover student expectations and performance outcomes for physical education.

Comment [Help11]: NASPE is the National Association for Sport and Physical Education.

Comment [Help12]: By "commercially-developed curriculum", I mean a curriculum that was not developed by the state, district, or school.

Comment [Help13]: By "commercially-developed student textbook", I mean a textbook that was not developed by the state, district, or school.

Comment [Help14]: By "commercially-developed teacher's guide", I mean a guide that was not developed by the state, district, or school.

Teaching and Evaluation Techniques

Now, I would like to ask a few more general questions about the class. Please remember to answer these questions about this class only.

IF ONLINE COURSE, SKIP TO THE INTRODUCTION TO Q15.

SHOW CARD 7

13. When teaching the class, how often did you...

	Never	Rarely	Some- times	Almost Always or Always	N/A
a. Practice active supervision, that is, observing, listening to students, anticipating and effectively responding to unsafe situations, and discouraging pushing and bullying?	1	2	3	4	
b. Call students by name?	1	2	3	4	
c. Engage in physical activity with students?.....	1	2	3	4	
d. Select team captains?	1	2	3	4	
e. Have team captains choose team members?	1	2	3	4	
f. Encourage prosocial behaviors, that is, cooperation, conflict resolution, and helping others?	1	2	3	4	
g. Organize games that eliminated students?.....	1	2	3	4	
h. Use protective clothing and safety gear that is appropriate to child's size and in good shape?.....	1	2	3	4	5
i. Have many students stand in line or on the sidelines watching others and waiting for a turn?.....	1	2	3	4	
j. Use safe, age-appropriate equipment?	1	2	3	4	
k. Organize activities in which fewer than half of the students were physically active at the same time?	1	2	3	4	
l. Minimize exposure to sun, smog, and extreme temperatures?	1	2	3	4	

Teaching and Evaluation Techniques

(Q13 continued)

	Never	Rarely	Some- times	Almost Always or Always	N/A
m. Allow highly skilled students to dominate activities and games?	1	2	3	4	
n. Offer activities that take into account gender and cultural differences in students' interests?	1	2	3	4	
o. Provide students with options for performing physical activities at varying skill levels?	1	2	3	4	
p. Use infection control practices for handling blood and other bodily fluids?	1	2	3	4	5

14. When teaching the class, how often did you...

	Never	Rarely	Some- times	Almost Always or Always
a. Use alternative or modified rules for traditional games to keep students active (e.g., have all students run bases in softball)?	1	2	3	4
b. Use smaller numbers of students per team and more teams for traditional sports games?	1	2	3	4
c. Ensure all students have a piece of physical activity or fitness equipment?	1	2	3	4
d. Keep students active when checking attendance?	1	2	3	4

SHOW CARD 8

The next questions ask about the use of various teaching methods.

15. How often did you use...

	Never	Rarely	Some- times	Often
a. Competitive group activities?	1	2	3	4
b. Cooperative group activities?	1	2	3	4
c. Skills drills?	1	2	3	4
d. Physical activity or fitness stations?	1	2	3	4
e. Pledges or contracts for behavior change?.....	1	2	3	4
f. Guest speakers?.....	1	2	3	4
g. Peer teaching?	1	2	3	4
h. Heart rate monitors?.....	1	2	3	4
i. Physical activity monitors, such as pedometers?	1	2	3	4
j. The Internet?	1	2	3	4
k. Student physical activity logs or journals?	1	2	3	4
l. Field trips as a method of instruction?	1	2	3	4

Comment [Help15]: Physical activity or fitness stations are designated areas for students to learn and participate in a variety of physical activities. There is typically equipment such as jump ropes for students to use, or signs that include instructions on what type of physical activity to do. Students move from one station to the next.

16. Did you ask students to...

	Yes	No
a. Perform volunteer work with a local physical activity program or event, for example Little League or a fun run?.....	1	2
b. Participate in or attend a community health fair?	1	2
c. Gather information about physical activity programs that are available in the community, for example activities at clubs or parks?	1	2

Teaching and Evaluation Techniques

17. Did you...
- | | Yes | No |
|---|-----|----|
| a. Provide families of all students in the class with information on the class? | 1 | 2 |
| b. Give students homework or projects that involve family members?..... | 1 | 2 |
| c. Invite families of all students in the class to attend the class? | 1 | 2 |
| d. Provide strategies to help students promote physical activity among family members?..... | 1 | 2 |
| e. Collect suggestions from students about the class? | 1 | 2 |
| f. Collect suggestions from students' families about the class? | 1 | 2 |

18. Did you invite your principal or other school administrators to observe the class?
- Yes1
- No.....2

19. In this class, did you give...
- | | Yes | No |
|---|-----|----|
| a. Written tests of students' knowledge related to physical education?..... | 1 | 2 |
| b. Skill performance tests related to physical education? | 1 | 2 |
| c. Fitness tests? | 1 | 2 |

ANSWER Q20–Q25 IF YOU GAVE FITNESS TESTS IN THIS CLASS (Q19C IS “YES”). OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q26.

20. How many times did you give fitness tests in this class?
- Once1
- Twice2
- Three or more times.....3

SHOW CARD 9

21. What fitness tests did you use in this class?

MARK ALL THAT APPLY

- Fitnessgram, the fitness assessment of the
Presidential Youth Fitness Program1
- The Physical Fitness Test, from the
President’s Challenge2
- Other (Specify)3

22. Did you schedule time during class periods for the students in this class to practice for the fitness tests?

- Yes1
- No.....2

23. Did you compare these students’ fitness test scores with...

Yes No

- a. National, state, or local criterion referenced standards?
By this I mean students’ fitness test scores that are
considered to be consistent with good health for their
age and gender.12
- b. National, state, or local normative standards?
By this I mean fitness test scores of students relative to the
performance of children in a reference group. The reference
group may be one from national, state, or local samples,
including those of other students in the class.....12
- c. The students’ prior fitness test scores?12
- d. The students’ fitness goals?12

24. Did you provide students with an explanation of what their fitness test scores meant?

- Yes1
- No.....2

25. Did you share the students’ fitness test scores with...

Yes No

- a. Students’ parents or guardians?12
- b. The principal or other school administrators?12

Teaching and Evaluation Techniques

ANSWER Q26 FOR MIDDLE AND HIGH SCHOOL ONLY. OTHERWISE, SKIP TO Q31.

26. Were students required to develop individualized physical activity plans?

Yes1

No.....2 →SKIP TO Q31

ANSWER Q27 IF YOU GAVE FITNESS TESTS IN THIS CLASS (Q19C IS “YES”).
OTHERWISE, SKIP TO Q28.

27. Did students use their fitness test scores to help develop individualized physical activity plans?

Yes1

No.....2

28. Did you provide students with **individual** feedback on their physical activity plans?

Yes1

No.....2

29. Did you provide students with instruction on how to monitor adherence to their physical activity plans?

Yes1

No.....2

30. Did you require that students’ plans include...

Yes **No**

a. Physical activity goals?.....12

b. Fitness goals?.....12

c. Specific rewards for meeting goals?.....12

d. Scheduled times for engaging in physical activity?.....12

e. A process for assessing progress toward goals,
such as self-monitoring or self-management?12

f. Identification of barriers to physical activity and
strategies to overcome them?.....12

31. Did you require that students keep a log of the physical activities they engaged in outside of the class?

Yes1

No.....2

SHOW CARD 10

As I read the list of assessment criteria on this card, please tell me if you used them to assess your students in physical education.

32. Did you assess students based on...

	Yes	No
a. Attendance?.....	1	2
b. Wearing appropriate clothing for physical activity?.....	1	2
c. Level of participation?	1	2
d. Attitude?.....	1	2
e. Knowledge tests?	1	2
f. Movement skills performance tests?.....	1	2
g. Level of physical activity outside of physical education class, as measured by physical activity logs, pedometers, or other measures?	1	2

ANSWER H IF YOU GAVE FITNESS TESTS IN THIS CLASS (Q19C IS “YES”). OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q33.

h. Physical fitness test scores? 12

ANSWER Q33 IF YOU REQUIRED STUDENTS TO DEVELOP INDIVIDUALIZED PHYSICAL ACTIVITY PLANS IN THIS CLASS (Q26 IS “YES”). OTHERWISE, SKIP TO THE INTRODUCTION TO Q34.

33. Did you assess students based on the quality of their individualized physical activity plans?

Yes1
 No.....2

Students with Disabilities

My next questions ask about teaching students with long-term physical, medical, or cognitive disabilities, such as Down syndrome or conditions that require permanent use of a wheelchair.

Comment [Help16]: By "long-term," I mean ongoing, not a temporary disability like a broken bone.

34. Were there any students with **long-term** physical, medical, or cognitive disabilities in the class?
- Yes1
 No.....2 →SKIP TO THE INTRODUCTION TO Q37

35. Was there...
- | | Yes | No |
|--|-----|----|
| a. An adapted physical education teacher or specialist who taught students with disabilities?1 | 1 | 2 |
| b. A special education teacher with whom you coordinated activities for students with disabilities?1 | 1 | 2 |
| c. A physical or occupational therapist who came in to assist students with disabilities?1 | 1 | 2 |
| d. A teacher or aide who came in to assist students with disabilities?1 | 1 | 2 |

36. In teaching these students, did you use...
- | | Yes | No |
|--|-----|----|
| a. Simplified instructional content or variations in the amount or difficulty of material taught?1 | 1 | 2 |
| b. More skill modeling, practice, or repetition?1 | 1 | 2 |
| c. Modified equipment or facilities?1 | 1 | 2 |
| d. Modified instructional strategies?1 | 1 | 2 |
| e. Modified assessment?1 | 1 | 2 |
| f. Peer teaching or coaching?1 | 1 | 2 |

Respondent Background

My last set of questions asks about your teaching experience and educational background.

37. Counting this year as a full year and including years spent teaching physical education at any other schools, how many years of experience do you have teaching physical education?

_____ Years

IF THIS IS AN ONLINE PHYSICAL EDUCATION CLASS, SKIP TO Q39.

38. Have you ever taught an online or distance physical education class for any of grades K–12?

Yes1

No.....2

39. Do you coach an interscholastic sport?

Yes1

No.....2

40. Do you have an undergraduate degree?

Yes1

No.....2 →SKIP TO Q46

41. What did you major in?

MARK ALL THAT APPLY

Physical education1

Health education2

Other education.....3

Kinesiology, exercise physiology,
or exercise science4

Other (Specify)5

42. Did you have an undergraduate minor?

Yes1

No.....2 →SKIP TO Q44

Respondent Background

43. What did you minor in?

MARK ALL THAT APPLY

- Physical education1
- Health education2
- Other education.....3
- Kinesiology, exercise physiology,
or exercise science4
- Other (Specify)5

44. Do you have a graduate degree?

- Yes1
- No.....2

→SKIP TO Q46

45. In what area or areas was your graduate work?

MARK ALL THAT APPLY

- Physical education1
- Health education2
- Other education.....3
- Kinesiology, exercise physiology,
or exercise science4
- Other (Specify)5

46. Currently, are you certified, endorsed, or licensed by the state to teach physical education in...

**State does not
offer certification,
licensure, or
endorsement
to teach physical
education
at this level**

- | | Yes | No | |
|----------------------------|--------|--------|---|
| a. Elementary school?..... | 1..... | 2..... | 3 |
| b. Middle school?..... | 1..... | 2..... | 3 |
| c. High school? | 1..... | 2..... | 3 |

Respondent Background

My next questions are about professional development, which might include workshops, conferences, continuing education, graduate courses, or any other kind of in-service.

SHOW CARD 11

As I read the list of topics on this card, please tell me if you received any professional development on each one during the past two years.

47. During the past two years, did you receive any professional development on...

	Yes	No
a. Methods to increase the amount of class time students are engaged in moderate-to-vigorous physical activity?	1	2
b. Methods to promote gender equity in physical education and sports?	1	2
c. Using technology such as computers or video cameras for physical education?	1	2
d. Using physical activity monitoring devices, such as pedometers or heart rate monitors for physical education?	1	2
e. Encouraging family involvement in physical activity?	1	2
f. Administering or using fitness tests?	1	2
g. Helping students develop individualized physical activity plans?	1	2
h. Injury prevention and first aid?	1	2
i. How to prevent, recognize, and respond to concussions among students?	1	2
j. Teaching physical education to students with long-term physical, medical, or cognitive disabilities?	1	2
k. Teaching individual or paired activities or sports?	1	2
l. Teaching team or group activities or sports?	1	2
m. Teaching movement skills and concepts?	1	2
n. Assessing or evaluating student performance in physical education?	1	2
o. Developing and using student portfolios for physical education?	1	2
p. Teaching methods to promote inclusion and active participation of overweight and obese children during physical education?	1	2

Comment [Help17]: By "long-term," I mean ongoing, not a temporary disability like a broken bone.

Respondent Background

(Q47 continued)

	Yes	No
q. Chronic health conditions, for example asthma or diabetes, including recognizing and responding to severe symptoms or reducing triggers?.....	1	2
r. Methods for developing, implementing, and evaluating physical activity clubs or intramural sports programs?	1	2
s. Developing, implementing, and evaluating a comprehensive school physical activity program?	1	2
t. Establishing walking or biking to school programs?.....	1	2
u. Assessing student weight status using body mass index, skinfolds, or bioelectric impedance?.....	1	2
v. Aligning physical education standards to curriculum, instruction, or student assessment?	1	2
w. Teaching online or distance education courses?.....	1	2
x. Helping classroom teachers integrate physical activity into their classrooms?	1	2

Comment [Help18]: A comprehensive school physical activity program (CSPAP) encompasses physical activity programming before, during, and after the school day and should include quality physical education; school-based physical activity opportunities (e.g., recess, classroom-based physical activity); physical activity clubs or intramural sports; and interscholastic sports.

Comment [Help19]: Bioelectric impedance estimates body composition using a portable device. One such device resembles a bathroom scale; another device requires students to squeeze handles on a handgrip while extending their arms.

SHOW CARD 12

48. Which of these topics would you like to receive further professional development on?
MARK ALL THAT APPLY

- Methods to increase the amount of class time students are engaged in moderate-to-vigorous physical activity1
- Methods to promote gender equity in physical education and sports2
- Using technology such as computers or video cameras for physical education.....3
- Using physical activity monitoring devices, such as pedometers or heart rate monitors for physical education.....4
- Encouraging family involvement in physical activity5
- Administering or using fitness tests.....6
- Helping students develop individualized physical activity plans.....7
- Injury prevention and first aid8

Respondent Background

(Q48 continued)

How to prevent, recognize, and respond to concussions among students9

Teaching physical education to students with long-term physical, medical, or cognitive disabilities10

Teaching individual or paired activities or sports11

Teaching team or group activities or sports12

Teaching movement skills and concepts13

Assessing or evaluating student performance in physical education14

Developing and using student portfolios for physical education15

Teaching methods to promote inclusion and active participation of overweight and obese children during physical education16

Chronic health conditions, for example asthma or diabetes, including recognizing and responding to severe symptoms or reducing triggers17

Methods for developing, implementing, and evaluating physical activity clubs or intramural sports programs18

Developing, implementing, and evaluating a comprehensive school physical activity program19

Establishing walking or biking to school programs20

Assessing student weight status using body mass index, skinfolds, or bioelectric impedance21

Aligning physical education standards to curriculum, instruction, or student assessment22

Teaching online or distance education courses23

Helping classroom teachers integrate physical activity into their classrooms24

None of these25

Comment [Help20]: By “long-term,” I mean ongoing, not a temporary disability like a broken bone.

Comment [Help21]: A comprehensive school physical activity program (CSPAP) encompasses physical activity programming before, during, and after the school day and should include quality physical education; school-based physical activity opportunities (e.g., recess, classroom-based physical activity); physical activity clubs or intramural sports; and interscholastic sports.

Comment [Help22]: Bioelectric impedance estimates body composition using a portable device. One such device resembles a bathroom scale; another device requires students to squeeze handles on a handgrip while extending their arms.

Respondent Background

49. My supervisor may wish to call you to ask about how I conducted this interview. Would you please tell me a telephone number where we might reach you starting with the area code?

() -

- 1) Daytime or
- 2) Evening/Weekend

Thank you very much for taking the time to complete this interview.