

Form Approved
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**Physical Education
Classroom Questionnaire**

Sample Copy-Do Not Complete

Physical Education 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, "I DON'T KNOW"), 3) NAVIGATE COMPLEX SKIP PATTERNS, AND 4) PERFORM OTHER USEFUL FUNCTIONS. 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 OR JUNIOR HIGH SCHOOLS AND SENIOR HIGH SCHOOLS, THE SCHOOL CONTACT PROVIDED A LIST OF ALL REQUIRED PHYSICAL EDUCATION COURSES FOR THE 2005 – 06 SCHOOL YEAR WITH A CORRESPONDING LIST OF TEACHERS FOR EACH COURSE. IF THE NUMBER OF REQUIRED PHYSICAL EDUCATION COURSES WAS EIGHT OR FEWER, ALL THE COURSES WERE SELECTED. IF THE NUMBER OF REQUIRED PHYSICAL EDUCATION COURSES EXCEEDED EIGHT, EIGHT 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/JUNIOR HIGH AND SENIOR 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

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

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 might spend 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. Badminton?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
c. Bowling?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
d. 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
e. Climbing ropes or wall ladders?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
f. Climbing walls?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
g. Frisbee or frisbee golf?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
h. Golf?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
i. Gymnastics?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
j. Hiking, backpacking, or orienteering?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
k. Jumping rope?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
l. Martial arts?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
m Non-stationary bicycling?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
n. Racquet sports, other than tennis, such as racquetball, handball, squash, or paddleball?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
o. Running or jogging?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
p. Skating, such as roller, in-line, or ice skating?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
q. Skiing, such as cross country, downhill, or water skiing?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12
r. Student-designed games?.....	0.. 1... 2... 3... 4... 5... 6... 7... 8... 9... 10.. 11.. 12

- s. Tennis?.....0.. 1... 2...3...4 ..5 ..6... 7..8 ..9. 10..11 ..12
- t. Track and field?0.. 1... 2...3...4 ..5 ..6... 7..8 ..9. 10..11 ..12
- u. Walking?.....0.. 1... 2...3...4 ..5 ..6... 7..8 ..9. 10..11 ..12
- v. Weight training?.....0.. 1... 2...3...4 ..5 ..6... 7..8 ..9. 10..11 ..12
- w. Wrestling?.....0.. 1... 2...3...4 ..5 ..6... 7..8 ..9. 10..11 ..12
- x. Yoga or flexibility?.....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 might spend 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 steal 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 AQUATIC ACTIVITIES WERE TAUGHT IN THIS CLASS (Q3D IS “YES”). OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q9.

SHOW CARD 5

The next questions are about the amount of time spent on aquatic activities. Please include any time you might spend 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. Diving?0.. 1... 2...3...4 ..5 ..6... 7..8 ..9. 10.. 11 ..12
- b. Stroke instruction or swimming skill practice?0.. 1... 2...3...4 ..5 ..6... 7..8 ..9. 10.. 11 ..12
- c. Team water sports, such as basketball, volleyball, or water polo?0.. 1... 2...3...4 ..5 ..6... 7..8 ..9. 10.. 11 ..12
- d. Water aerobics?0.. 1... 2...3...4 ..5 ..6... 7..8 ..9. 10.. 11 ..12
- e. Water safety or lifesaving?0.. 1... 2...3...4 ..5 ..6... 7..8 ..9. 10.. 11 ..12

ANSWER Q9 IF DANCE ACTIVITIES WERE TAUGHT IN THIS CLASS (Q3E IS “YES”). OTHERWISE, SKIP TO Q10.

SHOW CARD 6

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

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

Number of Hours

- a. Ballet, jazz, tap, or modern dances? ..0.. 1... 2..3...4 ..5 ..6...7..8 ..9. 10.. 11 ..12
- b. Ballroom dances?.....0.. 1... 2..3...4 ..5 ..6...7..8 ..9. 10.. 11 ..12
- c. Line dances, such as the Electric Slide?.....0.. 1... 2..3...4 ..5 ..6...7..8 ..9. 10.. 11 ..12
- d. Rhythmic, folk, or cultural dances? ..0.. 1... 2..3...4 ..5 ..6...7..8 ..9. 10.. 11 ..12
- e. Square dances?.....0.. 1... 2..3...4 ..5 ..6...7..8 ..9. 10.. 11 ..12

10. During a typical class period, how many minutes did students spend...

Minutes

- a. Changing clothes before class?....._____
- b. Having roll taken, listening to announcements, and participating in other administrative tasks while not being physically active?....._____
- c. Doing warm-up activities?....._____
- d. Receiving instruction through lecture or demonstration?....._____
- e. Doing skills drills?....._____
- f. Participating in games, sports, or dance?....._____
- g. Doing cool-down activities?....._____
- h. Showering or changing clothes after activities?....._____

SHOW CARD 7

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.

11. 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 warmup, 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
i. Mechanics of movement, such as the role of muscles in movement, force absorption, or throwing mechanisms?.....	1	2

ANSWER J AND K FOR MIDDLE/JUNIOR HIGH AND SENIOR HIGH SCHOOL ONLY. OTHERWISE, SKIP TO L.

j. Developing an individualized physical activity plan?.....	1	2
k. Monitoring progress toward reaching goals in an individualized physical activity plan?.....	1	2
l. Identifying and overcoming barriers to physical activity?.....	1	2
m. Opportunities for physical activity in the community?.....	1	2
n. How to find valid information, services, or products related to physical activity and fitness?	1	2

Physical Activities

- o. Balancing food intake and physical activity?1.....2
- p. Preventing injury during physical activity?1.....2
- q. Weather-related safety, for example avoiding heat stroke, hypothermia, and sunburn while physically active?.....1.....2
- r. Dangers of using performance-enhancing drugs and supplements, such as steroids?.....1.....2

12. When planning to teach or teaching the class, did you use...

- | | Yes | No |
|--|-----|----|
| a. The National Standards for Physical Education from the National Association for Sport and Physical Education?.....1.....2 | | |
| b. The Physical Education Curriculum Analysis Tool or PECAT from the Centers for Disease Control and Prevention or CDC?1.....2 | | |
| c. CDC’s Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Youth?.....1.....2 | | |
| d. Any state-, district- or school-developed curriculum, standards, or guidelines for physical education?1.....2 | | |
| e. A commercially-developed curriculum?.....1.....2 | | |
| f. A commercially-developed student textbook?.....1.....2 | | |
| g. A commercially-developed teacher's guide?1.....2 | | |
| h. Any materials from health organizations, such as the American Heart Association or the American Cancer Society?.....1.....2 | | |

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.

SHOW CARD 8

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. Select team captains?	1.....	2.....	3.....	4.....	
c. Have team captains choose team members?	1.....	2.....	3.....	4.....	
d. Encourage prosocial behaviors, that is cooperation, conflict resolution, and helping others?	1.....	2.....	3.....	4.....	
e. Organize games that eliminated students?	1.....	2.....	3.....	4.....	
f. Use protective clothing and safety gear that is appropriate to child's size and in good shape?	1.....	2.....	3.....	4.....	5.....
g. Have many students stand in line or on the sidelines watching others and waiting for a turn?	1.....	2.....	3.....	4.....	
h. Use safe, age-appropriate equipment?	1.....	2.....	3.....	4.....	
i. Organize activities in which fewer than half of the students were physically active?	1.....	2.....	3.....	4.....	
j. Minimize exposure to sun, smog, and extreme temperatures?	1.....	2.....	3.....	4.....	
k. Allow highly skilled students to dominate activities and games?	1.....	2.....	3.....	4.....	
l. Offer activities that take into account gender and cultural differences in students' interests?	1.....	2.....	3.....	4.....	
m. Provide students with options for performing physical activities at varying skill levels?	1.....	2.....	3.....	4.....	
n. Use infection control practices for handling blood and other bodily fluids?	1.....	2.....	3.....	4.....	5.....

SHOW CARD 9

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

14. How often did you use...

	Never	Rarely	Some- times	Almost Always or Always
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 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 or physical activity monitors?	1.....	2.....	3.....	4.....
i. The Internet?	1.....	2.....	3.....	4.....
j. Computer-assisted instruction?	1.....	2.....	3.....	4.....
k. Student physical activity logs or journals?	1.....	2.....	3.....	4.....

15. 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.....

16. Did you...

	Yes	No
a. Provide families with information on the class?.....	1.....	2.....
b. Give students homework or projects that involve family members?.....	1.....	2.....
c. Invite family members to attend the class?.....	1.....	2.....

17. 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 Q18 - Q22 IF YOU GAVE FITNESS TESTS IN THIS CLASS (Q17C IS "YES"). OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q23.

SHOW CARD 10

18. What fitness tests did you use in this class?
MARK ALL THAT APPLY

Fitnessgram	1
The Physical Fitness Test, from the President's Challenge.....	2
The Health Fitness Test, from the President's Challenge.....	3
The Youth Fitness Test, from the YMCA	4
Other	5

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

Yes	1
No.....	2

20. 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.....1.....2
- 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.....1.....2
- c. The student's prior fitness test scores?1.....2
- d. The student's goals?.....1.....2

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

Yes1
 No.....2

22. Did you share the students' fitness test scores with students' parents or guardians?

Yes1
 No.....2

ANSWER Q23 FOR MIDDLE/JUNIOR HIGH AND SENIOR HIGH SCHOOL ONLY. OTHERWISE, SKIP TO Q28.

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

Yes1
 No.....2 →SKIP TO Q28

ANSWER Q24 IF YOU GAVE FITNESS TESTS IN THIS CLASS (Q17C IS “YES”).
OTHERWISE, SKIP TO Q25.

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

Yes1
No.....2

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

Yes1
No.....2

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

Yes1
No.....2

27. Did you require that their plans include...

	Yes	No
a. Physical activity goals?.....	1.....	2
b. Fitness goals?.....	1.....	2
c. Specific rewards for meeting goals?.....	1.....	2
d. Scheduled times for engaging in physical activity?.....	1.....	2
e. A process for assessing progress toward goals, such as self-monitoring or self-management?	1.....	2
f. Identification of barriers to physical activity?	1.....	2

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

Yes1
No.....2

SHOW CARD 11

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.

29. Did you assess students based on...

	Yes	No
a. Their attendance?	1	2
b. Appropriate clothing for physical activity?	1	2
c. Their level of participation?	1	2
d. Their attitude?	1	2
e. Their performance on knowledge tests?	1	2
f. Their final scores on movement skills performance tests?	1	2
g. Their improvement in movement skills performance test scores?	1	2
h. Their participation in physical activity outside of physical education?	1	2
i. Their demonstration of self management skills, such as goal setting or self assessment?	1	2
ANSWER J IF YOU GAVE FITNESS TESTS IN THIS CLASS (Q17C IS "YES"). OTHERWISE, SKIP TO THE INSTRUCTIONS BEFORE Q30.		
j. Physical fitness test scores?	1	2

ANSWER Q30 IF YOU REQUIRED STUDENTS TO DEVELOP INDIVIDUALIZED PHYSICAL ACTIVITY PLANS IN THIS CLASS (Q23 IS "YES"). OTHERWISE, SKIP TO THE INTRODUCTION TO Q31.

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

Yes	1
No	2

Students with Disabilities

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

31. Were there any students with long-term physical, medical, or cognitive disabilities in the class?

Yes1

No.....2

→SKIP TO THE
INTRODUCTION TO Q34

32. Was there...

Yes No

a. An adapted physical education teacher or specialist who taught students with disabilities?1.....2

b. A special education teacher with whom you coordinated activities for students with disabilities?1.....2

c. A physical or occupational therapist who came in to assist students with disabilities?1.....2

d. A teacher or aide who came in to assist students with disabilities?1.....2

33. In teaching these students, did you use...

Yes No

a. Simplified instructional content or variations in the amount or difficulty of material taught?1.....2

b. More skill modeling, practice, or repetition?.....1.....2

c. Modified equipment or facilities?.....1.....2

d. Modified assessment?.....1.....2

e. Peer teaching or coaching?1.....2

Respondent Background

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

34. 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

35. Do you coach an interscholastic sport?

Yes1
No.....2

36. Do you have an undergraduate degree?

Yes1
No.....2 →SKIP TO Q42

37. What did you major in?
MARK ALL THAT APPLY

Physical education1
Health education2
Other education.....3
Kinesiology, exercise physiology, or
exercise science.....4
Other5

38. Did you have an undergraduate minor?

Yes1
No.....2 →SKIP TO Q40

39. What did you minor in?
MARK ALL THAT APPLY

Physical education1
Health education2
Other education.....3
Kinesiology, exercise physiology, or
exercise science.....4
Other5

40. Do you have a graduate degree?

Yes1
 No.....2 →SKIP TO Q42

41. In what area or areas?
 MARK ALL THAT APPLY

Physical education1
 Health education2
 Other education3
 Kinesiology, exercise physiology, or
 exercise science.....4
 Other5

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

	Yes	No	N/A
a. Elementary school?.....	1.....	2.....	3
b. Middle or junior high school?.....	1.....	2.....	3
c. Senior high school?.....	1.....	2.....	3

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

SHOW CARD 12

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

43. During the past two years, did you receive any staff development on...

	Yes	No
a. Methods to increase the amount of class time students are physically active?.....	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. Teaching physical education to students with long-term physical, medical, or cognitive disabilities?.....	1	2
j. Teaching individual or paired activities or sports?.....	1	2
k. Teaching team or group activities or sports?.....	1	2
l. Teaching movement skills and concepts?.....	1	2
m. Assessing or evaluating student performance in physical education?.....	1	2
n. Developing and using student portfolios for physical education?.....	1	2
o. Teaching methods to promote inclusion and active participation of overweight children during physical education?.....	1	2

- p. Chronic health conditions, for example asthma or diabetes, including recognizing and responding to severe symptoms or reducing triggers?.....1.....2

SHOW CARD 13

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

- Methods to increase the amount of class time students are physically active1
- Methods to promote gender equity in physical education and sports2
- Using technology such as computers or video cameras for physical education3
- Using physical activity monitoring devices, such as pedometers or heart rate monitors for physical education4
- Encouraging family involvement in physical activity.....5
- Administering or using fitness tests.....6
- Helping students develop individualized physical activity plans.....7
- Injury prevention and first aid.....8
- Teaching physical education to students with long-term physical, medical, or cognitive disabilities9
- Teaching individual or paired activities or sports10
- Teaching team or group activities or sports11
- Teaching movement skills and concepts.....12
- Assessing or evaluating student performance in physical education.....13
- Developing and using student portfolios for physical education.....14
- Teaching methods to promote inclusion and active participation of overweight children during physical education15
- Chronic health conditions, for example asthma or diabetes, including recognizing and responding to severe symptoms or reducing triggers16
- None of these17

45. 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?

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- 1) Daytime or
- 2) Evening/Weekend

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

If you would like more information about this study or would like clarification of any questions in this questionnaire, please call Tonja Kyle or Lori Gross at 800-287-1815.

Sample Copy-Do Not Complete