

# Appendix D

## Stakeholder Feedback

- (D1) Health and PE Surveys
- (D2) Student Focus Groups

Pages 1 – 49

Pages 50 – 74

# Health and PE Surveys

As part of the Health and PE evaluation, surveys were administered to school administrators and to health and PE teachers in winter 2018.

**Table 1** shows the response rates and margin of error for each survey administered. The margin of error for this survey is calculated at a 95% confidence interval, meaning that we can be 95% confident that the sample result reflects the actual population within the margin of error. In other words, in 19 out of 20 cases the data obtained would not differ by any more than the percentage points in the margin of error in either direction if the survey were repeated multiple times employing the same survey methodology and sampling method across the same population. When the margin of error is greater than 5, the results should be interpreted with caution.

*Table 1: Response Rates and Margin of Error for Health and PE Surveys*

| Survey  | Population | Responses | % of Population | Margin of Error |
|---|------------|-----------|-----------------|-----------------|
| School Administrators (principals, assistant principals, high school directors of student activities) | 96         | 63        | 66%             | 7.3             |
| Health and PE Teachers  | 122        | 81        | 66%             | 6.3             |

*Table 2: Topic Areas and Survey Questions*

Table 1: Response Rates and Margin of Error for Health and PE Surveys ..... 1

Table 2: Topic Areas and Survey Questions ..... 1

Class Size ..... 7

Table 3: Mean: What is the number of students in your **smallest** class? (Teachers) ..... 7

Table 4: Frequency: What is the number of students in your **smallest** class? (Teachers) ..... 7

Table 5: Mean: What is the number of students in your **largest** class? (Teachers) ..... 7

Table 6: Frequency: What is the number of students in your **largest** class? (Teachers) ..... 8

Table 7: How much of an impact does your largest class size have on your ability to effectively teach PE? (Teachers) ..... 9

Table 8: All above responses except “no impact:” What is the impact of class size on your ability to teach PE effectively? (Teachers) ..... 9

Table 9: How much of an impact does your largest class size have on your ability to effectively teach health? (Secondary Teachers) ..... 10

Table 10: All above responses except “no impact:” What is the impact of class size on your ability to effectively teach health? (Secondary Teachers) ..... 10

Table 11: How would you describe the health and PE class sizes at your school (thinking of one class section/group of students assigned to an individual teacher)? (Secondary Administrators) ..... 11

Appendix D1

Table 12: You indicated that health and PE class sizes at your school are too big. What are challenges involved in scheduling health and PE classes that lead to large class sizes? What can to be done to address these challenges? (Administrators indicating that average class sizes are too big) ..... 11

Table 13: What is the ideal number of students in one PE class section? (Administrators) ..... 12

Table 14: What is the ideal number of students in one health class section? (Administrators) ..... 12

**Scheduling ..... 12**

Table 15: Mean: This school year, how many of the PE periods that you teach every week are scheduled in the following ways? (Elementary Teachers)..... 12

Table 16: Frequency: This school year, how many of the PE periods that you teach every week are scheduled in the following ways? (Elementary Teachers)..... 13

Table 17: Mean: This school year, how many of the PE classes/sections that you teach are scheduled in the following ways? (Secondary Teachers)..... 14

Table 18: Frequency: This school year, how many of the PE classes/sections that you teach are scheduled in the following ways? (Secondary Teachers) ..... 14

Table 19: What is the ideal number of classes scheduled at one time to provide effective and safe instruction? (Teachers) ..... 15

Table 20: You indicated that the ideal number of classes scheduled at one time is X. Why is that the ideal number? (Teachers) ..... 15

Table 21: What is the ideal number of PE classes/sections scheduled in the gym at one time to provide effective and safe instruction? (Administrators) ..... 17

Table 22: When your PE class shares the gym with another section/teacher, and that teacher requests a substitute, how frequently does your colleague get sub coverage? (Teachers) ..... 17

Table 23: All responses except N/A or every time: What is the impact on your PE instruction when a sub is not provided for your colleagues whose PE classes are scheduled at the same time as yours? (Teachers) ..... 17

Table 24: How many classrooms are used for health instruction in your school? (Secondary Administrators) ..... 18

Table 25: How would you describe the size of the health classrooms in your school? (Administrators) ..... 18

**Use of Gym ..... 19**

Table 26: During a typical school year, on how many days do your classes lose access to the instructional space or the gym due to the following events? Assemblies (Teachers)..... 19

Table 27: During a typical school year, on how many days do your classes lose access to the instructional space or the gym due to the following events? Science Fair (Teachers) ..... 19

Table 28: During a typical school year, on how many days do your classes lose access to the instructional space or the gym due to the following events? Testing (Teachers)..... 19

Appendix D1

Table 29: During a typical school year, on how many days do your classes lose access to the instructional space or the gym due to the following events? Picture Day (Teachers) ..... 20

Table 30: What other events cause your classes to lose access to the instructional space or gym, and for how many days during the year? (Teachers) ..... 20

Table 31: Which of the following alternatives do you employ when the gym or instructional space is occupied by a non-PE related event? Select all that apply. (Teachers)..... 21

Table 32: Other Responses: Which of the following alternatives do you employ when the gym or instructional space is occupied by a non-PE related event? Select all that apply. (Teachers) ..... 21

Table 33: Generally, how much of an impact would you say use of the gym for non-PE related activities has on your ability to deliver PE instruction? (Teachers) ..... 22

**Shared Facilities ..... 22**

Table 34: Do you teach PE in a facility shared with Arlington County Parks and Recreation or other sports programs not affiliated with APS? (Teachers) ..... 22

Table 35: For those responding yes: What condition is your instructional space in after its use by outside groups? (Teachers)..... 22

Table 36: For those responding yes: How frequently do you find equipment missing after your instructional space has been used by outside groups? (Teachers) ..... 23

**Role of PE Teacher ..... 23**

Table 37: How frequently do you engage in the following non-PE related instructional activities? (Teachers) ..... 23

Table 38: What other non-PE related instructional activities do you engage in on a regular basis? (Teachers) ..... 23

Table 39: On average, how many minutes of prep time do you have in between classes? (Elementary teachers) ..... 24

Table 40: On average, how many minutes of instructional time are spent transporting students (in addition to the allotted transition time)? (Elementary teachers) ..... 24

Table 41: If anything but 0: What are the factors that contribute to loss of scheduled instruction time for student transitions? Select all that apply. (Elementary teachers) ..... 24

Table 42: Other Responses: If anything but 0: What are the factors that contribute to loss of scheduled instruction time for student transitions? Select all that apply. (Elementary teachers) ..... 25

**New Standards of Learning (SOLs) ..... 25**

Table 43: How would you rate your level of familiarity with the new PE SOLs? (Teachers) ..... 25

Table 44: How confident are you in your ability to implement the new SOLs in your PE instruction? (Teachers) ..... 25

Table 45: How would you rate your level of familiarity with the new Health SOLs? (Secondary Teachers)..... 25

Appendix D1

Table 46: How confident are you in your ability to implement the new SOLs in your Health instruction? (Secondary Teachers)..... 26

Table 47: Percentage Selecting Yes: Have you used any of the following resources to familiarize yourself with the new SOLs? (Teachers)..... 26

Table 48: How helpful were these resources? (Teachers)..... 26

Table 49: What other resources have you used to familiarize yourself with the new SOLs? (Teachers) ..... 27

Table 50: How would you rate the support you have received from the Health & PE Office in your implementation of the new SOLs? (Teachers)..... 27

Table 51: What additional resources or support would further help you in your implementation of the new SOLs? (Teachers) ..... 27

**Assessment..... 28**

Table 52: How frequently do you use the following elements to assess your students’ knowledge of the physical education content that you teach? (Teachers) ..... 28

Table 53: What other elements do you use to assess your students’ knowledge of the physical education content that you teach? (Teachers)..... 29

Table 54: How often do you use the following elements to assess your students’ physical education outcomes? For example, fitness level, regular engagement in physical activity, skill development, etc. (Teachers) ..... 29

Table 55: What other elements do you use to assess your students’ physical education outcomes? (Teachers) ..... 31

Table 56: How frequently do you use the following elements to assess your students’ knowledge of the health content that you teach? (Secondary Teachers) ..... 31

Table 57: What other elements do you use to assess your students’ knowledge of the health content that you teach? (Teachers) ..... 32

Table 58: How often do you use the following elements to assess your students’ health outcomes? For example, eating habits, healthy relationships, etc. (Secondary Teachers) ..... 32

Table 59: What other elements do you use to assess your students’ health outcomes? (Teachers) .... 32

**English Learners..... 33**

Table 60: What accommodations do you make for the English learners in your PE instruction? Select all that apply. (Teachers)..... 33

Table 61: Other Responses: What accommodations do you make for the English learners in your PE instruction? Select all that apply. (Teachers)..... 33

Table 62: How confident are you in your ability to provide appropriate support to English learners in your PE instruction? (Teachers) ..... 33

Table 63: What accommodations do you make for the English learners in your health instruction? Select all that apply. (Secondary Teachers) ..... 34

Appendix D1

Table 64: Other Responses: What accommodations do you make for the English learners in your health instruction? Select all that apply. (Secondary Teachers)..... 34

Table 65: How confident are you in your ability to provide appropriate support to English learners in your health instruction? (Secondary Teachers) ..... 34

Table 66: Percentage Selecting Yes: Do you reach out to or collaborate with any of the following staff to support your instruction of English learners? (Teachers) ..... 34

Table 67: How helpful are these staff? (Teachers) ..... 35

Table 68: What other staff do you reach out to or collaborate with to support your instruction of English learners? (Teachers) ..... 35

Table 69: What additional resources or support would further help you in your instruction for English learners? (Teachers)..... 36

**Students with Disabilities..... 36**

Table 70: What accommodations do you make for the students with disabilities in your PE instruction? (Teachers) ..... 36

Table 71: Other Responses: What accommodations do you make for the students with disabilities in your PE instruction? (Teachers) ..... 37

Table 72: How confident are you in your ability to provide appropriate support to students with disabilities in your PE instruction? (Teachers) ..... 37

Table 73: What accommodations do you make for the students with disabilities in your health instruction? (Secondary Teachers) ..... 37

Table 74: Other Response: What accommodations do you make for the students with disabilities in your health instruction? (Secondary Teachers) ..... 38

Table 75: How confident are you in your ability to provide appropriate support to students with disabilities learners in your health instruction? (Secondary Teachers)..... 38

Table 76: Percentage Selecting Yes: Do you reach out to or collaborate with any of the following staff to support your instruction of students with disabilities? (Teachers)..... 38

Table 77: How helpful are these staff? (Teachers) ..... 38

Table 78: What other staff do you reach out to or collaborate with to support your instruction of students with disabilities? (Teachers)..... 39

Table 79: What additional resources or support would further help you in your instruction for students with disabilities? (Teachers)..... 39

**Use of Resources ..... 40**

Table 80: Which of the following resources do you use in your instruction of the mental health curriculum? Select all that apply. (Teachers)..... 40

Table 81: Other Responses: Which of the following resources do you use in your instruction of the mental health curriculum? Select all that apply. (Teachers) ..... 40

Appendix D1

Table 82: Which of the following resources do you use in your instruction of the FLE curriculum? (Teachers) ..... 40

Table 83: Other Responses: Which of the following resources do you use in your instruction of the FLE curriculum? (Teachers) ..... 41

Table 84: How frequently do students use the following resources in your physical education classes? (Teachers) ..... 41

Table 85: How are [Resource] used? Select all that apply. (Teachers)..... 42

Table 86: Other Responses: How are [Resource] used? Select all that apply. (Teachers) ..... 42

Table 87: How frequently do students use the following resources in your health classes? (Teachers) ..... 43

Table 88: How are [Resource] used? Select all that apply. (Teachers)..... 43

Table 89: Other Responses: How are [Resource] used? Select all that apply. (Teachers) ..... 43

**Support from the Health and PE Office ..... 44**

Table 90: Please rate your level of satisfaction with division-level support for the following from the Health and PE Office. (Teachers) ..... 44

Table 91: What other support would like to receive from the Health and PE Office? (Teachers) ..... 44

Table 92: Please rate your level of satisfaction with division-level support for the following from the Health and PE Office. (Administrators)..... 45

Table 93: What other support would like to receive from the Health and PE Office? (Administrators) 47

**Observing Health and PE Instruction..... 47**

Table 94: How frequently do you observe PE instruction at your school? (Administrators) ..... 47

Table 95: How comfortable do you feel evaluating quality of instruction while observing PE classes? (Administrators)..... 47

Table 96: What support can the Health and PE Office provide to help you evaluate quality of instruction while observing PE classes? (Administrators) ..... 48

Table 97: How frequently do you observe health instruction at your school? (Administrators) ..... 48

Table 98: How comfortable do you feel evaluating quality of instruction while observing health classes? (Administrators) ..... 48

Table 99: What support can the Health and PE Office provide to help you evaluate quality of instruction while observing health classes? (Administrators) ..... 49

**Effectiveness of Health and PE Program ..... 49**

Table 100: How would you rate the effectiveness of your school’s PE program? (Administrators)..... 49

Table 101: How would you rate the effectiveness of your school’s health program? (Administrators) 49

## Class Size

Table 3: Mean: What is the number of students in your *smallest* class? (Teachers)

| Elementary |     |     |         | Middle School |     |     |         | High school |     |     |         |
|------------|-----|-----|---------|---------------|-----|-----|---------|-------------|-----|-----|---------|
| Mean       | Min | Max | Std Dev | Mean          | Min | Max | Std Dev | Mean        | Min | Max | Std Dev |
| 18         | 5   | 25  | 5.78    | 25            | 15  | 31  | 4.18    | 21          | 5   | 31  | 6.71    |

Table 4: Frequency: What is the number of students in your *smallest* class? (Teachers)

| Number of Students | Elementary (n=35) | Middle School (n=22) | High School (n=25) |
|--------------------|-------------------|----------------------|--------------------|
| 5                  | 6%                | 0%                   | 4%                 |
| 6                  | 9%                | 0%                   | 4%                 |
| 11                 | 0%                | 0%                   | 4%                 |
| 13                 | 3%                | 0%                   | 0%                 |
| 15                 | 3%                | 5%                   | 0%                 |
| 16                 | 9%                | 0%                   | 8%                 |
| 17                 | 0%                | 0%                   | 4%                 |
| 18                 | 20%               | 5%                   | 0%                 |
| 19                 | 3%                | 0%                   | 4%                 |
| 20                 | 9%                | 0%                   | 16%                |
| 21                 | 9%                | 14%                  | 0%                 |
| 22                 | 17%               | 14%                  | 12%                |
| 23                 | 6%                | 0%                   | 4%                 |
| 24                 | 3%                | 5%                   | 12%                |
| 25                 | 6%                | 9%                   | 8%                 |
| 26                 | 0%                | 9%                   | 0%                 |
| 27                 | 0%                | 5%                   | 0%                 |
| 28                 | 0%                | 14%                  | 8%                 |
| 29                 | 0%                | 14%                  | 0%                 |
| 30                 | 0%                | 5%                   | 8%                 |
| 31                 | 0%                | 5%                   | 4%                 |

Table 5: Mean: What is the number of students in your *largest* class? (Teachers)

| Elementary |     |     |         | Middle School |     |     |         | High school |     |     |         |
|------------|-----|-----|---------|---------------|-----|-----|---------|-------------|-----|-----|---------|
| Mean       | Min | Max | Std Dev | Mean          | Min | Max | Std Dev | Mean        | Min | Max | Std Dev |
| <b>41</b>  | 22  | 75  | 16.06   | 36            | 27  | 42  | 3.85    | 29          | 6   | 36  | 6.92    |



Appendix D1

Table 6: Frequency: What is the number of students in your **largest** class? (Teachers)

| <b>Number of Students</b> | <b>Elementary (n=35)</b> | <b>Middle School (n=22)</b> | <b>High School (n=25)</b> |
|---------------------------|--------------------------|-----------------------------|---------------------------|
| 6                         | 0%                       | 0%                          | 4%                        |
| 9                         | 0%                       | 0%                          | 4%                        |
| 22                        | 3%                       | 0%                          | 0%                        |
| 25                        | 11%                      | 0%                          | 4%                        |
| 26                        | 14%                      | 0%                          | 0%                        |
| 27                        | 11%                      | 5%                          | 4%                        |
| 28                        | 3%                       | 0%                          | 12%                       |
| 29                        | 3%                       | 0%                          | 12%                       |
| 30                        | 6%                       | 5%                          | 16%                       |
| 31                        | 0%                       | 0%                          | 4%                        |
| 32                        | 0%                       | 9%                          | 12%                       |
| 33                        | 0%                       | 5%                          | 16%                       |
| 34                        | 0%                       | 9%                          | 8%                        |
| 35                        | 0%                       | 18%                         | 0%                        |
| 36                        | 0%                       | 5%                          | 4%                        |
| 37                        | 0%                       | 9%                          | 0%                        |
| 38                        | 0%                       | 14%                         | 0%                        |
| 40                        | 0%                       | 5%                          | 0%                        |
| 41                        | 0%                       | 14%                         | 0%                        |
| 42                        | 0%                       | 5%                          | 0%                        |
| 44                        | 3%                       | 0%                          | 0%                        |
| 46                        | 3%                       | 0%                          | 0%                        |
| 48                        | 6%                       | 0%                          | 0%                        |
| 50                        | 9%                       | 0%                          | 0%                        |
| 51                        | 3%                       | 0%                          | 0%                        |
| 52                        | 3%                       | 0%                          | 0%                        |
| 54                        | 3%                       | 0%                          | 0%                        |
| 57                        | 3%                       | 0%                          | 0%                        |
| 60                        | 6%                       | 0%                          | 0%                        |
| 63                        | 3%                       | 0%                          | 0%                        |
| 65                        | 3%                       | 0%                          | 0%                        |
| 72                        | 3%                       | 0%                          | 0%                        |
| 75                        | 3%                       | 0%                          | 0%                        |

Appendix D1

Table 7: How much of an impact does your largest class size have on your ability to effectively teach PE? (Teachers)

| Level                | Strong positive impact | Moderate positive impact | Moderate negative impact | Strong negative impact | No impact |
|----------------------|------------------------|--------------------------|--------------------------|------------------------|-----------|
| Elementary (n=35)    | 3%                     | 17%                      | 43%                      | 23%                    | 14%       |
| Middle School (n=22) | 5%                     | 9%                       | 14%                      | 68%                    | 5%        |
| High School (n=25)   | 4%                     | 12%                      | 48%                      | 12%                    | 24%       |

Table 8: All above responses except “no impact:” What is the impact of class size on your ability to teach PE effectively? (Teachers)

| Response Category   | ES | MS | HS | Total | Sample Response  |
|---|----|----|----|-------|--|
| Not enough space  | 12 | 8  | 3  | 23    | <ul style="list-style-type: none"> <li>Limited space in the gym</li> </ul>   |
| Negatively impacts student behavior   | 12 | 4  | 4  | 20    | <ul style="list-style-type: none"> <li>Distractions/Off task</li> <li>Behavior management is incredibly difficult even with a group of generally well behaved students</li> </ul>  |
| Reduced one-on-one time with students/difficulty of differentiation, assessment             | 7  | 8  | 4  | 19    | <ul style="list-style-type: none"> <li>With more students in class the less time you have to spend with each individual student. It turns from instruction to overseeing activities.</li> <li>Makes assessment harder- getting around to all 60 kids to provide specific and helpful feedback is nearly impossible while still managing behavior/safe environment</li> </ul> |
| Not enough equipment  | 12 | 4  | 1  | 17    | <ul style="list-style-type: none"> <li>Less effective practice time due to having to take turns or share equipment</li> <li>Equipment and space are limited</li> </ul>   |
| Negatively impacts safety   | 7  | 5  | 2  | 14    | <ul style="list-style-type: none"> <li>Larger classes create more safety issues.</li> <li>Difficult to safely monitor</li> </ul>   |
| Less instructional time (Longer transitions, more time spent on classroom management, etc.) | 6  | 6  | 2  | 14    | <ul style="list-style-type: none"> <li>Spend most of the time on classroom management than teaching</li> <li>Spend a lot of time practicing transitions because so much time is lost during them</li> <li>I lose time each day teaching trying to just get them focused or under control</li> </ul>  |
| Students spend less time being physically active  | 4  | 3  | 2  | 9     | <ul style="list-style-type: none"> <li>There is more standing around waiting for turn in some activities.</li> <li>Long wait times less movement time</li> </ul>   |
| Positive impact of large class size   | 2  | 1  | 2  | 5     | <ul style="list-style-type: none"> <li>There are enough students to break the students up into two teams and get really involved in the activities.</li> <li>Students have better mix of ability levels for activities.</li> </ul>   |
| Activities have to be modified  | 1  | 3  | 0  | 4     | <ul style="list-style-type: none"> <li>You basically have to modify everything when it comes to units and instruction.</li> </ul>  |

Appendix D1

| Response Category | ES | MS | HS | Total | Sample Response  |
|-------------------|----|----|----|-------|--|
|                   |    |    |    |       | <ul style="list-style-type: none"> <li>Less effective practice time due to...being forced to modify space significantly and to the point of changing the overall game or sport.</li> </ul> |
| Other             | 0  | 0  | 2  | 2     | <ul style="list-style-type: none"> <li>Having an even number helps to pair up students</li> <li>No impact</li> </ul>   |

Table 9: How much of an impact does your largest class size have on your ability to effectively teach health? (Secondary Teachers)

| Level                | Strong positive impact | Moderate positive impact | Moderate negative impact | Strong negative impact | No impact |
|----------------------|------------------------|--------------------------|--------------------------|------------------------|-----------|
| Middle School (n=19) | 5%                     | 0%                       | 32%                      | 58%                    | 5%        |
| High School (n=19)   | 0%                     | 0%                       | 58%                      | 21%                    | 21%       |

Table 10: All above responses except "no impact." What is the impact of class size on your ability to effectively teach health? (Secondary Teachers)

| Response Category  | MS | HS | Total | Sample Response  |
|--|----|----|-------|--|
| Difficulty meeting individual needs                                      | 8  | 8  | 16    | <ul style="list-style-type: none"> <li>The more students there are the less time there is for individual attention for each student. Extremely challenging to meet the needs of all students including students with IEPs, HILT students, and life skill students.</li> <li>It is hard to get to all the questions the students have in a timely manner.</li> <li>Large class size is a small issue in PE but a BIG issue in health. It is impossible to touch base with every student during class and help them out with an assignment.</li> </ul> |
| Classroom too small, not enough seats, have to use cafeteria             | 9  | 1  | 10    | <ul style="list-style-type: none"> <li>We do not have enough space to teach health.</li> <li>I...have to use the cafeteria because the classroom does not have enough desks</li> <li>No classroom space that comfortably fits 41 students</li> </ul>   |
| Limits types of activities that can be done/physical movement is limited | 7  | 2  | 9     | <ul style="list-style-type: none"> <li>Maneuvering around the class to help students can be very challenging.</li> <li>Not having enough space for students to move around to participate in more active learning.</li> <li>Cannot do any moving around activities</li> </ul>  |
| Classroom management challenges  | 3  | 4  | 7     | <ul style="list-style-type: none"> <li>Classroom management sometimes tough when there are not enough appropriate seating arrangements.</li> <li>Hard to monitor all student activity in a large class with challenging students.</li> </ul>   |

Appendix D1

| Response Category                     | MS | HS | Total | Sample Response  |
|---------------------------------------|----|----|-------|--|
| Distractions, student behavior issues | 3  | 3  | 6     | <ul style="list-style-type: none"> <li>Teaching in the cafeteria has helped with allowing the students to have seating, but then comes the issue with distractions in the space.</li> <li>Many more personalities to manage, talking between students and device usage.</li> </ul> |

Table 11: How would you describe the health and PE class sizes at your school (thinking of one class section/group of students assigned to an individual teacher)? (Secondary Administrators)

| Level                | Health and PE class sizes at my school are too big. | Health and PE class sizes at my school are just right. | Health and PE class sizes at my school are too small. | I don't know. |
|----------------------|---|--|---|---------------|
| Middle School (n=11) | 82%   | 18%  | 0%  | 0%            |
| High School (n=18)   | 22%   | 72%  | 0%  | 6%            |

Table 12: You indicated that health and PE class sizes at your school are too big. What are challenges involved in scheduling health and PE classes that lead to large class sizes? What can be done to address these challenges? (Administrators indicating that average class sizes are too big)

| Response Category | MS | HS | Total | Sample Response  |
|-------------------|----|----|-------|--|
| Staffing          | 4  | 1  | 5     | <ul style="list-style-type: none"> <li>Staffing is our biggest issue.</li> <li>The greatest challenge involved in scheduling health and PE classes that leads to large class size is staffing and common planning time. These challenges can be addressed by allocating more staffing for HPE and/or creating A/B schedules for HPE classes.</li> </ul>  |
| Space             | 3  | 0  | 3     | <ul style="list-style-type: none"> <li>We are working to provide additional instructional spacing, but difficult in a facility in small foot print</li> <li>It isn't just the class size that is too large, it is that the number of students that need to take P.E. at one time can be overwhelming. There are too many students in the gym at one time, and when it is not appropriate to be outside, the number of students is dangerous. When there are incidents in P.E. many of them can be tied to sheer numbers. I am not sure of what can be done, but additional space for rainy days would be helpful. I don't think it can be minimized with scheduling, given that it is an issue throughout the entire day.</li> </ul> |
| Other             | 4  | 3  | 7     | <ul style="list-style-type: none"> <li>Having large PE classes then translate into large Health classes. Capping PE classes at 30 would help.</li> <li>There are some periods that are too big and some that are on the smaller side. It seems like it can be dependent on the overall master schedule and how many classes are offered during a particular period.</li> </ul>   |

## Appendix D1

Table 13: What is the ideal number of students in one PE class section? (Administrators)

| Ideal Number | Middle School (n=11) | High School (n=17) |
|--------------|----------------------|--------------------|
| 5            | 0%                   | 6%                 |
| 10           | 0%                   | 6%                 |
| 24           | 27%                  | 6%                 |
| 25           | 27%                  | 18%                |
| 28           | 9%                   | 12%                |
| 30           | 27%                  | 29%                |
| 32           | 0%                   | 12%                |
| 35           | 9%                   | 12%                |

Table 14: What is the ideal number of students in one health class section? (Administrators)

| Ideal Number | Middle School (n=11) | High School (n=17) |
|--------------|----------------------|--------------------|
| 5            | 0%                   | 6%                 |
| 10           | 0%                   | 6%                 |
| 20           | 0%                   | 6%                 |
| 24           | 27%                  | 6%                 |
| 25           | 55%                  | 41%                |
| 27           | 0%                   | 6%                 |
| 28           | 9%                   | 24%                |
| 30           | 9%                   | 6%                 |

## Scheduling

Table 15: Mean: This school year, how many of the PE periods that you teach every week are scheduled in the following ways? (Elementary Teachers)

| PE Sections in the Gym at One Time  | Number of Classes Per Week |     |     |         |
|---|----------------------------|-----|-----|---------|
|   | Mean                       | Min | Max | Std Dev |
| My class is the only class scheduled that period for PE. There is a total of <b>one section</b> of PE in the gym.                                   | 6                          | 0   | 24  | 6.13    |
| In addition to my class, there is one additional class scheduled that period for PE. There is a total of <b>two sections</b> of PE in the gym.      | 17                         | 2   | 33  | 7.18    |
| In addition to my class, there are two additional classes scheduled that period for PE. There is a total of <b>three sections</b> of PE in the gym. | 2                          | 0   | 12  | 3.24    |

Appendix D1

| PE Sections in the Gym at One Time  | Number of Classes Per Week |     |     |         |
|---|----------------------------|-----|-----|---------|
|   | Mean                       | Min | Max | Std Dev |
| In addition to my class, there are three additional classes scheduled that period for PE. There is a total of <b>four sections</b> of PE in the gym.                | 0                          | 0   | 2   | 0.4     |
| In addition to my class, there are four or more additional classes scheduled that period for PE. There is a total of <b>five or more sections</b> of PE in the gym. | 0                          | 0   | 2   | 0.34    |

Table 16: Frequency: This school year, how many of the PE periods that you teach every week are scheduled in the following ways? (Elementary Teachers)

| Number of Classes Per Week | PE Sections in the Gym at One Time |     |       |      |              |
|----------------------------|------------------------------------|-----|-------|------|--------------|
|                            | One                                | Two | Three | Four | Five or More |
| 0                          | 9%                                 | 0%  | 69%   | 91%  | 97%          |
| 1                          | 11%                                | 0%  | 11%   | 6%   | 0%           |
| 2                          | 17%                                | 3%  | 3%    | 3%   | 3%           |
| 3                          | 6%                                 | 3%  | 3%    | 0%   | 0%           |
| 4                          | 9%                                 | 0%  | 0%    | 0%   | 0%           |
| 5                          | 6%                                 | 0%  | 0%    | 0%   | 0%           |
| 6                          | 3%                                 | 0%  | 3%    | 0%   | 0%           |
| 7                          | 11%                                | 0%  | 0%    | 0%   | 0%           |
| 8                          | 0%                                 | 9%  | 3%    | 0%   | 0%           |
| 9                          | 6%                                 | 3%  | 3%    | 0%   | 0%           |
| 10                         | 6%                                 | 3%  | 3%    | 0%   | 0%           |
| 11                         | 3%                                 | 6%  | 0%    | 0%   | 0%           |
| 12                         | 6%                                 | 3%  | 3%    | 0%   | 0%           |
| 14                         | 0%                                 | 3%  | 0%    | 0%   | 0%           |
| 16                         | 0%                                 | 3%  | 0%    | 0%   | 0%           |
| 17                         | 0%                                 | 14% | 0%    | 0%   | 0%           |
| 18                         | 3%                                 | 6%  | 0%    | 0%   | 0%           |
| 19                         | 0%                                 | 3%  | 0%    | 0%   | 0%           |
| 20                         | 0%                                 | 9%  | 0%    | 0%   | 0%           |
| 21                         | 0%                                 | 9%  | 0%    | 0%   | 0%           |
| 22                         | 0%                                 | 11% | 0%    | 0%   | 0%           |
| 24                         | 6%                                 | 3%  | 0%    | 0%   | 0%           |
| 28                         | 0%                                 | 6%  | 0%    | 0%   | 0%           |
| 29                         | 0%                                 | 3%  | 0%    | 0%   | 0%           |
| 33                         | 0%                                 | 3%  | 0%    | 0%   | 0%           |

Appendix D1

Table 17: Mean: This school year, how many of the PE classes/sections that you teach are scheduled in the following ways? (Secondary Teachers)

| PE Sections in the Gym at One Time  | Number of Classes/Sections Taught by Teacher |     |     |         |             |     |     |         |
|---|--|-----|-----|---------|-------------|-----|-----|---------|
|   | Middle School                                |     |     |         | High school |     |     |         |
|   | Mean   | Min | Max | Std Dev | Mean        | Min | Max | Std Dev |
| My class is the only class scheduled that period for PE. There is a total of <b>one section</b> of PE in the gym.   | 0  | 0   | 6   | 1.33    | 1           | 0   | 7   | 1.8     |
| In addition to my class, there is one additional class scheduled that period for PE. There is a total of <b>two sections</b> of PE in the gym.                      | 1  | 0   | 6   | 1.79    | 0           | 0   | 2   | 0.58    |
| In addition to my class, there are two additional classes scheduled that period for PE. There is a total of <b>three sections</b> of PE in the gym.                 | 1  | 0   | 6   | 1.48    | 1           | 0   | 2   | 0.84    |
| In addition to my class, there are three additional classes scheduled that period for PE. There is a total of <b>four sections</b> of PE in the gym.                | 2  | 0   | 7   | 2.02    | 2           | 0   | 4   | 1.23    |
| In addition to my class, there are four or more additional classes scheduled that period for PE. There is a total of <b>five or more sections</b> of PE in the gym. | 3  | 0   | 6   | 1.62    | 1           | 0   | 5   | 1.48    |

Table 18: Frequency: This school year, how many of the PE classes/sections that you teach are scheduled in the following ways? (Secondary Teachers)

| Level                       | Number of Classes/Sections Taught by Teacher | PE Sections in the Gym at One Time |     |       |      |              |
|-----------------------------|--|------------------------------------|-----|-------|------|--------------|
|                             |  | One                                | Two | Three | Four | Five or More |
| <b>Middle School (n=22)</b> | 0  | 86%                                | 73% | 59%   | 32%  | 9%           |
|                             | 1  | 5%                                 | 9%  | 14%   | 18%  | 9%           |
|                             | 2  | 5%                                 | 9%  | 18%   | 23%  | 9%           |
|                             | 3  | 0%                                 | 0%  | 5%    | 5%   | 23%          |
|                             | 4  | 0%                                 | 0%  | 0%    | 14%  | 32%          |
|                             | 5  | 0%                                 | 0%  | 0%    | 0%   | 14%          |
|                             | 6  | 5%                                 | 9%  | 5%    | 5%   | 5%           |

Appendix D1

| Level                     | Number of Classes/Sections Taught by Teacher | PE Sections in the Gym at One Time |     |       |      |              |
|---------------------------|--|------------------------------------|-----|-------|------|--------------|
|                           |  | One                                | Two | Three | Four | Five or More |
|                           | 7  | 0%                                 | 0%  | 0%    | 5%   | 0%           |
| <b>High School (n=25)</b> | 0  | 76%                                | 64% | 52%   | 28%  | 32%          |
|                           | 1  | 16%                                | 32% | 24%   | 20%  | 48%          |
|                           | 2  | 0%                                 | 4%  | 24%   | 28%  | 4%           |
|                           | 3  | 0%                                 | 0%  | 0%    | 20%  | 4%           |
|                           | 4  | 0%                                 | 0%  | 0%    | 4%   | 4%           |
|                           | 5  | 0%                                 | 0%  | 0%    | 0%   | 8%           |
|                           | 6  | 4%                                 | 0%  | 0%    | 0%   | 0%           |
|                           | 7  | 4%                                 | 0%  | 0%    | 0%   | 0%           |

Table 19: What is the ideal number of classes scheduled at one time to provide effective and safe instruction? (Teachers)

| Level                | 1   | 2   | 3   | 4   |
|----------------------|-----|-----|-----|-----|
| Elementary (n=35)    | 60% | 40% | 0%  | 0%  |
| Middle School (n=22) | 0%  | 9%  | 55% | 36% |
| High School (n=24)   | 13% | 17% | 58% | 13% |

Table 20: You indicated that the ideal number of classes scheduled at one time is X. Why is that the ideal number? (Teachers)

| Response Category                      | Ideal Number of Classes Scheduled at One Time |   |    |   |       | Ideal Number: Sample Response   |
|--|---|---|----|---|-------|---|
|  | 1   | 2 | 3  | 4 | Total |   |
| Space                                  | 11  | 6 | 19 | 6 | 42    | 1: Students have room to move about the gym safely at the same time.<br>2: 2 classes of 38. This means there are 76 students in the gym and enough space to separate them into smaller learning group<br>3: Because there is enough space available to accommodate all classes effectively and safely.<br>4: Four classes fit comfortably in the gym. |
| Safety                                 | 7   | 4 | 3  | 0 | 14    | 1: Student movement space isn't limited and it's safe<br>2: Two classes is the ideal student numbers for instruction when it comes to applying skills and cooperating in games safely.<br>3: This allows us to use our space without having safety issues due to numbers.   |
| More individual attention for students | 13  | 1 | 0  | 0 | 14    | 1: Able to interact and facilitate student one-on-one learning.<br>2: Can provide personalized instruction  |



Appendix D1

| Response Category   | Ideal Number of Classes Scheduled at One Time |   |   |   |       | Ideal Number: Sample Response  |
|---|---|---|---|---|-------|--|
|   | 1   | 2 | 3 | 4 | Total |  |
| Allows for differentiation by skill level/ appropriate grouping/variety of activities | 1   | 3 | 5 | 2 | 11    | 1: You are able to differentiate lessons for different skill levels.<br>2: Helps with numbers within games and more variety in play.<br>3: Because with 3 teachers we can accommodate at least 3 options for students to participate.<br>4: Approximately 30 students in each class = app 120 kids in gym at once makes for right amount for choice activities, but not too much during scheduling individual units. |
| Equipment   | 6   | 3 | 0 | 0 | 9     | 1: Enough equipment for all<br>2: Student to equipment ratio   |
| Classroom Management  | 5   | 2 | 1 | 0 | 8     | 1: Having total control of everything going on in the gym allows for better class management<br>2: Classes can be effectively controlled as well.<br>3: Also allows for a teacher to give instruction as the other helps with classroom management.  |
| More physical activity  | 6   | 0 | 1 | 0 | 7     | 1: Also time is used more effectively because transition and instruction/demo takes less time so the students get more time working on skills as individuals, partners or small groups.<br>3: That allows us to make up teams so that there is least amount of down time in between games.   |
| More instructional time/better instruction  | 3   | 2 | 1 | 0 | 6     | 1: Able to completely disseminate the lesson.<br>2: When there are two classes with two teachers you are better able to instruct.<br>3: Also allows for a teacher to give instruction as the other helps with classroom management.  |
| Distractions  | 4   | 0 | 2 | 0 | 6     | 1: Less noise, less distractions<br>3: Not too large to where there are too many distractions  |
| Facilitates larger group activities   | 0   | 2 | 3 | 1 | 6     | 2: Good for larger group activities.<br>3: Enough students to participate in large group games<br>4: Good number to do tournaments but can also have our own space to do single units.   |
| Ideal is really one, but that is not possible, so this is the "realistic ideal."      | 0   | 5 | 0 | 0 | 5     | 2: One is ideal, but not possible in most cases.   |
| Benefits of team teaching   | 0   | 0 | 5 | 0 | 5     | 3: It's fun and easier to manage workloads with other teachers.  |
| Student Behavior  | 3   | 0 | 0 | 0 | 3     | 1: Less students in the class for behavior problems.   |

Appendix D1

Table 21: What is the ideal number of PE classes/sections scheduled in the gym at one time to provide effective and safe instruction? (Administrators)

| Level                | 1   | 2   | 3   | 4   | I don't know |
|----------------------|-----|-----|-----|-----|--------------|
| Elementary (n=35)    | 34% | 60% | 0%  | 0%  | 6%           |
| Middle School (n=11) | 0%  | 18% | 45% | 27% | 9%           |
| High School (n=18)   | 22% | 39% | 28% | 0%  | 11%          |

Table 22: When your PE class shares the gym with another section/teacher, and that teacher requests a substitute, how frequently does your colleague get sub coverage? (Teachers)

| Level                | Every time he/she requests a sub | Most of the time that he/she requests a sub | Some of the time that he/she requests a sub | None of the time that he/she requests a sub | N/A – My colleagues never request subs. |
|----------------------|----------------------------------|---|---|---|---|
| Elementary (n=35)    | 20%                              | 26%   | 49%   | 6%  | 0%                                      |
| Middle School (n=22) | 9%                               | 41%   | 45%   | 5%  | 0%                                      |
| High School (n=24)   | 13%                              | 46%   | 38%   | 0%  | 4%                                      |

Table 23: All responses except N/A or every time: What is the impact on your PE instruction when a sub is not provided for your colleagues whose PE classes are scheduled at the same time as yours? (Teachers)

| Response Category   | ES | MS | HS | Total | Sample Response  |
|---|----|----|----|-------|--|
| Teacher teaches multiple sections by him/herself with no help (Teacher takes on extra section during period when they are already scheduled to teach) | 15 | 3  | 6  | 24    | <ul style="list-style-type: none"> <li>I teach the double class by myself with no help.</li> <li>Teachers have to teach every class by themselves without any help.</li> </ul>   |
| Lack of preparation/Necessitates unplanned changes  | 6  | 8  | 8  | 22    | <ul style="list-style-type: none"> <li>If two separate lessons are planned and the sub does not arrive the remaining teacher is left scrambling for a large group lesson. This includes switching out equipment and changing the setup of the gym</li> <li>Units are often interrupted because of it.</li> <li>Just have to push through for the day and find an activity that the students like to participate in and keep them engaged.</li> </ul> |
| Reduces planning time/breaks for teacher (Teacher covers class when they are not already scheduled to teach)  | 6  | 5  | 3  | 14    | <ul style="list-style-type: none"> <li>Sometimes I will have to cover another colleague's class.</li> <li>If there aren't any teachers on, a teacher loses their planning period, to teach the class without a teacher.</li> <li>You get no break for the whole day.</li> </ul>  |
| Not a big impact  | 4  | 2  | 4  | 10    | <ul style="list-style-type: none"> <li>We team teach all double classes, so when one is out is not needed to have sub plans.</li> </ul>  |

Appendix D1

| Response Category   | ES | MS | HS | Total | Sample Response   |
|---|----|----|----|-------|---|
|   |    |    |    |       | <ul style="list-style-type: none"> <li>No significant impact</li> </ul>   |
| Creates challenges with classroom management                        | 3  | 4  | 2  | 9     | <ul style="list-style-type: none"> <li>It means we are watching way more kids</li> <li>Major impact because you could be responsible for 60+ students and you cannot effectively manage the group</li> </ul>  |
| Negatively impacts safety   | 4  | 1  | 2  | 7     | <ul style="list-style-type: none"> <li>The ratio of students makes the environment unsafe.</li> <li>The remaining teacher has to focus more on management &amp; safety issues, instead of providing a quality lesson.</li> </ul>  |
| Having a sub is not helpful/Subs are often not prepared to teach PE | 3  | 3  | 1  | 7     | <ul style="list-style-type: none"> <li>With the exception of a few subs who we request and use often, having a sub isn't helpful and tends to just complicate things.</li> <li>The subs provided sometimes are helpful but mostly only able to do the bare minimum of taking attendance.</li> </ul>                               |
| When sub accepts PE job, main office assigns them elsewhere         | 0  | 3  | 2  | 5     | <ul style="list-style-type: none"> <li>Subs pick up our PE jobs, but oftentimes they are taken from us and used in other classrooms.</li> <li>There have been lots of times where a sub is assigned to cover the PE teacher that is out, but that sub is taken by the main office to cover other classes outside of PE</li> </ul> |
| Class is canceled   | 2  | 1  | 0  | 3     | <ul style="list-style-type: none"> <li>No impact class is normally canceled.</li> </ul>   |

Table 24: How many classrooms are used for health instruction in your school? (Secondary Administrators)

| Number of Classrooms | Middle School (n=11) | High School (n=15) |
|----------------------|----------------------|--------------------|
| 1                    | 27%                  | 27%                |
| 2                    | 36%                  | 20%                |
| 3                    | 18%                  | 33%                |
| 4                    | 9%                   | 13%                |
| 5                    | 0%                   | 7%                 |
| 8                    | 9%                   | 0%                 |

Table 25: How would you describe the size of the health classrooms in your school? (Administrators)

| Level                | Too big | Just right | Too small | I don't know |
|----------------------|---------|------------|-----------|--------------|
| Middle School (n=11) | 27%     | 55%        | 9%        | 9%           |
| High School (n=17)   | 12%     | 59%        | 18%       | 12%          |

## Use of Gym

Table 26: During a typical school year, on how many days do your classes lose access to the instructional space or the gym due to the following events? Assemblies (Teachers)

| Number of Days | Elementary (n=34) | Middle School (n=22) | High School (n=22) |
|----------------|-------------------|----------------------|--------------------|
| 0              | 21%               | 9%                   | 14%                |
| 1              | 3%                | 9%                   | 0%                 |
| 2              | 15%               | 27%                  | 32%                |
| 3              | 15%               | 5%                   | 5%                 |
| 4              | 12%               | 14%                  | 27%                |
| 5              | 6%                | 27%                  | 9%                 |
| 6              | 12%               | 0%                   | 5%                 |
| 7              | 6%                | 5%                   | 0%                 |
| 8              | 3%                | 0%                   | 0%                 |
| 10             | 3%                | 5%                   | 5%                 |
| 12             | 3%                | 0%                   | 0%                 |
| 13             | 3%                | 0%                   | 0%                 |
| 180            | 0%                | 0%                   | 5%                 |

Table 27: During a typical school year, on how many days do your classes lose access to the instructional space or the gym due to the following events? Science Fair (Teachers)

| Number of Days | Elementary (n=26) | Middle School (n=21) | High School (n=17) |
|----------------|-------------------|----------------------|--------------------|
| 0              | 100%              | 62%                  | 88%                |
| 1              | 0%                | 24%                  | 0%                 |
| 2              | 0%                | 14%                  | 12%                |

Table 28: During a typical school year, on how many days do your classes lose access to the instructional space or the gym due to the following events? Testing (Teachers)

| Number of Days | Elementary (n=26) | Middle School (n=20) | High School (n=19) |
|----------------|-------------------|----------------------|--------------------|
| 0              | 100%              | 85%                  | 26%                |
| 1              | 0%                | 0%                   | 5%                 |
| 2              | 0%                | 5%                   | 11%                |
| 3              | 0%                | 5%                   | 5%                 |
| 4              | 0%                | 0%                   | 5%                 |
| 10             | 0%                | 0%                   | 5%                 |
| 12             | 0%                | 5%                   | 0%                 |
| 15             | 0%                | 0%                   | 16%                |
| 20             | 0%                | 0%                   | 5%                 |

Appendix D1

| Number of Days | Elementary (n=26) | Middle School (n=20) | High School (n=19) |
|----------------|-------------------|----------------------|--------------------|
| 30             | 0%                | 0%                   | 11%                |
| 40             | 0%                | 0%                   | 5%                 |
| 60             | 0%                | 0%                   | 5%                 |

Table 29: During a typical school year, on how many days do your classes lose access to the instructional space or the gym due to the following events? Picture Day (Teachers)

| Number of Days | Elementary (n=32) | Middle School (n=22) | High School (n=17) |
|----------------|-------------------|----------------------|--------------------|
| 0              | 56%               | 23%                  | 94%                |
| 1              | 25%               | 41%                  | 0%                 |
| 2              | 19%               | 18%                  | 6%                 |
| 3              | 0%                | 18%                  | 0%                 |

Table 30: What other events cause your classes to lose access to the instructional space or gym, and for how many days during the year? (Teachers)

| Response Category              | ES | MS | HS | Total | Sample Response  |
|--------------------------------|----|----|----|-------|--|
| Election Day                   | 13 | 0  | 0  | 13    | <ul style="list-style-type: none"> <li>• Voting days normally once or twice a year</li> </ul>  |
| Team sports set up/games       | 1  | 8  | 3  | 12    | <ul style="list-style-type: none"> <li>• Wrestling meet set up, basketball game set up</li> <li>• We don't have access to two smaller spaces during 2nd and one of the spaces during 3rd quarter because of sports.</li> </ul>             |
| None                           | 7  | 3  | 1  | 11    | <ul style="list-style-type: none"> <li>• This is not an issue for us</li> <li>• None</li> </ul>  |
| Issues with the physical space | 1  | 4  | 3  | 8     | <ul style="list-style-type: none"> <li>• Water damage to the gym floor</li> <li>• Rooms under maintenance</li> <li>• When the county sends people out to work on the baskets or bleachers during instructional time in the gym.</li> </ul> |
| Rehearsals/Performances        | 3  | 1  | 3  | 7     | <ul style="list-style-type: none"> <li>• School play</li> <li>• Play staging area, rehearsals</li> </ul>   |
| Promotion                      | 3  | 3  | 0  | 6     | <ul style="list-style-type: none"> <li>• 5th grade promotion/practice but to be fair if temperature is good we go outside</li> </ul>   |
| Lunchtime activities           | 0  | 0  | 4  | 4     | <ul style="list-style-type: none"> <li>• Lunch intramurals use half of our gym, often when we have four classes</li> <li>• Every day we lose half the gym during lunch so students eating lunch can play basketball.</li> </ul>            |
| Assemblies                     | 3  | 0  | 0  | 3     | <ul style="list-style-type: none"> <li>• A few afternoons for large assemblies</li> <li>• We have morning meeting in the gym once a month</li> </ul>   |

Appendix D1

| Response Category | ES | MS | HS | Total | Sample Response   |
|-------------------|----|----|----|-------|---|
| Senior Picnic Day | 0  | 0  | 3  | 3     | <ul style="list-style-type: none"> <li>Senior Picnic Day</li> </ul>   |
| Testing           | 0  | 1  | 1  | 2     | <ul style="list-style-type: none"> <li>AP testing, SOL testing</li> </ul>   |
| Field trips       | 0  | 2  | 0  | 2     | <ul style="list-style-type: none"> <li>Field trips meeting in the cafeteria</li> </ul>  |
| Other             | 0  | 3  | 2  | 5     | <ul style="list-style-type: none"> <li>Counseling events</li> <li>Student surveys that are administered during their PE classes</li> <li>Blood Drive (one day)</li> </ul> |

Table 31: Which of the following alternatives do you employ when the gym or instructional space is occupied by a non-PE related event? Select all that apply. (Teachers)

| Level                | I teach health that day. | I use the auxiliary/ small gym. | I take my classes outside. | I take the students to another location in the building and they engage in activities not related to PE or health. | Other (Please specify) |
|----------------------|--------------------------|---------------------------------|----------------------------|--|------------------------|
| Elementary (n=35)    | 0%                       | 31%                             | 80%                        | 20%  | 57%                    |
| Middle School (n=22) | 10%                      | 38%                             | 86%                        | 38%  | 10%                    |
| High School (n=25)   | 5%                       | 50%                             | 77%                        | 32%  | 32%                    |

Table 32: Other Responses: Which of the following alternatives do you employ when the gym or instructional space is occupied by a non-PE related event? Select all that apply. (Teachers)

| Response Category            | ES | MS | HS | Total | Sample Response  |
|------------------------------|----|----|----|-------|--|
| Homeroom                     | 10 | 0  | 0  | 10    | <ul style="list-style-type: none"> <li>...in the classroom and do small space activities</li> <li>Classroom activities (cup stacking)</li> </ul>   |
| Other spaces in the building | 3  | 0  | 4  | 7     | <ul style="list-style-type: none"> <li>Hallway</li> <li>Other spaces in the school for gym (ex. Wrestling room)</li> <li>Use weight room, go outside if possible, use hallways</li> </ul>  |
| Go outside                   | 3  | 1  | 2  | 6     | <ul style="list-style-type: none"> <li>Weather permitting we go outside.</li> </ul>  |
| Cancel class                 | 2  | 1  | 1  | 4     | <ul style="list-style-type: none"> <li>Class is canceled</li> <li>On picture day we are responsible for getting all of our classes through the picture line. No PE or Health this day</li> <li>Every once in a while, they just don't have class because there are no options</li> </ul> |
| Multipurpose room            | 3  | 0  | 0  | 3     | <ul style="list-style-type: none"> <li>If the multipurpose room is available, I can use that space.</li> </ul>   |
| Cafeteria                    | 2  | 0  | 0  | 2     | <ul style="list-style-type: none"> <li>Cafeteria when there is no lunch</li> </ul>   |
| Double up in                 | 0  | 1  | 1  | 2     | <ul style="list-style-type: none"> <li>I push in with another teacher.</li> </ul>  |

Appendix D1

| Response Category | ES | MS | HS | Total | Sample Response   |
|-------------------|----|----|----|-------|---|
| other gym space   |    |    |    |       | <ul style="list-style-type: none"> <li>We just double up classes in the main and small gym</li> </ul> |

Table 33: Generally, how much of an impact would you say use of the gym for non-PE related activities has on your ability to deliver PE instruction? (Teachers)

| Level                | It frequently impedes my ability to get through an entire unit. | It sometimes impedes my ability to get through an entire unit. | The impact is minimal – I am able to fully cover all units. |
|----------------------|---|--|---|
| Elementary (n=34)    | 3%  | 18%  | 79%   |
| Middle School (n=21) | 0%  | 48%  | 52%   |
| High School (n=21)   | 10%   | 43%  | 48%   |

## Shared Facilities

Table 34: Do you teach PE in a facility shared with Arlington County Parks and Recreation or other sports programs not affiliated with APS? (Teachers)

| Level                | Yes | No  |
|----------------------|-----|-----|
| Elementary (n=35)    | 57% | 43% |
| Middle School (n=21) | 76% | 24% |
| High School (n=24)   | 50% | 50% |

Table 35: For those responding yes: What condition is your instructional space in after its use by outside groups? (Teachers)

| Level                | Poor – I can't teach without modifying/cleaning the space. | Fair – I can teach with minor adjustments to the space. | Good – I can teach with no adjustments to the space. |
|----------------------|--|---|--|
| Elementary (n=20)    | 10%  | 70%   | 20%  |
| Middle School (n=16) | 19%  | 56%   | 25%  |
| High School (n=12)   | 0%   | 58%   | 42%  |

## Appendix D1

Table 36: For those responding yes: How frequently do you find equipment missing after your instructional space has been used by outside groups? (Teachers)

| Level                | Almost every time the space is used by an outside group | Sometimes | Rarely | Never |
|----------------------|---|-----------|--------|-------|
| Elementary (n=20)    | 15%   | 25%       | 30%    | 30%   |
| Middle School (n=16) | 6%  | 69%       | 19%    | 6%    |
| High School (n=12)   | 0%  | 42%       | 33%    | 25%   |

## Role of PE Teacher

Table 37: How frequently do you engage in the following non-PE related instructional activities? (Teachers)

| Activity                                     | Level                | Daily | Once a Week | Once a Month | Four Times a Year | Once or Twice a Year | Never |
|--|----------------------|-------|-------------|--------------|-------------------|----------------------|-------|
| Teach core content during intervention block | Elementary (n=35)    | 0%    | 14%         | 0%           | 0%                | 3%                   | 83%   |
|  | Middle School (n=21) | 24%   | 0%          | 10%          | 5%                | 5%                   | 57%   |
|  | High School (n=19)   | 11%   | 5%          | 5%           | 0%                | 11%                  | 68%   |
| Supervise arrival and/or dismissal           | Elementary (n=35)    | 77%   | 11%         | 0%           | 3%                | 3%                   | 6%    |
|  | Middle School (n=21) | 10%   | 5%          | 0%           | 14%               | 24%                  | 48%   |
|  | High School (n=21)   | 29%   | 0%          | 0%           | 0%                | 0%                   | 71%   |
| Recess                                       | Elementary (n=35)    | 20%   | 29%         | 6%           | 3%                | 3%                   | 40%   |
|  | Middle School (n=21) | 0%    | 0%          | 0%           | 0%                | 5%                   | 95%   |

Table 38: What other non-PE related instructional activities do you engage in on a regular basis? (Teachers)

| Response Category                          | ES | MS | HS | Total | Sample Response   |
|--|----|----|----|-------|---|
| Supervision of students in non-PE contexts | 1  | 5  | 4  | 10    | <ul style="list-style-type: none"> <li>Support the librarian with a group second grade students</li> <li>Supervision during assemblies</li> <li>Study hall</li> <li>SOL coverage</li> </ul>                 |
| Clubs/team sports                          | 3  | 2  | 3  | 8     | <ul style="list-style-type: none"> <li>Safety patrols</li> <li>Homework club</li> <li>Club sponsorship</li> </ul>   |
| None                                       | 5  | 1  | 1  | 7     | <ul style="list-style-type: none"> <li>None</li> </ul>  |
| Teach non-PE content outside of PE class   | 2  | 1  | 1  | 4     | <ul style="list-style-type: none"> <li>Instructional support</li> <li>Work with [kindergarten] students while they rotate through learning stations</li> <li>Pre-SAT Digital Learning Activities</li> </ul> |
| Morning Meeting                            | 3  | 0  | 0  | 3     | <ul style="list-style-type: none"> <li>Morning Meeting - Once a week</li> </ul>   |



Appendix D1

| Response Category                | ES | MS | HS | Total | Sample Response  |
|----------------------------------|----|----|----|-------|--|
| Teach non-PE content in PE class | 3  | 0  | 0  | 3     | <ul style="list-style-type: none"> <li>Cross Curriculum Lesson Planning</li> <li>Integrating content into my PE lessons.</li> </ul>  |
| Homeroom                         | 0  | 3  | 0  | 3     | <ul style="list-style-type: none"> <li>TA/homeroom</li> </ul>  |
| Sub for other teacher            | 1  | 1  | 0  | 2     | <ul style="list-style-type: none"> <li>Substitute as needed in the building for other absent homeroom teachers</li> <li>Sometimes have to cover other teachers classes if they don't have a sub</li> </ul> |
| Other                            | 1  | 2  | 3  | 6     | <ul style="list-style-type: none"> <li>We have morning duties</li> <li>IAT meeting before school</li> <li>Team bonding activities with 9th graders.</li> </ul>   |

Table 39: On average, how many minutes of prep time do you have in between classes? (Elementary teachers)

| Level             | Minutes | Percent |
|-------------------|---------|---------|
| Elementary (n=35) | 0       | 40%     |
|                   | 2       | 6%      |
|                   | 3       | 6%      |
|                   | 5       | 29%     |
|                   | 10      | 14%     |
|                   | 15      | 3%      |
|                   | 30      | 3%      |

Table 40: On average, how many minutes of instructional time are spent transporting students (in addition to the allotted transition time)? (Elementary teachers)

| Level             | Minutes | Percent |
|-------------------|---------|---------|
| Elementary (n=35) | 0       | 23%     |
|                   | 2       | 11%     |
|                   | 3       | 9%      |
|                   | 4       | 3%      |
|                   | 5       | 40%     |
|                   | 6       | 3%      |
|                   | 10      | 6%      |
|                   | 25      | 6%      |

Table 41: If anything but 0: What are the factors that contribute to loss of scheduled instruction time for student transitions? Select all that apply. (Elementary teachers)

| Level             | Classroom teachers bring students late. | Classroom teachers pick up students late. | Students are in relocatables. | The PE class takes place in a relocatable. | Other (Please specify) |
|-------------------|---|---|-------------------------------|--|------------------------|
| Elementary (n=35) | 81%                                     | 85%                                       | 19%                           | 0%   | 41%                    |

## Appendix D1

Table 42: Other Responses: If anything but 0: What are the factors that contribute to loss of scheduled instruction time for student transitions? Select all that apply. (Elementary teachers)

| Other Responses   |
|---|
| FLES transitioning  |
| Specialists transition all students one day a week to allow for grade level team planning.                                    |
| FLES  |
| Transitions with other specialists  |
| Walking students to the other side of the building, bringing that class to another room and then grabbing my own class        |
| We transition between grade level specials MTF  |
| Transition times built into some of the class schedules   |
| Specials teachers have to transport students to next class, so it is a time of chaos in the hallways and wastes a lot of time |
| We switch classes with our FLES teachers  |
| Students must get water before next class.  |
| Our class times literally begin when the last one ends- Class A ends at 9:00 and Class B begins at 9:00.                      |

## New Standards of Learning (SOLs)

Table 43: How would you rate your level of familiarity with the new PE SOLs? (Teachers)

| Level                | Very familiar | Somewhat familiar | Not at all familiar |
|----------------------|---------------|-------------------|---------------------|
| Elementary (n=35)    | 71%           | 29%               | 0%                  |
| Middle School (n=21) | 48%           | 48%               | 5%                  |
| High School (n=23)   | 48%           | 52%               | 0%                  |

Table 44: How confident are you in your ability to implement the new SOLs in your PE instruction? (Teachers)

| Level                | Very confident | Somewhat confident | Not at all confident |
|----------------------|----------------|--------------------|----------------------|
| Elementary (n=35)    | 86%            | 11%                | 3%                   |
| Middle School (n=21) | 57%            | 43%                | 0%                   |
| High School (n=23)   | 57%            | 43%                | 0%                   |

Table 45: How would you rate your level of familiarity with the new Health SOLs? (Secondary Teachers)

| Level                | Very familiar | Somewhat familiar | Not at all familiar |
|----------------------|---------------|-------------------|---------------------|
| Middle School (n=18) | 61%           | 39%               | 0%                  |
| High School (n=19)   | 63%           | 37%               | 0%                  |

Appendix D1

Table 46: How confident are you in your ability to implement the new SOLs in your Health instruction? (Secondary Teachers)

| Level                | Very confident | Somewhat confident | Not at all confident |
|----------------------|----------------|--------------------|----------------------|
| Middle School (n=19) | 68%            | 32%                | 0%                   |
| High School (n=19)   | 63%            | 37%                | 0%                   |

Table 47: Percentage Selecting Yes: Have you used any of the following resources to familiarize yourself with the new SOLs? (Teachers)

| Resource  | Elementary (n=35) | Middle School (n=21) | High School (n=25) |
|---|-------------------|----------------------|--------------------|
| Blackboard/Canvas                               | 71%               | 60%                  | 75%                |
| VDOE website                                    | 77%               | 86%                  | 71%                |
| Professional development offered within APS     | 94%               | 90%                  | 88%                |
| Professional development offered outside of APS | 54%               | 14%                  | 25%                |
| Materials shared by other teachers              | 86%               | 90%                  | 92%                |

Table 48: How helpful were these resources? (Teachers)

| Level         | Resource  | n  | Very helpful | Somewhat helpful | Not at all helpful |
|---------------|---|----|--------------|------------------|--------------------|
| Elementary    | Blackboard/Canvas                               | 17 | 29%          | 65%              | 6%                 |
|               | VDOE website                                    | 18 | 67%          | 33%              | 0%                 |
|               | Professional development offered within APS     | 24 | 58%          | 33%              | 8%                 |
|               | Professional development offered outside of APS | 13 | 100%         | 0%               | 0%                 |
|               | Materials shared by other teachers              | 22 | 68%          | 32%              | 0%                 |
| Middle School | Blackboard/Canvas                               | 8  | 13%          | 75%              | 13%                |
|               | VDOE website                                    | 9  | 33%          | 67%              | 0%                 |
|               | Professional development offered within APS     | 11 | 18%          | 64%              | 18%                |
|               | Professional development offered outside of APS | 2  | *            | *                | *                  |
|               | Materials shared by other teachers              | 11 | 55%          | 36%              | 9%                 |
| High School   | Blackboard/Canvas                               | 11 | 9%           | 82%              | 9%                 |
|               | VDOE website                                    | 8  | 63%          | 38%              | 0%                 |
|               | Professional development offered within APS     | 14 | 36%          | 57%              | 7%                 |
|               | Professional development offered outside of APS | 1  | *            | *                | *                  |
|               | Materials shared by other teachers              | 15 | 47%          | 53%              | 0%                 |

Appendix D1

Table 49: What other resources have you used to familiarize yourself with the new SOLs? (Teachers)

| Response Category  | ES | MS | HS | Total | Sample Response  |
|--|----|----|----|-------|--|
| Online resources   | 7  | 1  | 0  | 8     | <ul style="list-style-type: none"> <li>Online resources (PE Specialist, OPEN, etc.)</li> <li>SHAPE America website and others</li> <li>Researching and looking up on the internet</li> </ul>   |
| None   | 3  | 2  | 1  | 6     | <ul style="list-style-type: none"> <li>None</li> </ul>   |
| Help from colleagues - discussion, shared lesson plans, etc. | 1  | 2  | 3  | 6     | <ul style="list-style-type: none"> <li>Discussions with colleagues</li> <li>Lesson plans created by APS HPE employees</li> <li>Collaborating with other HPE teachers on interpretation and projects/lessons to implement them</li> </ul> |
| Having printed copy as reference                             | 2  | 0  | 0  | 2     | <ul style="list-style-type: none"> <li>Keeping a printed copy to refer to when needed</li> </ul>   |
| Other  | 3  | 3  | 0  | 6     | <ul style="list-style-type: none"> <li>Attended Professional Conferences</li> <li>Writing curriculum</li> </ul>  |

Table 50: How would you rate the support you have received from the Health & PE Office in your implementation of the new SOLs? (Teachers)

| Level                | It has been very helpful. | It has been somewhat helpful. | It has not been helpful at all. |
|----------------------|---------------------------|-------------------------------|---------------------------------|
| Elementary (n=35)    | 49%                       | 40%                           | 11%                             |
| Middle School (n=21) | 10%                       | 76%                           | 14%                             |
| High School (n=25)   | 32%                       | 60%                           | 8%                              |

Table 51: What additional resources or support would further help you in your implementation of the new SOLs? (Teachers)

| Response Category                               | ES | MS | HS | Total | Sample Response   |
|---|----|----|----|-------|---|
| More time for collaboration with HPE colleagues | 4  | 5  | 2  | 11    | <ul style="list-style-type: none"> <li>Meeting more often to share resources with fellow PE teachers</li> <li>It...would be nice to be given collaboration time, both with our schools and with other schools, to share ideas on how to implement the new standards</li> </ul>                          |
| Lesson ideas                                    | 2  | 7  | 2  | 11    | <ul style="list-style-type: none"> <li>Concrete, complete lesson plans and specific examples (not created by APS teachers). It's frustrating to always have to work on creating these things on our own.</li> <li>It would be nice to be given ideas on lessons to do that use the new SOLs.</li> </ul> |
| None/Not sure                                   | 4  | 2  | 0  | 6     | <ul style="list-style-type: none"> <li>Not sure yet</li> <li>None</li> </ul>  |

Appendix D1

| Response Category                                 | ES | MS | HS | Total | Sample Response   |
|---|----|----|----|-------|---|
| More PD generally                                 | 3  | 1  | 1  | 5     | <ul style="list-style-type: none"> <li>I would like to see more workshops offered to us</li> <li>Continue more professional development sessions to use them</li> </ul>   |
| Pacing guide/curriculum                           | 3  | 2  | 0  | 5     | <ul style="list-style-type: none"> <li>A countywide pacing guide of what is to be visited throughout the year and how long.</li> <li>There needs to be a standardized health curriculum</li> </ul>  |
| More PD: Outside experts or events                | 2  | 0  | 0  | 2     | <ul style="list-style-type: none"> <li>More inservices led by outside resources</li> </ul>  |
| Specific resources for anatomy and energy balance | 2  | 0  | 0  | 2     | <ul style="list-style-type: none"> <li>More materials and lessons to support the energy balance and anatomical basis SOLs. Especially the harder to implement ones like macronutrients, food labels, RDAs, specific muscles etc.</li> </ul> |
| Other   | 2  | 1  | 0  | 3     | <ul style="list-style-type: none"> <li>Teachers either changed their classes to meet new SOL's or they didn't. I did, I'm frustrated that teachers that didn't never got pressured to do so.</li> </ul>                                     |

## Assessment

Table 52: How frequently do you use the following elements to assess your students' knowledge of the physical education content that you teach? (Teachers)

| Level                | Element                              | Daily | Once a Week | Once a Month | Four Times a Year | Once or Twice a Year | Never |
|----------------------|--------------------------------------|-------|-------------|--------------|-------------------|----------------------|-------|
| Elementary (n=35)    | Skills development (process)         | 77%   | 17%         | 6%           | 0%                | 0%                   | 0%    |
|                      | Skills production (product)          | 37%   | 26%         | 31%          | 0%                | 3%                   | 3%    |
|                      | Changing clothes and having sneakers | 23%   | 0%          | 6%           | 0%                | 11%                  | 60%   |
|                      | Participation                        | 89%   | 6%          | 0%           | 3%                | 0%                   | 3%    |
|                      | Journals                             | 0%    | 3%          | 3%           | 3%                | 20%                  | 71%   |
| Middle School (n=20) | Skills development (process)         | 50%   | 30%         | 5%           | 0%                | 15%                  | 0%    |
|                      | Skills production (product)          | 30%   | 35%         | 15%          | 0%                | 15%                  | 5%    |
|                      | Changing clothes and having sneakers | 75%   | 0%          | 0%           | 0%                | 0%                   | 25%   |
|                      | Participation                        | 90%   | 5%          | 0%           | 0%                | 0%                   | 5%    |
|                      | Journals                             | 0%    | 10%         | 30%          | 15%               | 10%                  | 35%   |
| High School (n=22)   | Skills development (process)         | 45%   | 32%         | 18%          | 5%                | 0%                   | 0%    |
|                      | Skills production (product)          | 23%   | 50%         | 5%           | 5%                | 9%                   | 9%    |
|                      | Changing clothes and having sneakers | 86%   | 0%          | 0%           | 0%                | 0%                   | 14%   |
|                      | Participation                        | 100%  | 0%          | 0%           | 0%                | 0%                   | 0%    |
|                      | Journals                             | 5%    | 5%          | 14%          | 9%                | 9%                   | 59%   |

Appendix D1

Table 53: What other elements do you use to assess your students' knowledge of the physical education content that you teach? (Teachers)

| Response Category              | ES | MS | HS | Total | Sample Response  |
|--------------------------------|----|----|----|-------|--|
| Informal assessments           | 18 | 2  | 4  | 24    | <ul style="list-style-type: none"> <li>Exit slips, discussions, teacher observations</li> <li>Closing circles, partner review Q &amp; A, daily review of previous content at the start of lessons</li> <li>Check off lists</li> <li>Student's incorporation of skills taught and showing their knowledge of rules of play</li> </ul> |
| Assignments/formal assessments | 8  | 5  | 4  | 17    | <ul style="list-style-type: none"> <li>Paper and pencil activities</li> <li>Projects</li> <li>Unit assessments</li> <li>Quarter tests on PE SOLs</li> </ul>  |
| Peer observation/assessment    | 8  | 4  | 0  | 12    | <ul style="list-style-type: none"> <li>Partner Check List</li> <li>Partner assessments</li> <li>Peer to peer feedback</li> </ul>   |
| Video analysis                 | 5  | 1  | 0  | 6     | <ul style="list-style-type: none"> <li>Video assessment</li> <li>Video analysis</li> </ul>   |
| Activities                     | 3  | 1  | 0  | 4     | <ul style="list-style-type: none"> <li>We plan activities designed to test content knowledge. Venn diagram relay races for example.</li> <li>Development of routines, games, etc.</li> </ul>   |
| Sportsmanship                  | 1  | 1  | 0  | 2     | <ul style="list-style-type: none"> <li>Effort, sportsmanship</li> <li>Sportsmanship/Behavior</li> </ul>  |
| Other                          | 2  | 0  | 2  | 4     | <ul style="list-style-type: none"> <li>None</li> <li>Self-evaluations</li> </ul>   |

Table 54: How often do you use the following elements to assess your students' physical education outcomes? For example, fitness level, regular engagement in physical activity, skill development, etc. (Teachers)

| Level             | Element   | Daily | Once a Week | Once a Month | Four Times a Year | Once or Twice a Year | Never |
|-------------------|---|-------|-------------|--------------|-------------------|----------------------|-------|
| Elementary (n=35) | Performance assessments(e.g. student performances such as a dance or jump rope routine) | 23%   | 11%         | 29%          | 6%                | 26%                  | 6%    |
|                   | Knowledge assessment  | 29%   | 26%         | 29%          | 9%                | 6%                   | 3%    |
|                   | Fitness tests   | 0%    | 6%          | 9%           | 34%               | 49%                  | 3%    |
|                   | Observation   | 88%   | 3%          | 6%           | 0%                | 3%                   | 0%    |
|                   | Peer assessment (e.g. partner checklists)   | 6%    | 20%         | 26%          | 23%               | 17%                  | 9%    |
|                   | Portfolios  | 0%    | 3%          | 3%           | 0%                | 23%                  | 71%   |
|                   | Exit slip   | 6%    | 14%         | 34%          | 14%               | 11%                  | 20%   |
|                   | Physical activity/fitness logs  | 3%    | 3%          | 9%           | 6%                | 41%                  | 38%   |

Appendix D1

| Level                | Element   | Daily | Once a Week | Once a Month | Four Times a Year | Once or Twice a Year | Never |
|----------------------|---|-------|-------------|--------------|-------------------|----------------------|-------|
|                      | Journals  | 0%    | 3%          | 3%           | 3%                | 15%                  | 76%   |
|                      | Pre/Post skills tests   | 3%    | 23%         | 29%          | 20%               | 23%                  | 3%    |
|                      | Individual projects   | 0%    | 0%          | 9%           | 11%               | 9%                   | 71%   |
|                      | Group projects  | 0%    | 0%          | 11%          | 9%                | 29%                  | 51%   |
| Middle School (n=20) | Performance assessments(e.g. student performances such as a dance or jump rope routine) | 11%   | 26%         | 37%          | 0%                | 26%                  | 0%    |
|                      | Knowledge assessment  | 32%   | 42%         | 11%          | 0%                | 0%                   | 16%   |
|                      | Fitness tests   | 0%    | 10%         | 10%          | 70%               | 10%                  | 0%    |
|                      | Observation   | 90%   | 0%          | 0%           | 10%               | 0%                   | 0%    |
|                      | Peer assessment (e.g. partner checklists)   | 16%   | 11%         | 37%          | 5%                | 16%                  | 16%   |
|                      | Portfolios  | 0%    | 0%          | 5%           | 20%               | 30%                  | 45%   |
|                      | Exit slip   | 0%    | 17%         | 17%          | 6%                | 17%                  | 44%   |
|                      | Physical activity/fitness logs  | 5%    | 5%          | 26%          | 21%               | 26%                  | 16%   |
|                      | Journals  | 0%    | 5%          | 0%           | 37%               | 21%                  | 37%   |
|                      | Pre/Post skills tests   | 5%    | 21%         | 37%          | 11%               | 11%                  | 16%   |
|                      | Individual projects   | 0%    | 10%         | 20%          | 30%               | 30%                  | 10%   |
|                      | Group projects  | 0%    | 0%          | 20%          | 50%               | 25%                  | 5%    |
| High School (n=22)   | Performance assessments(e.g. student performances such as a dance or jump rope routine) | 14%   | 29%         | 14%          | 10%               | 14%                  | 19%   |
|                      | Knowledge assessment  | 23%   | 18%         | 32%          | 23%               | 5%                   | 0%    |
|                      | Fitness tests   | 9%    | 9%          | 0%           | 9%                | 68%                  | 5%    |
|                      | Observation   | 82%   | 5%          | 5%           | 0%                | 5%                   | 5%    |
|                      | Peer assessment (e.g. partner checklists)   | 9%    | 14%         | 32%          | 5%                | 14%                  | 27%   |
|                      | Portfolios  | 5%    | 0%          | 10%          | 0%                | 0%                   | 86%   |
|                      | Exit slip   | 5%    | 14%         | 18%          | 9%                | 9%                   | 45%   |
|                      | Physical activity/fitness logs  | 14%   | 5%          | 23%          | 9%                | 14%                  | 36%   |
|                      | Journals  | 5%    | 5%          | 14%          | 9%                | 9%                   | 59%   |
|                      | Pre/Post skills tests   | 5%    | 10%         | 35%          | 20%               | 20%                  | 10%   |
|                      | Individual projects   | 5%    | 0%          | 18%          | 5%                | 9%                   | 64%   |
|                      | Group projects  | 5%    | 0%          | 18%          | 5%                | 23%                  | 50%   |

Appendix D1

Table 55: What other elements do you use to assess your students' physical education outcomes? (Teachers)

| Level         | Response  |
|---------------|---|
| Elementary    | N/A   |
|               | None  |
|               | We often use rubrics that the students get at the beginning to self-assess and then mark their progress along the way |
|               | Sportsmanship, and are they modeling good practice of the skills.   |
|               | Video analysis  |
|               | Rubrics   |
|               | Exercise routine and effort applied during the routine and skill building/activity                                    |
| Middle School | Cognitive, health-related physical fitness, psychomotor skills, and attitudes.  |
|               | Many of these I use In Health Education.  |
|               | Reflection and assessment We are an IB school so we have to give some form of written assessment.                     |
|               | Student Reflection  |
| High school   | Fitness, skill, and knowledge testing at the end of each quarter.   |

Table 56: How frequently do you use the following elements to assess your students' knowledge of the health content that you teach? (Secondary Teachers)

| Level                | Element                        | Daily | Once a Week | Once a Month | Four Times a Year | Once or Twice a Year | Never |
|----------------------|--------------------------------|-------|-------------|--------------|-------------------|----------------------|-------|
| Middle School (n=19) | Skills development (process)   | 47%   | 32%         | 0%           | 11%               | 5%                   | 5%    |
|                      | Tests, quizzes                 | 0%    | 21%         | 16%          | 16%               | 11%                  | 37%   |
|                      | Participation                  | 68%   | 16%         | 0%           | 0%                | 0%                   | 16%   |
|                      | Homework                       | 5%    | 21%         | 0%           | 11%               | 16%                  | 47%   |
|                      | Group work                     | 11%   | 53%         | 16%          | 16%               | 0%                   | 5%    |
|                      | Individual projects            | 11%   | 32%         | 26%          | 26%               | 0%                   | 5%    |
|                      | Health journals                | 21%   | 21%         | 21%          | 11%               | 5%                   | 21%   |
|                      | Physical activity/fitness logs | 11%   | 11%         | 21%          | 26%               | 0%                   | 32%   |
| High School (n=18)   | Skills development (process)   | 12%   | 59%         | 12%          | 6%                | 0%                   | 12%   |
|                      | Tests, quizzes                 | 6%    | 17%         | 56%          | 17%               | 6%                   | 0%    |
|                      | Participation                  | 89%   | 6%          | 0%           | 6%                | 0%                   | 0%    |
|                      | Homework                       | 17%   | 28%         | 11%          | 6%                | 6%                   | 33%   |
|                      | Group work                     | 11%   | 61%         | 22%          | 0%                | 0%                   | 6%    |
|                      | Individual projects            | 6%    | 22%         | 56%          | 0%                | 0%                   | 17%   |
|                      | Health journals                | 22%   | 22%         | 11%          | 6%                | 6%                   | 33%   |
|                      | Physical activity/fitness logs | 11%   | 11%         | 6%           | 17%               | 6%                   | 50%   |



Appendix D1

Table 57: What other elements do you use to assess your students' knowledge of the health content that you teach? (Teachers)

| Level         | Response  |
|---------------|---|
| Middle School | Pair share activities, self-correction on quizzes and tests, exit tickets |
|               | Worksheets, projects, daily notes   |
|               | Warm ups, exit questions  |
|               | Watch them play games   |
|               | None  |
| High school   | I use Daily Decisions instead of journals, it is somewhat similar         |
|               | Reflection  |

Table 58: How often do you use the following elements to assess your students' health outcomes? For example, eating habits, healthy relationships, etc. (Secondary Teachers)

| Level                | Element                 | Daily | Once a Week | Once a Month | Four Times a Year | Once or Twice a Year | Never |
|----------------------|-------------------------|-------|-------------|--------------|-------------------|----------------------|-------|
| Middle School (n=19) | Performance assessments | 37%   | 32%         | 16%          | 11%               | 0%                   | 5%    |
|                      | Observation             | 79%   | 0%          | 0%           | 0%                | 11%                  | 11%   |
|                      | Peer assessment         | 21%   | 21%         | 37%          | 5%                | 11%                  | 5%    |
|                      | Surveys                 | 11%   | 26%         | 21%          | 16%               | 16%                  | 11%   |
|                      | Tests, quizzes          | 0%    | 21%         | 21%          | 11%               | 16%                  | 32%   |
| High School (n=17)   | Performance assessments | 6%    | 29%         | 41%          | 0%                | 0%                   | 24%   |
|                      | Observation             | 63%   | 6%          | 19%          | 0%                | 0%                   | 13%   |
|                      | Peer assessment         | 18%   | 18%         | 6%           | 24%               | 0%                   | 35%   |
|                      | Surveys                 | 6%    | 13%         | 31%          | 13%               | 13%                  | 25%   |
|                      | Tests, quizzes          | 6%    | 24%         | 35%          | 12%               | 12%                  | 12%   |

Table 59: What other elements do you use to assess your students' health outcomes? (Teachers)

| Level         | Response                   |
|---------------|----------------------------|
| Middle School | KWL chart, Health notebook |
|               | None                       |

## English Learners

Table 60: What accommodations do you make for the English learners in your PE instruction? Select all that apply. (Teachers)

| Accommodation   | Elementary<br>(n=35) | Middle School<br>(n=22) | High School<br>(n=25) |
|---|----------------------|-------------------------|-----------------------|
| N/A – I do not have English language learners in my PE classes.   | 6%                   | 0%                      | 9%                    |
| Teacher translation   | 43%                  | 25%                     | 22%                   |
| Student translation   | 71%                  | 90%                     | 61%                   |
| Student tutoring/modeling   | 66%                  | 75%                     | 48%                   |
| Demonstrations  | 86%                  | 95%                     | 83%                   |
| Visuals (e.g. posters, signage, videos, placards, pictures, etc.) | 83%                  | 95%                     | 57%                   |
| SIOP instructional strategies                                     | 26%                  | 15%                     | 17%                   |
| None  | 3%                   | 0%                      | 0%                    |
| Other (Please specify)  | 6%                   | 5%                      | 4%                    |

Table 61: Other Responses: What accommodations do you make for the English learners in your PE instruction? Select all that apply. (Teachers)

| Level         | Response   |
|---------------|--|
| Elementary    | Google translation   |
|               | I tell students to focus on me and while students are playing I will explain to my English learners at that time so that it can serve as a visual as well. |
| Middle School | Staff support translator   |
| High school   | Reduced amount of required responses   |

Table 62: How confident are you in your ability to provide appropriate support to English learners in your PE instruction? (Teachers)

| Level                | Very confident | Somewhat confident | Not at all confident |
|----------------------|----------------|--------------------|----------------------|
| Elementary (n=35)    | 69%            | 31%                | 0%                   |
| Middle School (n=20) | 50%            | 45%                | 5%                   |
| High School (n=22)   | 36%            | 55%                | 9%                   |

Appendix D1

Table 63: What accommodations do you make for the English learners in your health instruction? Select all that apply. (Secondary Teachers)

| Accommodation   | Middle School (n=19) | High School (n=18) |
|---|----------------------|--------------------|
| N/A – I do not have English language learners in my health classes. | 0%                   | 6%                 |
| Teacher translation   | 42%                  | 44%                |
| Student translation   | 89%                  | 78%                |
| Student tutoring/modeling   | 74%                  | 67%                |
| Demonstrations  | 95%                  | 78%                |
| Visuals (e.g. posters, signage, videos, placards, pictures, etc.)   | 89%                  | 72%                |
| SIOP instructional strategies                                       | 21%                  | 39%                |
| None  | 0%                   | 0%                 |
| Other (Please specify)  | 16%                  | 17%                |

Table 64: Other Responses: What accommodations do you make for the English learners in your health instruction? Select all that apply. (Secondary Teachers)

| Level         | Response  |
|---------------|---|
| Middle School | Differentiated lessons                                      |
|               | Classroom Assistant   |
|               | Staff support translator                                    |
| High school   | Modified grading. Some students literally speak NO English. |
|               | Reduced number of responses                                 |
|               | Google Translate  |

Table 65: How confident are you in your ability to provide appropriate support to English learners in your health instruction? (Secondary Teachers)

| Level                | Very confident | Somewhat confident | Not at all confident |
|----------------------|----------------|--------------------|----------------------|
| Middle School (n=19) | 37%            | 47%                | 16%                  |
| High School (n=18)   | 17%            | 72%                | 11%                  |

Table 66: Percentage Selecting Yes: Do you reach out to or collaborate with any of the following staff to support your instruction of English learners? (Teachers)

| Staff                          | Elementary (n=32) | Middle School (n=20) | High School (n=22) |
|--------------------------------|-------------------|----------------------|--------------------|
| Health and PE Office           | 41%               | 37%                  | 48%                |
| ESOL/HILT Office               | 11%               | 26%                  | 24%                |
| ESOL/HILT colleagues in school | 80%               | 75%                  | 73%                |
| Other school colleagues        | 87%               | 72%                  | 57%                |
| Instructional Assistant        | 91%               | 42%                  | 43%                |

Appendix D1

Table 67: How helpful are these staff? (Teachers)

| Level         | Staff                          | n  | Very helpful | Somewhat helpful | Not at all helpful |
|---------------|--------------------------------|----|--------------|------------------|--------------------|
| Elementary    | Health and PE Office           | 6  | 67%          | 33%              | 0%                 |
|               | ESOL/HILT Office               | 1  | *            | *                | *                  |
|               | ESOL/HILT colleagues in school | 17 | 76%          | 24%              | 0%                 |
|               | Other school colleagues        | 18 | 78%          | 22%              | 0%                 |
| Middle School | Instructional Assistant        | 18 | 83%          | 17%              | 0%                 |
|               | Health and PE Office           | 5  | 20%          | 40%              | 40%                |
|               | ESOL/HILT Office               | 2  | *            | *                | *                  |
|               | ESOL/HILT colleagues in school | 8  | 25%          | 50%              | 25%                |
| High School   | Other school colleagues        | 6  | 50%          | 50%              | 0%                 |
|               | Instructional Assistant        | 5  | 80%          | 20%              | 0%                 |
|               | Health and PE Office           | 7  | 29%          | 57%              | 14%                |
|               | ESOL/HILT Office               | 2  | *            | *                | *                  |
|               | ESOL/HILT colleagues in school | 9  | 67%          | 33%              | 0%                 |
| High School   | Other school colleagues        | 8  | 50%          | 50%              | 0%                 |
|               | Instructional Assistant        | 5  | 100%         | 0%               | 0%                 |

\*Responses omitted when n is less than 5

Table 68: What other staff do you reach out to or collaborate with to support your instruction of English learners? (Teachers)

| Level         | Response  |
|---------------|---|
| Elementary    | I talk with the classroom teacher as needed.                                  |
|               | N/A   |
|               | Other staff members who speak the student’s language                          |
|               | None  |
|               | Classroom teacher   |
|               | Homeroom teacher Bilingual Liaison  |
|               | I use other students more than anything to help with translation.             |
|               | Counselors  |
|               | None  |
|               | School based parent teacher outreach coordinator                              |
| Middle School | Librarian, Fine Arts, Student services  |
|               | None  |
|               | Spanish teachers, other PE teachers, sometimes assistant teachers             |
| High school   | HILT teachers, other PE teachers  |
|               | Colleagues  |
|               | Counseling and our HILT coordinator   |
| High school   | Administrator   |
|               | I speak Spanish so I do not have a problem instructing non- English learners. |

## Appendix D1

Table 69: What additional resources or support would further help you in your instruction for English learners? (Teachers)

| Response Category                              | ES | MS | HS | Total | Sample Response   |
|--|----|----|----|-------|---|
| Assistance from additional staff               | 1  | 5  | 0  | 6     | <ul style="list-style-type: none"> <li>ESOL teachers attending class when a student is brand new to the school</li> <li>Classroom Assistants for all SPED, 504, ESOL HILT...we are not always in compliance.</li> <li>Spanish speaking assistant</li> </ul>   |
| None/Not sure                                  | 4  | 0  | 1  | 5     | <ul style="list-style-type: none"> <li>Not sure</li> <li>None</li> </ul>  |
| Materials in students' languages               | 1  | 2  | 2  | 5     | <ul style="list-style-type: none"> <li>Using cue cards with the specific skills that are in the same language for the student to help them understand the skill.</li> <li>Provide videos in their language for health topics</li> <li>Having more access to health resources online...It is difficult to find, especially when talking about sex. To find sites that are completely in Spanish</li> </ul> |
| Information on how to support English learners | 0  | 3  | 0  | 3     | <ul style="list-style-type: none"> <li>Ways to teach HILT learners to allow them to access the curriculum best</li> <li>Examples of concrete lessons and units and how they are differentiated for English learners</li> </ul>  |
| Learn Spanish                                  | 1  | 0  | 1  | 2     | <ul style="list-style-type: none"> <li>Learning Spanish!</li> </ul>   |
| Other  | 0  | 2  | 1  | 3     | <ul style="list-style-type: none"> <li>A class with only HILT</li> <li>Age appropriate HILT curriculum. Yes, they should be learning in English but the health information is very important and I don't care how they learn it (English or another language) as long as they learn it.</li> </ul>  |

## Students with Disabilities

Table 70: What accommodations do you make for the students with disabilities in your PE instruction? (Teachers)

| Accommodation   | Elementary (n=35) | Middle School (n=22) | High School (n=25) |
|---|-------------------|----------------------|--------------------|
| N/A – I do not have students with disabilities in my PE classes.  | 0%                | 5%                   | 5%                 |
| Demonstrations  | 97%               | 70%                  | 73%                |
| Visuals (e.g. posters, signage, videos, placards, pictures, etc.) | 94%               | 55%                  | 50%                |
| Modify instructions   | 89%               | 90%                  | 91%                |
| Modify rules/games/tasks  | 91%               | 95%                  | 86%                |
| Modify space  | 83%               | 55%                  | 59%                |
| Modify time   | 77%               | 70%                  | 77%                |
| Peer assistance/mentors   | 83%               | 70%                  | 77%                |

Appendix D1

| Accommodation          | Elementary (n=35) | Middle School (n=22) | High School (n=25) |
|------------------------|-------------------|----------------------|--------------------|
| Equipment              | 94%               | 65%                  | 73%                |
| None                   | 0%                | 5%                   | 0%                 |
| Other (Please specify) | 3%                | 5%                   | 5%                 |

Table 71: Other Responses: What accommodations do you make for the students with disabilities in your PE instruction? (Teachers)

| Level         | Response  |
|---------------|---|
| Elementary    | I have a PE preview with one student to help them and support them before they come to PE for the week. |
| Middle School | I tell them to listen to their bodies and only do what they feel comfortable doing.                     |
| High school   | None- I've found the 504s related to ADHD and those students don't seem to need accommodations for PE   |

Table 72: How confident are you in your ability to provide appropriate support to students with disabilities in your PE instruction? (Teachers)

| Level                | Very confident | Somewhat confident | Not at all confident |
|----------------------|----------------|--------------------|----------------------|
| Elementary (n=35)    | 66%            | 34%                | 0%                   |
| Middle School (n=20) | 55%            | 40%                | 5%                   |
| High School (n=22)   | 68%            | 32%                | 0%                   |

Table 73: What accommodations do you make for the students with disabilities in your health instruction? (Secondary Teachers)

| Accommodation  | Middle School (n=19) | High School (n=18) |
|--|----------------------|--------------------|
| N/A – I do not have students with disabilities in my health classes. | 11%                  | 0%                 |
| Demonstrations   | 63%                  | 72%                |
| Visuals (e.g. posters, signage, videos, placards, pictures, etc.)    | 68%                  | 72%                |
| Modify instructions  | 89%                  | 94%                |
| Modify rules/games/tasks   | 63%                  | 67%                |
| Modify space   | 37%                  | 56%                |
| Modify time  | 74%                  | 89%                |
| Peer assistance/mentors  | 63%                  | 83%                |
| None   | 0%                   | 0%                 |
| Other (Please specify)   | 5%                   | 0%                 |

Appendix D1

Table 74: Other Response: What accommodations do you make for the students with disabilities in your health instruction? (Secondary Teachers)

| Level         | Response                          |
|---------------|-----------------------------------|
| Middle School | Shortened or modified assignments |

Table 75: How confident are you in your ability to provide appropriate support to students with disabilities learners in your health instruction? (Secondary Teachers)

| Level                | Very confident | Somewhat confident | Not at all confident |
|----------------------|----------------|--------------------|----------------------|
| Middle School (n=19) | 53%            | 42%                | 5%                   |
| High School (n=18)   | 56%            | 44%                | 0%                   |

Table 76: Percentage Selecting Yes: Do you reach out to or collaborate with any of the following staff to support your instruction of students with disabilities? (Teachers)

| Staff                                  | Elementary (n=34) | Middle School (n=19) | High School (n=23) |
|--|-------------------|----------------------|--------------------|
| Health and PE Office                   | 39%               | 37%                  | 39%                |
| Special Education Office               | 28%               | 17%                  | 41%                |
| Student Services Office                | 14%               | 11%                  | 14%                |
| Special education colleagues in school | 91%               | 74%                  | 77%                |
| Other school colleagues                | 94%               | 89%                  | 63%                |
| Instructional Assistant                | 97%               | 84%                  | 67%                |

Table 77: How helpful are these staff? (Teachers)

| Level         | Staff                                  | n  | Very helpful | Somewhat helpful | Not at all helpful |
|---------------|--|----|--------------|------------------|--------------------|
| Elementary    | Health and PE Office                   | 9  | 78%          | 11%              | 11%                |
|               | Special Education Office               | 6  | 83%          | 17%              | 0%                 |
|               | Student Services Office                | 2  | *            | *                | *                  |
|               | Special education colleagues in school | 22 | 91%          | 9%               | 0%                 |
|               | Other school colleagues                | 20 | 95%          | 5%               | 0%                 |
|               | Instructional Assistant                | 20 | 75%          | 25%              | 0%                 |
| Middle School | Health and PE Office                   | 4  | *            | *                | *                  |
|               | Special Education Office               | 1  | *            | *                | *                  |
|               | Student Services Office                | 0  | *            | *                | *                  |
|               | Special education colleagues in school | 10 | 50%          | 50%              | 0%                 |
|               | Other school colleagues                | 9  | 67%          | 33%              | 0%                 |
|               | Instructional Assistant                | 10 | 60%          | 40%              | 0%                 |

Appendix D1

| Level       | Staff                                  | n  | Very helpful | Somewhat helpful | Not at all helpful |
|-------------|--|----|--------------|------------------|--------------------|
| High School | Health and PE Office                   | 6  | 83%          | 17%              | 0%                 |
|             | Special Education Office               | 4  | *            | *                | *                  |
|             | Student Services Office                | 1  | *            | *                | *                  |
|             | Special education colleagues in school | 11 | 73%          | 27%              | 0%                 |
|             | Other school colleagues                | 9  | 56%          | 44%              | 0%                 |
|             | Instructional Assistant                | 9  | 67%          | 33%              | 0%                 |

\*Responses omitted when n is less than 5

Table 78: What other staff do you reach out to or collaborate with to support your instruction of students with disabilities? (Teachers)

| Response Category                    | ES | MS | HS | Total | Sample Response   |
|--------------------------------------|----|----|----|-------|---|
| Special education teachers/providers | 4  | 2  | 1  | 7     | <ul style="list-style-type: none"> <li>Occupational Therapist, Physical Therapist</li> <li>SPED teachers, MIPA teacher, speech therapist</li> </ul> |
| None                                 | 3  | 1  | 0  | 4     | <ul style="list-style-type: none"> <li>None</li> </ul>  |
| Other HPE teachers                   | 2  | 1  | 1  | 4     | <ul style="list-style-type: none"> <li>PE colleagues</li> </ul>   |
| Student's parent                     | 2  | 0  | 0  | 2     | <ul style="list-style-type: none"> <li>Student's parents</li> </ul>   |
| Other                                | 4  | 0  | 0  | 4     | <ul style="list-style-type: none"> <li>The students' classroom teachers</li> <li>Nurse</li> </ul>   |

Table 79: What additional resources or support would further help you in your instruction for students with disabilities? (Teachers)

| Level                | Response   |
|----------------------|--|
| <b>Elementary</b>    | An adaptive PE coordinator would be a nice thing for APS to have.  |
|                      | Not sure/none (4 responses)  |
|                      | Regular visits from Adaptive PE Specialists  |
|                      | Provide more adaptive PE equipment, for example a ball that makes noise for students who are visually impaired.  |
|                      | Adaptive PE workshops  |
|                      | Adapted equipment  |
| <b>Middle School</b> | I wish the Health and PE office would offer more learning opportunities related to SPED  |
|                      | None   |
|                      | Classroom Assistants   |
|                      | Concrete examples of how to accommodate all the needs of student in a class period at the same time. How to give everyone the individual time needed to help master skills. An adapted physical education teacher is needed in every school. |
| <b>High school</b>   | Designated space, which is not going to happen when there are 4 and 5 other PE classes occurring at the same time during the winter months   |
|                      | More money for special equipment   |



## Use of Resources

Table 80: Which of the following resources do you use in your instruction of the mental health curriculum? Select all that apply. (Teachers)

| Resource                       | Elementary<br>(n=35) | Middle School<br>(n=22) | High School<br>(n=25) |
|--------------------------------|----------------------|-------------------------|-----------------------|
| Counselor                      | 59%                  | 80%                     | 46%                   |
| Substance abuse counselor      | 0%                   | 50%                     | 58%                   |
| Nurse                          | 32%                  | 25%                     | 33%                   |
| Social worker                  | 26%                  | 35%                     | 17%                   |
| School psychologist            | 29%                  | 20%                     | 25%                   |
| School Resource Officer (SRO)  | 3%                   | 50%                     | 25%                   |
| Nova SALUD                     | 0%                   | 0%                      | 25%                   |
| PAVE                           | 0%                   | 0%                      | 46%                   |
| Teen Network Board/MythBusters | 0%                   | 25%                     | 4%                    |
| None of the above              | 38%                  | 0%                      | 17%                   |
| Other (Please specify)         | 0%                   | 0%                      | 17%                   |

Table 81: Other Responses: Which of the following resources do you use in your instruction of the mental health curriculum? Select all that apply. (Teachers)

| Level       | Other Responses   |
|-------------|---|
| High school | NAMI. I use the SRO and Substance abuse counselor in the ATOD unit. |
|             | NAMI  |

Table 82: Which of the following resources do you use in your instruction of the FLE curriculum? (Teachers)

| Resource                       | Elementary<br>(n=35) | Middle School<br>(n=22) | High School<br>(n=25) |
|--------------------------------|----------------------|-------------------------|-----------------------|
| Counselor                      | 48%                  | 42%                     | 17%                   |
| Substance abuse counselor      | 0%                   | 11%                     | 13%                   |
| Nurse                          | 24%                  | 26%                     | 42%                   |
| Social worker                  | 9%                   | 5%                      | 8%                    |
| School psychologist            | 12%                  | 0%                      | 13%                   |
| School Resource Officer (SRO)  | 0%                   | 5%                      | 13%                   |
| Nova SALUD                     | 0%                   | 0%                      | 17%                   |
| PAVE                           | 0%                   | 0%                      | 42%                   |
| Teen Network Board/MythBusters | 0%                   | 5%                      | 0%                    |
| None of the above              | 39%                  | 37%                     | 29%                   |
| Other (Please specify)         | 9%                   | 5%                      | 13%                   |

Appendix D1

Table 83: Other Responses: Which of the following resources do you use in your instruction of the FLE curriculum? (Teachers)

| Level         | Other Responses           |
|---------------|---------------------------|
| Elementary    | I do not teach FLE        |
|               | Classroom teachers        |
|               | APS FLE curriculum        |
| Middle School | HPE office and co workers |
| High school   | I do not teach FLE        |
|               | Safe Dates Curriculum     |

Table 84: How frequently do students use the following resources in your physical education classes? (Teachers)

| Level         | Resource                   | n  | Daily | Once a Week | Once a Month | Four Times a Year | Once or Twice a Year | Never |
|---------------|----------------------------|----|-------|-------------|--------------|-------------------|----------------------|-------|
| Elementary    | Heart rate monitors        | 35 | 3%    | 0%          | 3%           | 17%               | 40%                  | 37%   |
|               | Pedometers                 | 35 | 0%    | 0%          | 3%           | 17%               | 31%                  | 49%   |
|               | Personal learning devices  | 34 | 0%    | 6%          | 15%          | 21%               | 24%                  | 35%   |
|               | Personal activity trackers | 33 | 0%    | 3%          | 3%           | 3%                | 15%                  | 76%   |
|               | Online instruction         | 33 | 6%    | 6%          | 3%           | 9%                | 21%                  | 55%   |
| Middle School | Heart rate monitors        | 19 | 0%    | 5%          | 0%           | 0%                | 5%                   | 89%   |
|               | Pedometers                 | 19 | 0%    | 0%          | 0%           | 11%               | 5%                   | 84%   |
|               | Personal learning devices  | 20 | 5%    | 15%         | 30%          | 10%               | 10%                  | 30%   |
|               | Personal activity trackers | 20 | 0%    | 0%          | 10%          | 5%                | 5%                   | 80%   |
|               | Online instruction         | 20 | 0%    | 20%         | 20%          | 5%                | 5%                   | 50%   |
| High School   | Heart rate monitors        | 22 | 0%    | 9%          | 9%           | 0%                | 5%                   | 77%   |
|               | Pedometers                 | 22 | 0%    | 5%          | 5%           | 0%                | 9%                   | 82%   |
|               | Personal learning devices  | 21 | 0%    | 10%         | 29%          | 10%               | 5%                   | 48%   |
|               | Personal activity trackers | 22 | 0%    | 5%          | 5%           | 5%                | 0%                   | 86%   |
|               | Online instruction         | 21 | 0%    | 10%         | 29%          | 5%                | 0%                   | 57%   |

Appendix D1

Table 85: How are [Resource] used? Select all that apply. (Teachers)

| Level         | Resource                   | n  | Assessment of knowledge | Performance assessment | To improve students' skills | To enhance knowledge | Other |
|---------------|----------------------------|----|-------------------------|------------------------|-----------------------------|----------------------|-------|
| Elementary    | Heart rate monitors        | 22 | 41%                     | 50%                    | 23%                         | 91%                  | 5%    |
|               | Pedometers                 | 18 | 39%                     | 61%                    | 28%                         | 83%                  | 0%    |
|               | Personal learning devices  | 22 | 57%                     | 52%                    | 43%                         | 71%                  | 0%    |
|               | Personal activity trackers | 8  | 29%                     | 57%                    | 29%                         | 86%                  | 0%    |
|               | Online instruction         | 15 | 53%                     | 13%                    | 53%                         | 93%                  | 0%    |
| Middle School | Heart rate monitors        | 2  | *                       | *                      | *                           | *                    | *     |
|               | Pedometers                 | 3  | *                       | *                      | *                           | *                    | *     |
|               | Personal learning devices  | 14 | 57%                     | 71%                    | 64%                         | 86%                  | 7%    |
|               | Personal activity trackers | 4  | *                       | *                      | *                           | *                    | *     |
|               | Online instruction         | 10 | 60%                     | 40%                    | 80%                         | 100%                 | 0%    |
| High School   | Heart rate monitors        | 5  | 80%                     | 60%                    | 60%                         | 100%                 | 0%    |
|               | Pedometers                 | 4  | *                       | *                      | *                           | *                    | *     |
|               | Personal learning devices  | 11 | 60%                     | 60%                    | 50%                         | 60%                  | 20%   |
|               | Personal activity trackers | 3  | *                       | *                      | *                           | *                    | *     |
|               | Online instruction         | 9  | 78%                     | 33%                    | 56%                         | 89%                  | 11%   |

\*Responses omitted when n is less than 5

Table 86: Other Responses: How are [Resource] used? Select all that apply. (Teachers)

| Resource                  | Level         | "Other" Response  |
|---------------------------|---------------|---|
| Heart rate monitors       | Elementary    | used them daily when we had them for the month                            |
| Personal learning devices | Middle School | To disseminate information  |
|                           | High school   | Track processes for activities in class, mental health well-being surveys |
|                           |               | Complete assignments  |
| Online instruction        | High school   | Track processes for activities in class, mental health well-being surveys |

Appendix D1

Table 87: How frequently do students use the following resources in your health classes? (Teachers)

| Level                | Resource                     | Daily | Once a Week | Once a Month | Four Times a Year | Once or Twice a Year | Never |
|----------------------|------------------------------|-------|-------------|--------------|-------------------|----------------------|-------|
| Middle School (n=19) | Personal learning devices    | 79%   | 16%         | 5%           | 0%                | 0%                   | 0%    |
|                      | Curriculum-approved websites | 26%   | 58%         | 16%          | 0%                | 0%                   | 0%    |
| High School (n=18)   | Personal learning devices    | 41%   | 41%         | 12%          | 0%                | 0%                   | 6%    |
|                      | Curriculum-approved websites | 28%   | 44%         | 22%          | 0%                | 0%                   | 6%    |

Table 88: How are [Resource] used? Select all that apply. (Teachers)

| Level         | Resource                     | n  | Assessment of knowledge | Performance assessment | To improve students' skills | To enhance knowledge | Other |
|---------------|------------------------------|----|-------------------------|------------------------|-----------------------------|----------------------|-------|
| Middle School | Personal learning device     | 19 | 74%                     | 58%                    | 68%                         | 100%                 | 11%   |
|               | Curriculum-approved websites | 19 | 47%                     | 32%                    | 63%                         | 95%                  | 5%    |
| High School   | Personal learning device     | 17 | 75%                     | 69%                    | 63%                         | 94%                  | 6%    |
|               | Curriculum-approved websites | 17 | 31%                     | 38%                    | 75%                         | 94%                  | 6%    |

Table 89: Other Responses: How are [Resource] used? Select all that apply. (Teachers)

| Resource                     | Level         | "Other" Response   |
|------------------------------|---------------|--|
| Personal learning devices    | Middle School | To provide students with copies of instructional material (PowerPoints, resource links, fact sheets, etc.) |
|                              |               | Research/info gathering  |
|                              | High school   | Tracking Weight Training Log   |
| Curriculum-approved websites | Middle School | We have not been told what is approved by the HPE office   |
|                              | High school   | Provide resources  |

## Support from the Health and PE Office

Table 90: Please rate your level of satisfaction with division-level support for the following from the Health and PE Office. (Teachers)

| Level                | Area of Support          | Very Satisfied | Somewhat Satisfied | Somewhat Dissatisfied | Very Dissatisfied | I don't know | N/A – I don't need support in this area. |
|----------------------|--------------------------|----------------|--------------------|-----------------------|-------------------|--------------|--|
| Elementary (n=35)    | Curriculum               | 54%            | 34%                | 3%                    | 9%                | 0%           | 0%                                       |
|                      | Communication            | 57%            | 34%                | 0%                    | 9%                | 0%           | 0%                                       |
|                      | Advocacy                 | 60%            | 20%                | 11%                   | 9%                | 0%           | 0%                                       |
|                      | Data collection          | 46%            | 43%                | 3%                    | 6%                | 3%           | 0%                                       |
|                      | Professional development | 40%            | 40%                | 14%                   | 6%                | 0%           | 0%                                       |
| Middle School (n=20) | Curriculum               | 5%             | 40%                | 30%                   | 15%               | 10%          | 0%                                       |
|                      | Communication            | 5%             | 70%                | 20%                   | 5%                | 0%           | 0%                                       |
|                      | Advocacy                 | 0%             | 65%                | 25%                   | 10%               | 0%           | 0%                                       |
|                      | Data collection          | 5%             | 75%                | 5%                    | 5%                | 10%          | 0%                                       |
|                      | Professional development | 5%             | 50%                | 25%                   | 15%               | 5%           | 0%                                       |
| High School (n=24)   | Curriculum               | 25%            | 58%                | 8%                    | 4%                | 0%           | 4%                                       |
|                      | Communication            | 33%            | 42%                | 8%                    | 8%                | 0%           | 8%                                       |
|                      | Advocacy                 | 42%            | 33%                | 8%                    | 0%                | 8%           | 8%                                       |
|                      | Data collection          | 38%            | 29%                | 4%                    | 0%                | 21%          | 8%                                       |
|                      | Professional development | 33%            | 33%                | 21%                   | 8%                | 0%           | 4%                                       |

Table 91: What other support would like to receive from the Health and PE Office? (Teachers)

| Response Category                                     | ES | MS | HS | Total | Sample Response   |
|---|----|----|----|-------|---|
| Professional development (more, better, more choices) | 7  | 3  | 2  | 12    | <ul style="list-style-type: none"> <li>More PE-specific PD throughout the school year</li> <li>I think it would be great for one of our professional development days if we had a menu to choose from that we are interested in</li> </ul>  |
| None/Support is Sufficient                            | 3  | 0  | 2  | 5     | <ul style="list-style-type: none"> <li>The support we receive is great.</li> </ul>  |
| Pacing guide/curriculum/lesson plans                  | 2  | 3  | 0  | 5     | <ul style="list-style-type: none"> <li>A good county pacing guide and a proper elementary curriculum for age appropriate activities and skills</li> <li>A standardized health curriculum everyone uses same thing like Fairfax county</li> <li>More help with lesson for Canvas and new SOLs</li> </ul> |

Appendix D1

| Response Category                              | ES | MS | HS | Total | Sample Response   |
|--|----|----|----|-------|---|
| Advocacy                                       | 0  | 4  | 0  | 4     | <ul style="list-style-type: none"> <li>More advocacy for us within our school when it comes to them taking our space, large class sizes, having health classrooms</li> </ul>  |
| Eliminate curriculum writing during inservices | 0  | 4  | 0  | 4     | <ul style="list-style-type: none"> <li>No curriculum writing for inservices.</li> <li>Inservices on teacher-shared lessons that work for them, not rewriting the curriculum</li> </ul>  |
| Support for collaboration with colleagues      | 0  | 3  | 0  | 3     | <ul style="list-style-type: none"> <li>Positive support of collaboration between schools and within departments on sharing new ideas on teaching within the curriculum.</li> </ul>  |
| Better communication                           | 1  | 1  | 1  | 3     | <ul style="list-style-type: none"> <li>I feel like whenever I have a question, it doesn't get answered. I feel like there are a lot of pointless meetings, emails, and information that we get that's a little last min.</li> </ul> |
| Respect for teachers                           | 0  | 2  | 0  | 2     | <ul style="list-style-type: none"> <li>Talk to us and not at us!!</li> </ul>  |
| Other  | 2  | 1  | 1  | 4     | <ul style="list-style-type: none"> <li>Better grading rubric for swimming</li> <li>Allow teachers to make school-based decisions...every school has different needs.</li> </ul>   |

Table 92: Please rate your level of satisfaction with division-level support for the following from the Health and PE Office. (Administrators)

| Level             | Area of Support                         | Very Satisfied | Somewhat Satisfied | Somewhat Dissatisfied | Very Dissatisfied | I don't know | N/A – I don't need support in this area. |
|-------------------|---|----------------|--------------------|-----------------------|-------------------|--------------|--|
| Elementary (n=34) | Curriculum                              | 41%            | 44%                | 3%                    | 0%                | 9%           | 3%                                       |
|                   | Communication                           | 50%            | 41%                | 3%                    | 0%                | 6%           | 0%                                       |
|                   | Advocacy                                | 41%            | 32%                | 3%                    | 0%                | 18%          | 6%                                       |
|                   | Data collection                         | 24%            | 32%                | 9%                    | 0%                | 32%          | 3%                                       |
|                   | Professional development                | 38%            | 44%                | 9%                    | 0%                | 9%           | 0%                                       |
|                   | Teacher HR Issues                       | 35%            | 24%                | 6%                    | 3%                | 18%          | 15%                                      |
|                   | Conducting observations                 | 59%            | 24%                | 9%                    | 3%                | 0%           | 6%                                       |
|                   | Recruitment                             | 44%            | 21%                | 15%                   | 0%                | 15%          | 6%                                       |
|                   | Conducting Interviews                   | 45%            | 24%                | 3%                    | 3%                | 18%          | 6%                                       |
|                   | Information about appropriate equipment | 38%            | 29%                | 9%                    | 0%                | 18%          | 6%                                       |
|                   | Funding support                         | 29%            | 38%                | 6%                    | 0%                | 24%          | 3%                                       |

Appendix D1

| <b>Level</b>                            | <b>Area of Support</b>                  | <b>Very Satisfied</b> | <b>Somewhat Satisfied</b> | <b>Somewhat Dissatisfied</b> | <b>Very Dissatisfied</b> | <b>I don't know</b> | <b>N/A – I don't need support in this area.</b> |
|---|---|-----------------------|---------------------------|------------------------------|--------------------------|---------------------|---|
| Middle School (n=10)                    | Curriculum                              | 40%                   | 40%                       | 0%                           | 0%                       | 20%                 | 0%  |
|   | Communication                           | 60%                   | 20%                       | 0%                           | 0%                       | 20%                 | 0%  |
|   | Advocacy                                | 40%                   | 20%                       | 0%                           | 0%                       | 40%                 | 0%  |
|   | Data collection                         | 30%                   | 20%                       | 0%                           | 0%                       | 50%                 | 0%  |
|   | Professional development                | 40%                   | 30%                       | 0%                           | 0%                       | 30%                 | 0%  |
|   | Teacher HR Issues                       | 30%                   | 30%                       | 0%                           | 0%                       | 40%                 | 0%  |
|   | Conducting observations                 | 60%                   | 20%                       | 0%                           | 0%                       | 20%                 | 0%  |
|   | Recruitment                             | 70%                   | 10%                       | 0%                           | 0%                       | 20%                 | 0%  |
|   | Conducting Interviews                   | 60%                   | 20%                       | 0%                           | 0%                       | 20%                 | 0%  |
|   | Information about appropriate equipment | 30%                   | 20%                       | 0%                           | 0%                       | 50%                 | 0%  |
|   | Funding support                         | 20%                   | 30%                       | 0%                           | 0%                       | 50%                 | 0%  |
|   | High School (n=18)                      | Curriculum            | 39%                       | 22%                          | 0%                       | 0%                  | 28%   |
| Communication                           |   | 28%                   | 28%                       | 6%                           | 0%                       | 22%                 | 17%   |
| Advocacy                                |   | 39%                   | 28%                       | 6%                           | 0%                       | 17%                 | 11%   |
| Data collection                         |   | 11%                   | 17%                       | 6%                           | 0%                       | 39%                 | 28%   |
| Professional development                |   | 35%                   | 24%                       | 6%                           | 0%                       | 24%                 | 12%   |
| Teacher HR Issues                       |   | 33%                   | 28%                       | 6%                           | 0%                       | 11%                 | 22%   |
| Conducting observations                 |   | 39%                   | 22%                       | 6%                           | 0%                       | 11%                 | 22%   |
| Recruitment                             |   | 44%                   | 17%                       | 0%                           | 0%                       | 22%                 | 17%   |
| Conducting Interviews                   |   | 39%                   | 17%                       | 0%                           | 0%                       | 28%                 | 17%   |
| Information about appropriate equipment |   | 28%                   | 22%                       | 6%                           | 0%                       | 28%                 | 17%   |
| Funding support                         |   | 17%                   | 28%                       | 6%                           | 0%                       | 22%                 | 28%   |

Appendix D1

Table 93: What other support would like to receive from the Health and PE Office? (Administrators)

| Response Category                             | ES | MS | HS | Total | Sample Response  |
|---|----|----|----|-------|--|
| None/Support is sufficient                    | 4  | 1  | 0  | 5     | <ul style="list-style-type: none"> <li>None</li> <li>I always receive immediate support when I call the Health and PE office</li> </ul>  |
| Professional development/support for teachers | 2  | 0  | 2  | 4     | <ul style="list-style-type: none"> <li>Professional development that caters to staff interest. Staff express a desire to learn new instructional practices more often with colleagues around the county.</li> </ul>  |
| Funding/Equipment                             | 2  | 0  | 2  | 4     | <ul style="list-style-type: none"> <li>Keeping equipment up to date.</li> <li>Continued support to send teachers to countywide, professional development opportunities - i.e. JMU Summer Institute for HPE, implementation and funding to support new activities that strengthen lifetime activities and health</li> </ul> |
| Support with observations/evaluation          | 1  | 0  | 1  | 2     | <ul style="list-style-type: none"> <li>Assistance with observations and documentation</li> </ul>   |
| Communication                                 | 2  | 0  | 0  | 2     | <ul style="list-style-type: none"> <li>Stronger communication with administrators related to alignment with SOL standards and effective PE strategies</li> </ul>   |
| Other   | 4  | 2  | 1  | 7     | <ul style="list-style-type: none"> <li>Continue to look at alternatives to providing movement and fitness activities that go beyond traditional school PE classes.</li> <li>Innovative approaches to the use of facilities and alternative activities that promote community and de-emphasize competition.</li> </ul>      |

## Observing Health and PE Instruction

Table 94: How frequently do you observe PE instruction at your school? (Administrators)

| Level                | Once a week | Once a month | Four times a year | Once or twice a year | Never |
|----------------------|-------------|--------------|-------------------|----------------------|-------|
| Elementary (n=34)    | 24%         | 35%          | 29%               | 9%                   | 3%    |
| Middle School (n=11) | 27%         | 27%          | 18%               | 18%                  | 9%    |
| High School (n=18)   | 28%         | 11%          | 11%               | 28%                  | 22%   |

Table 95: How comfortable do you feel evaluating quality of instruction while observing PE classes? (Administrators)

| Level                | Very comfortable | Somewhat comfortable | Not at all comfortable |
|----------------------|------------------|----------------------|------------------------|
| Elementary (n=34)    | 69%              | 31%                  | 0%                     |
| Middle School (n=11) | 36%              | 55%                  | 9%                     |
| High School (n=18)   | 44%              | 50%                  | 6%                     |



Appendix D1

Table 96: What support can the Health and PE Office provide to help you evaluate quality of instruction while observing PE classes? (Administrators)

| Response Category                           | ES | MS | HS | Total | Sample Response   |
|---|----|----|----|-------|---|
| Look fors/examples of exemplary instruction | 10 | 8  | 4  | 22    | <ul style="list-style-type: none"> <li>A framework of best practices</li> <li>Perhaps a list of "look-fors" that should be present in classrooms.</li> </ul>  |
| None/Support is sufficient                  | 4  | 1  | 2  | 7     | <ul style="list-style-type: none"> <li>The Office of Health and Physical Education always provides support when asked.</li> </ul>   |
| Observe teachers                            | 3  | 0  | 1  | 4     | <ul style="list-style-type: none"> <li>Observe newer teachers, visit on an impromptu basis</li> <li>Observe and work with teachers when they are experiencing difficulties.</li> </ul>  |
| Clear curriculum documents                  | 1  | 0  | 2  | 3     | <ul style="list-style-type: none"> <li>Curriculum/required activities/state and/or county standards readily available</li> </ul>  |
| Co-observe teachers with administrators     | 2  | 0  | 0  | 2     | <ul style="list-style-type: none"> <li>One time Debbie DeFranco came along with me for an observation, and it was incredibly helpful!</li> </ul>  |
| Communication                               | 0  | 1  | 1  | 2     | <ul style="list-style-type: none"> <li>Any updates with regards to curriculum changes and/or instructional best practices in PE setting</li> </ul>  |
| Other                                       | 3  | 1  | 1  | 5     | <ul style="list-style-type: none"> <li>Is there a way of highlighting the balance of incorporating games while learning skills?</li> <li>Clarification on the posting of content and language objectives--especially as it relates to instructing ELLs and considerations for SLOP. Also--support with PE teachers' reading and understanding the accommodations for IEPs and 504 plans.</li> </ul> |

Table 97: How frequently do you observe health instruction at your school? (Administrators)

| Level                | Once a week | Once a month | Four times a year | Once or twice a year | Never |
|----------------------|-------------|--------------|-------------------|----------------------|-------|
| Elementary (n=34)    | 0%          | 14%          | 11%               | 40%                  | 34%   |
| Middle School (n=11) | 9%          | 18%          | 27%               | 36%                  | 9%    |
| High School (n=17)   | 0%          | 24%          | 6%                | 41%                  | 29%   |

Table 98: How comfortable do you feel evaluating quality of instruction while observing health classes? (Administrators)

| Level                | Very comfortable | Somewhat comfortable | Not at all comfortable |
|----------------------|------------------|----------------------|------------------------|
| Elementary (n=35)    | 57%              | 29%                  | 14%                    |
| Middle School (n=11) | 64%              | 36%                  | 0%                     |
| High School (n=17)   | 47%              | 53%                  | 0%                     |

## Appendix D1

Table 99: What support can the Health and PE Office provide to help you evaluate quality of instruction while observing health classes? (Administrators)

| Response Category  | ES | MS | HS | Total | Sample Response  |
|--|----|----|----|-------|--|
| Look fors/examples of exemplary instruction                | 3  | 3  | 1  | 7     | <ul style="list-style-type: none"> <li>Criteria</li> <li>A list of best practices and sample lessons</li> <li>The expectations of the county for Health and PE teachers</li> </ul>   |
| Guidance on how to incorporate into elementary instruction | 5  | 0  | 0  | 5     | <ul style="list-style-type: none"> <li>Better alignment as to when it is taught and the role of classroom teachers</li> <li>Greater direction as to how this can fit into the elementary instructional day given the increasing demands on teachers, as well as what objectives can be addressed by PE teachers during their classes.</li> </ul>   |
| None/Support is sufficient                                 | 3  | 1  | 0  | 4     | <ul style="list-style-type: none"> <li>No supports needed</li> </ul>   |
| Curriculum/Resources                                       | 2  | 0  | 2  | 4     | <ul style="list-style-type: none"> <li>A framework</li> <li>Curriculum</li> </ul>  |
| Observe/Co-observe   | 1  | 0  | 1  | 2     | <ul style="list-style-type: none"> <li>Come along for scheduled observation</li> </ul>   |
| Other  | 6  | 1  | 3  | 10    | <ul style="list-style-type: none"> <li>Would have to be purposefully scheduled so we know when to observe that lesson. (elementary)</li> <li>I don't think health is taught. (elementary)</li> <li>Posting of objectives and help with understanding how to differentiate instruction based on students' IEPs and the need for accommodations. Especially in regard to anything related to literacy--whether students are reading or writing.</li> <li>Strategies for addressing LGBTQ issues/questions</li> </ul> |

## Effectiveness of Health and PE Program

Table 100: How would you rate the effectiveness of your school's PE program? (Administrators)

| Level                | Very effective | Somewhat effective | Not at all effective | I don't know |
|----------------------|----------------|--------------------|----------------------|--------------|
| Elementary (n=35)    | 77%            | 23%                | 0%                   | 0%           |
| Middle School (n=10) | 10%            | 90%                | 0%                   | 0%           |
| High School (n=18)   | 61%            | 39%                | 0%                   | 0%           |

Table 101: How would you rate the effectiveness of your school's health program? (Administrators)

| Level                | Very effective | Somewhat effective | Not at all effective | I don't know |
|----------------------|----------------|--------------------|----------------------|--------------|
| Elementary (n=35)    | 26%            | 37%                | 3%                   | 34%          |
| Middle School (n=10) | 20%            | 70%                | 0%                   | 10%          |
| High School (n=17)   | 65%            | 29%                | 0%                   | 6%           |

**Arlington Public Schools**  
**Focus Group Research with Current and Former Students on**  
**Physical Education and Health Education**

July 14, 2017

**TABLE OF CONTENTS**

**Background..... 52**

- Research Purpose ..... 52
- Research Method..... 52
  - Profile of Participants ..... 53
  - Limitations of Qualitative Research ..... 53

**Detailed Findings ..... 54**

- Top-of-Mind Thoughts on PE and Health Education Class ..... 54
- PE Class Experience..... 55
  - PE Logistics ..... 55
  - Overall Opinions of PE Experience..... 58
  - Feedback from PE Teachers..... 59
- PE in Life..... 61
  - Impacts on Life Outside School..... 61
- Health Education Class Experience..... 62
  - Health Education Logistics ..... 62
  - Overall Opinions of Health Education Experience..... 63
- Health Education in Life ..... 64
  - Impacts on Life Outside School..... 64

**Conclusions..... 66**

## Background

As described in its mission statement, Arlington Public Schools’ (APS) Health, Physical and Driver Education Program is “committed to educate students to become lifelong learners of wellness by participating in activities that develop behaviors which encourage good health, develop appropriate social skills, and promote physical fitness in and outside the educational setting.” Goals for health and physical education are age-appropriate, advancing with children’s development and are always focused on developing a foundation for lifelong healthy choices.

| <b>Physical Education Goals</b> |   |
|---------------------------------|---|
| <b>Elementary School</b>        | Provide participation in challenging activities that promote a healthy lifestyle, motor and skill development, fitness knowledge, and sportsmanship.        |
| <b>Middle School</b>            | Encourage the development of physical, social, and emotional skills and cognitive knowledge necessary for participation in sports and lifetime activities.  |
| <b>High School</b>              | Teach students to develop and implement a lifelong personal wellness/fitness plan using acquired physical skills, health knowledge, and positive behaviors. |

| <b>Health Education Goals</b> |   |
|-------------------------------|---|
| <b>Elementary School</b>      | Provide age-appropriate concepts and skills to assist students in making healthy decisions to improve, sustain, and promote personal and family health. |
| <b>Middle School</b>          | Provide students with key health concepts and skills needed to form healthy behaviors and practices.  |
| <b>High School</b>            | Provide a comprehensive knowledge of skills, community awareness, and information access enabling students to make healthy and mature decisions.        |

### Research Purpose

This qualitative research is one part of a larger evaluation of the Health, Physical and Driver Education Program at APS being conducted by the APS Office of Planning and Evaluation (P&E), which includes observations, surveys, and review of other data sources. This qualitative part of the larger evaluation seeks to help answer questions about students’ PE and health class experiences in school and their effects on students’ lives outside of school.

### Research Method

Five 60-minute focus group discussions were convened with current APS students. The groups had the following characteristics:

## Appendix D2

### High Schoolers

2 groups with students in 9<sup>th</sup> and 10<sup>th</sup> grades

1 group with students in 9<sup>th</sup> and 10<sup>th</sup> grades who are English language learners

### Middle Schoolers

1 group with students in 8<sup>th</sup> grade (focused entirely on middle school PE and health education)

1 group with students in 6<sup>th</sup> grade (with questions about both elementary and middle school)<sup>1</sup>

The focus group discussion guides are attached. The guide for the four groups conducted in English is Appendix A. The guide for high schoolers who are English language learners included additional questions about their experiences with language differences and is Appendix B. An interpreter participated in that discussion, aiding communication between the English-speaking moderator and Spanish-speaking students.

The discussion guides covered the following topics:

- **PE Class Experience**—Logistics such as the number of students, length of class, and availability of equipment; the amount of time spent actually being active; overall plusses and minuses of PE; thoughts on changing clothes for PE, and; how teachers give feedback.
- **PE in Life**—Any ways in which students see an impact from PE on life outside school, and, specifically any impact of PE on active or sedentary lifestyle outside school.
- **Health Education Class Experience**—Who teaches health and what subjects are covered, overall plusses and minuses of health class.
- **Health Education in Life**—Impact of health classes on choices in areas like food, alcohol, smoking, relationships, etc.

### ***Profile of Participants***

At the high school level, 13 students participated in the focus groups—eight girls, and five boys. Roughly half (7 students) were 10<sup>th</sup> graders and roughly half (6 students) were 9<sup>th</sup> graders. The 13 were from two different APS high schools. Four of them were English language learners.

Eighteen middle schoolers participated—one group of 8<sup>th</sup> graders (9 students) and one group of 6<sup>th</sup> graders (9 students). Among them, seven were girls and the remainder (11 students) were boys.

### ***Limitations of Qualitative Research***

In interpreting the findings presented in this report, it is important to note that focus group discussions are a qualitative research method. While the discussions produce rich, detailed information about the perspectives of those interviewed and opportunities to further explore relevant new perspectives, focus group findings are descriptive in nature and cannot be generalized due to sampling approaches and small sample sizes.

---

<sup>1</sup> Including 6<sup>th</sup> graders who had attended various different APS elementary schools enabled the research team to capture input from a single group that reflected a broad range of experiences across elementary schools.

## Detailed Findings

### Top-of-Mind Thoughts on PE and Health Education Class

When they introduced themselves, students were asked to mention the first few things that come to mind when they think of PE class and health class. While these short warm-up answers were not deeply explored, they offer a preview of students’ thinking and experiences in PE and health education classes.

|   |
|---|
| <b>Top-of-Mind Thoughts on High School PE</b> |
|---|

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Running (running was a common answer, uppermost in their minds—including warm-up running, timed running, and running that is part of other activities like basketball)</li> <li>• Warm-ups “because we do them every day”</li> <li>• Exercising</li> <li>• Fitness</li> </ul> | <ul style="list-style-type: none"> <li>• A break in the day</li> <li>• An opportunity to move around that you do not get in other parts of the school day</li> </ul> |
|--|--|

|   |
|---|
| <b>Top-of-Mind Thoughts on High School Health Education Class</b> |
|---|

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Drugs and nutrition (these two specific topics consistently come to mind because they are discussed a lot, the students said)</li> <li>• Sex education</li> <li>• Your body, the body</li> <li>• Mental health</li> <li>• “Your teen experience”</li> <li>• Staying healthy</li> <li>• Learning the names of bones</li> <li>• Learning about organs</li> </ul> | <ul style="list-style-type: none"> <li>• “Unlike PE” in that health class feels slower-paced, includes tests</li> </ul> |
|---|---|

|   |
|---|
| <b>Top-of-Mind Thoughts on Middle School PE</b> |
|---|

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Sports (learning sports)</li> <li>• Fun sports like badminton and soccer</li> <li>• Basketball</li> <li>• Soccer</li> <li>• Dressing out (changing clothes for PE)</li> <li>• Games</li> <li>• Capture the Flag</li> </ul> | <ul style="list-style-type: none"> <li>• Almost like a free period, a time to relax, a mental break</li> <li>• Fun</li> <li>• Strict PE teachers</li> </ul> |
|---|---|

|   |
|---|
| <b>Top-of-Mind Thoughts on Middle School Health</b> |
|---|

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Calories, nutrition</li><li>• Babies, how babies are made</li><li>• Body systems</li><li>• Taking notes</li><li>• Sitting and listening</li><li>• Power Points</li></ul> | <ul style="list-style-type: none"><li>• “Kind of chill, but a little boring.”</li><li>• A little awkward a times</li><li>• Takes away from PE time</li><li>• Disgusting, gross</li></ul> |
|--|--|

**PE Class Experience**

***PE Logistics***

High School Logistics

High school students’ estimates of how many students are in their PE class ranged from 15 to 30, with most students saying there are about 20-25 per class. To them, twenty students seemed like a reasonable number of students. With twenty in a class, many thought, there was plenty of room for activities in PE and, when they switched to health, that number of students would not overwhelm the teacher with questions and extra help needs.

For some high school students, PE is 90 minutes every-other-day and for some it is 45 minutes daily. When they contemplated which format they preferred, most said 90 minutes every-other-day because that format affords more time for a given activity and minimizes the hassle of changing clothes compared to daily changing. The swimming unit was especially better suited to a 90-minute format for those reasons.

In calculating how much time they spend actually being active, students subtracted 15 minutes for changing before and after class (although at least one thought it took 15 minutes just to get everyone out of the locker room at the start of class alone). They subtracted up to 10 minutes for instructions, which they said take longer at the start of a unit and less time in the middle and end. And, they subtracted a range (5 to 10) for teachers to get students to stop talking. The total non-active time by this estimate is 20 to 35 minutes.<sup>2</sup> Without being asked, students spontaneously mentioned some of the tactics teachers use to reduce downtime. For example, it is seemingly common practice for students to be expected to begin warming up as soon as they emerge from the locker room. Also, at least one teacher sometimes gives an option to run indoors to keep students moving who are not participating with the group for some reason.

These students felt that their PE classes go outside as much as reasonably possible given the weather. Students also felt that there was generally enough equipment available. They had no complaints on either topic.

---

<sup>2</sup> Real-time observations will yield a more reliable estimate than students’ guesses.



## Appendix D2

### Middle School Logistics

The one group of middle schoolers who focused on middle school (as opposed to elementary school) said that a large number of students (30 to 40 that is “three or four classes”) would have PE at the same time. However, they were grouped into “classes” only for the purpose of attendance and, when the time came, for health lessons. In other words, the large group was run by more than one teacher and was broken into smaller ones for activities. These students said that the arrangement was “fine” and “never a problem.” The group acknowledged that some PE modules in the day are composed of fewer classes which, as a result, have more room in PE. Again, they perceived this smaller grouping as a nice-to-have rather than a must-have.

The group said that PE class length is “just the same as any other class,” just under 45 minutes long.

The group agreed that they get approximately 20 to 30 minutes of activity in a 45-minute class, mentally allocating up to 15 minutes for changing and allowing 5 to 10 more for taking attendance and getting students to stop talking. They saw the latter—students talking—as the key time waster they experience in middle school PE. Several also perceived warm-up activities they did at the start of class as taking time away from the “actual” activity. Nonetheless, they conceded that warming up is “active” time. PE class ends with a whistle that signals that it is time to put away equipment and change.

This group felt as if they “go outside quite a lot.” They did not feel short-changed on outdoor time.

The students highlighted a few equipment needs, saying that the “popular” sports are typically the ones that need better equipment. They singled out the need for badminton rackets and basketballs. Volleyball, also a popular sport in their view, has adequate equipment. Although lacrosse was not considered a popular sport, many sticks were said to not be in good condition.

### Elementary School Logistics

In the group of middle schoolers who reflected on elementary school PE, a few students said space had been somewhat tight—specifically, that two classes of about 20-24 would often be in the same small gym space, each working with their own teacher. Two students said that sometimes “the whole grade” would be in the same space at the same time for PE.

*Yeah, [in elementary school] we would struggle having space. My elementary school's gym was really small. It depended on the day because one day I had it just with my class and the other day I had it with two classes. Sometimes it would be fine and sometimes it would be tight. —APS MS Student on ES PE*

Students were quite mixed on the question of how much they went outside for PE in elementary school. Some said they went outside “all the time” or agreed that they went outside to the maximum degree possible weather-permitting. But, a few did not. For example, one said the school property layout discouraged them (i.e., “weird set-up where the gym was 'here'... and there was a giant hill, then the tiny field with the trailers on it) and a few others said they only went outside for one activity

## Appendix D2

that they could recall—with one student saying their one outdoor activity was kickball, one saying it was flag football, and one saying golf.

All of the students who spoke about elementary school PE agreed that class lasted 45 minutes to one hour.

Most indicated that teachers occasionally had to be creative to deal with a lack of equipment—such as giving half the class one type of equipment and an activity and half the class other equipment and a different activity. This approach was also used to solve any challenges that arose from having two classes in PE at the same time—for example, one class might use the school’s four soccer goals while the other used the basketball court.

*Mostly, there is a lot of people that go into “halfs,” [one group does one activity] and then there’s a group that goes to volleyball. [Another agreeing], we rotate.—APS MS Students on ES PE.*

### Changing Clothes in Middle- and High School

Students at all grade levels consistently said that they have 5 to 7 minutes to change before and after PE. The boys unanimously said they have enough time to change, but several girls wanted at least the 7 minutes and a little more if possible. Additional changing time is especially needed on swimming days.

Student 1: *Yeah, especially since we had [swimming] every day, they only gave us...seven minutes to change. It's like what am I supposed to do in seven minutes? You have to go in there. You have to wash yourself. Then you have to dry off.*

Student 2: *You walk back wet. Like dripping.*  
—APS HS Students

Among high schoolers, changing was regarded as generally unpleasant. For example, one student said she worries about being video-recorded in the locker room. Another considers the pool locker room gross and dislikes when children are present there. But, overall, high schoolers considered changing a necessary evil that is much, much better than “walking around all day smelly.” Middle schoolers disliked changing somewhat more than high schoolers, however. A few said that it is “the worst” and makes them dread PE. Still, none of the middle school participants said that they refused to change. In fact, seemingly all of these students’ middle- and high school teachers factor into students’ grades whether the student puts on appropriate attire specific to PE (as opposed to the clothes worn the rest of the day).

*Really, with my teacher, as long it's not your clothes that you're wearing that day, then you're fine.—APS HS PE Student*

*Yes, it does [hurt your grade if you do not change clothes]. They say if you don't change properly, you're not gonna get a full grade.—APS MS PE Student*

## Appendix D2

These high school students said that they are free to either wear the school uniform or their own athletic clothes in PE, which they appreciate. The one rule many mentioned is that the clothes they wear for PE cannot be the same clothes they wore to school. They must change. Similarly, middle schoolers had wide latitude. Although the school uniform is preferred, students are allowed to substitute appropriate clothing. For example, one student lost her PE shirt and was allowed to bring a shirt from home. Although these middle schoolers saw the option of wearing non-uniform clothes to be convenient, they did not feel as if doing away with PE uniforms would be a major perk.

### **Overall Opinions of PE Experience**

Overall, PE was highly regarded by virtually all students in these groups. The single most-appreciated aspect of PE for both middle and high schoolers is the mental and physical break it offers from seated classroom work.

*[PE is] Sort of like a freeing period when you're not doing school work.—APS HS Student*

*It's good to go outside, instead of staying inside and sitting down.—APS HS Student*

*It's one of my favorite classes. One of my good classes. 'Cause it's fun. We don't get to have recess anymore. We don't get to go outside that much, unless it's sunny and we can sit out in the quad. Other than that, we don't really see [outside] or do [outdoor] activities.—APS HS Student*

*It's kind of like you're actually doing something instead of being in a class and just sitting and writing stuff down. PE's different, 'cause you're moving around and you're actually using your energy.—APS HS Student*

*It's basically just a free period almost, and time to relax.—APS MS Student*

One of the most appreciated aspects of PE among all age groups is getting opportunities for choice. Virtually all students at one high school said that “Choice Unit” in which students can choose any activity such as swimming, a sport, or running was what they liked best. Besides being able to choose an activity you like, one student noted that Choice Unit also means meeting new people and getting to interact with students in different grades. Similarly middle students at one school said they most enjoy PE on days when they have an opportunity to choose their activity. Additionally, when asked what they had liked about elementary school PE, several middle schoolers said “rotations” in which they got to switch among activities of their choosing, such as kickball, basketball, soccer, and Whiffle ball.

Although it was not a widespread theme, several high school students noted that PE offers opportunities to experience the satisfaction of personal achievement, such as doing well in a sport or improving a running time or being happy about sore muscles the day after an activity.

*I like my teacher and the personal accomplishment, I guess. Physically, sports-wise. I like that, and how excited people get when you kick a ball or something like that.—APS HS PE Student*

## Appendix D2

The major perceived downsides of PE for high school students were getting sweaty during the school day and being in a time crunch to change clothes and get to the next class.

The major perceived downsides of PE for middle schoolers were the introduction of the mile run (although several acknowledged that it occurs only once or twice per year) and the complaint that doing the same familiar activity several days in a row can get boring if it is not an activity you find exciting. Lacrosse was singled out as being unexciting because you “stand and pass back and forth” and many of the school’s lacrosse sticks are in bad condition.

*No one likes the mile. Except a few people that are out of their mind.—APS MS PE Student*

Middle schoolers reflecting on elementary school PE saw no downsides at all to what they experienced and could come up with no improvements. Elementary school PE was remembered especially fondly as being focused on fun and games. Middle schoolers said that the focus shifted from fun and games in elementary school to learning and trying specific sports in middle school. In fact, without being asked about middle school at all, one high schooler even speculated that the sports-focus of middle school is intentional to help people decide if they want to pursue a particular high school sport. High school students said PE shifts again in high school to a greater focus on fitness.

*[In middle school] I feel like [PE] was more revolved around sports. Here [in high school] it's more about your push-ups and cardio.—APS HS Student*

*But yeah, I have to agree with [name]. In middle school, they really care about you learning the sports. But now what they care about is how many push-ups, how many sit-ups, and stuff like that.—APS HS Student*

### **Feedback from PE Teachers**

Two consistent key factors in grading across both high school and middle school were said to be whether the student: 1) Changes into PE-dedicated athletic clothes, and 2) Genuinely participates and tries. At the high school level, there seemed to be wide variation in terms of whether traditional, pencil-paper tests factor into students’ grades, with some teachers giving no tests or almost none and others giving regular pencil-paper tests.

*Yeah, the only time they've ever talked to anyone about grades as far as I know, is just like, "Oh, you're not dressing out?" Or "You have to start dressing out."—APS MS PE Student*

*It's just participating and dressing out is your grade for the day. It's not like if you're good or bad at a sport.—APS MS PE Student*

High school and middle school students were surprised at being asked how their PE teachers provide feedback and whether feedback is helpful to improve their grades and/or their performance at an activity. PE seems straightforward to them and success largely based on whether you change clothes

## Appendix D2

and genuinely participate and try. So, the question struck them as odd. Ultimately, both middle and high schoolers said that checking Student View was the primary way that they knew how they were doing in PE class.

Nonetheless, after some thought, most could point to ways teachers give feedback. And, throughout the conversations, they gave examples of what they had learned in PE such as how to properly throw a football and proper weightlifting form to avoid injury.

*My teacher will yell out your last name and make sure, like sit by you if you're not doing the push-ups right, or the sit-ups sometimes.—APS HS PE Student*

*[My PE teacher will] tell you, "Hey, try a little harder." He'll just say like, "Try harder, or I'm not gonna give you a good grade for the day." Because usually your teacher would give you a grade for the day, or grade for a week, and if you don't try at all, then you get like a 50 out of 100, or like a 75.—APS HS PE Student*

*Sometimes on Student View, he'll put comments, in red, so you can see exactly what you're doing. Sometimes he'll put, "didn't try."—APS HS PE Student*

*Yeah, I would say [teachers give feedback] a little bit. I wouldn't say the teachers pull [students] off to the side and just teach them, but [the PE teacher will] come over and give them pointers or something.—APS MS PE Student*

Middle schoolers who reflected specifically on elementary school were also surprised at being asked how their PE teacher let them know how they were doing in PE. They said that they simply saw their grade on their report card when it arrived, or on a progress report if one was given. Many of them assumed everyone got an “A” or the rough equivalent of an A if letter grades were not being used for younger grade levels.

English language learners say that their PE teachers use strategies like demonstrating and enlisting the help of bilingual students to communicate with them. The teachers also try to speak Spanish sometimes and explain slowly. The latter really helps. They felt that their communication with PE teachers is largely successful. One idea discussed at the table was whether it would be beneficial to have a bilingual adult handy in classes, including PE. These English language learners said definitely not. If there is always someone nearby who is bilingual, they said, then they will not learn English. It would be counterproductive in the long term.

Student 1: *They'll put a student there to translate the best they can.*

Student 2: *So [the teacher demonstrates] it so that we can see what he wants us to do. Exactly.*

Student 3: *I ask him [if I have a question]. I ask him in English. It's a little bit messed up English. But, it's ok. They understand me.*

--APS HS PE Student

## PE in Life

### *Impacts on Life Outside School*

Most students thought PE does not at all affect their lives outside of school. They were all hard-pressed at first to connect PE to life outside school. The idea had not occurred to them. Some said, they are already very involved in sports and PE has no impact on that. Even when given examples like swimming, running, playing soccer or Capture the Flag, virtually all of them said that they do not use what they learn in PE outside of school. They indeed *do* these activities, but they do not connect that fact to PE.

*I've always already been outside, just like when I was like little ... I've always been like playing sports outside of school. It's not...for me, PE didn't make me do more stuff like that.—APS HS Student*

However, some ways that PE impacts daily life occurred to many after they gave it thought. For example, a couple noted that they learned about weight-lifting, which helped with proper form and, importantly, with “knowing what to do in the gym” (in other words, being competent working out at a local or school gym). Others noted techniques they had learned (e.g., how to properly kick a soccer ball) or said they had discovered a sport like soccer, track, or running for exercise through PE.

*We did this weight lifting unit, and so I kind of learned what to do and what not to do. You grow up doing squats, right? But then till this year, he taught us the proper way of doing it. This certain way, so you're actually doing it right. I didn't know that until now.—APS HS Student*

*Yes. [I learned] how to use a gym, doing the weights. When you go to the gym, how not to smash yourself.—APS English Language Learner HS Student*

*[PE] has [impacted life outside school] for me. Like, before, I didn't like running. I hated it. I only liked playing games and sports. But once I started doing it like every day, I just saw how good I felt after. I'm just like, "Wow, I can start doing it more, and so, now, I just do it outside of school, because, like, I feel like it helps people ... some people don't even run or get out their house to go walk...—APS HS Student*

*They teach you to do things, and they either stick with you or they don't. So I remember when I was little in elementary school we had a soccer unit. That kind of stuck with me. Like how you kick a ball properly, 'cause you don't wanna [kick with the front of your toes].—APS HS Student*

*Yeah, that's where I learned how to play a lot of things. Like from kindergarten. Like, "This is how you kick a ball. This is how your throw back a football [put your fingers on the laces]." —APS HS Student*

Student 1: *I learned how to play basketball from PE.*

Student 2: *[I learned] how to do push-ups, curl-ups.*

## Appendix D2

--APS MS Students

*[I learned] how to form a team in American football, the positions [knowledge used to play outside of school].—APS English Language Learner HS Student*

*I guess [PE] also taught me what I can do over the years. I didn't know I ran fast a little bit. When your PE teacher's like, "Oh, you should ... Do you run track?" or, "You should run track." I kinda learned it. In sixth grade, I was like, "Oh, maybe I should try this more." So, yeah. Then I ran track.—APS HS Student*

*I mean yeah. If it weren't for PE back in fourth grade I wouldn't have joined soccer.—APS MS Student*

Getting more specific, students were asked whether PE affects how active they are. They all agreed that they are more active because PE is built into their school day, but nearly all thought PE has no bearing on how active they are elsewhere. Most of the students who participated in these focus groups said that physical activity is important to them. And, they see PE as giving students an opportunity to be active, especially those who would otherwise get no activity at all. Throughout the groups, students' comments revealed their knowledge that valuing physical activity is socially desirable and/or their genuinely positive thoughts about physical activity.

*I feel like it helps people [to have PE class] ... Because some people don't even run, or get out their house to go walk, and things like that. So I feel it's really good for kids to do it here, because, some don't even move their body.—APS HS Student*

Moderator: *So here's the school, they're blocking out a chunk of your day for PE, they're sending me to talk to you, there's somebody who's in charge of it for Arlington. Why? What do you think is the point of having PE class?*

Student 1: *So you get a chance to be active.*

Student 2: *Yeah, because like some people don't play sports out of school, so they want you to be active in school.*

Student 3: *Promote healthy lifestyle, I guess.*

Student 4: *Just so you're not sitting around all day.*

Student 2: *Yeah, because a lot of times, when I get home, I have a lot of homework to do so I don't [get as much activity as I should]. —APS MS Students*

## Health Education Class Experience

### ***Health Education Logistics***

#### High School Logistics

## Appendix D2

High schoolers consistently said that their PE teacher also teaches health class. Most believe that health takes one quarter of the school year. Some thought it might last different lengths of time for freshmen and sophomores.

The topics that high schoolers say they learn are: nutrition, drugs, smoking, alcohol, abusive relationships and relationships in general, sex education (including “how babies are made,” sexually transmitted diseases), mental health, mental disorders, stress, body image, texting and driving, genetically modified organisms/food, health-related professions, body systems (such as “brain and nerves”), and first aid (including CPR and choking).

### Middle School Logistics

Middle schoolers said that PE teachers teach much of the health content they learn, but that guidance counselors and School Resource Officers also contribute. Most recall health class as lasting for about two to three weeks<sup>3</sup> and occurring in the PE class time slot.

The health topics that middle schoolers say they learn in middle school are: how your body works/body systems, nutrition, drugs, alcohol, smoking, bullying.

### Elementary School Logistics

Of the nine middle school students who reflected on learning health in elementary school, just two had a teacher other than their PE teacher for health education. In these students’ memories, health class occurred on one or two days toward the end of the school year. A couple said that a full day or two was set aside, while others recall health class being substituted for other classes such as math.

The topics that middle schoolers say they learned about in elementary school are: family life, drugs, and nutrition.

### ***Overall Opinions of Health Education Experience***

In talking about health class in elementary school, the prevailing sense was that students indeed learn but the experience overall is awkward. In middle school, students said, health education gets repetitive (e.g., “drugs are bad, drugs are bad, drugs are bad”) but several spontaneously acknowledged without being asked that the content advances. In other words, the general topic is the same, but students learn new age-appropriate information.

Several high school students commented that health class features a good deal of educational movie- and TV-content, which they saw as a plus because the audiovisual medium helps make vivid stories such as the dangers of texting and driving and stories of addiction. Speakers such as a police officer and an HIV-positive man were highly regarded as engaging and as “real stories.”

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<sup>3</sup> Some students said two to three weeks per year and some said per quarter.



## Appendix D2

*We had a guy [speak to health class] who had AIDS. He was really good. The biggest thing with me was, like, he just seemed like a regular guy, and just seemed like a normal person, and just made you realize, like, AIDS could affect anybody. —APS HS Student*

High school-age English language learners say that their health teachers (who are also PE teachers) use the same strategies used in PE to aid communication, specifically, demonstrating, enlisting the help of bilingual students to communicate with them, trying to speak some Spanish, and explaining slowly. One strategy they said is common is to have students who are learning English watch video content and take notes or write a summary about it—although it was not clear whether this approach is used in health class or only in other classes. Taking notes and summarizing videos gets tedious they said, but is accepted as potentially useful. Students complained of “a couple racist teachers” —across the spectrum, not just in PE and health—saying these teachers do things like allowing other students to leave for a bathroom break but say “no” to a Latino who asks or commenting that a student who is not doing well in school will work in a restaurant his whole life. When asked about the flip side, teachers who they view positively, they said these teachers have good manners, are funny and joke with students, explain slowly, and reward hard work in the classroom by giving little homework.

Communication in health class is a bit more difficult for English language learners than it is in PE. Yet, the students continued to dislike the idea of having a bilingual assistant in health class every day because they believe it would inhibit their English language learning. Students differentiated among classes, saying that in math class a bilingual assistant might help them learn better. They also differentiated between “first year” students (those who have just arrived in the U.S. and speak no English) and others who have been in the U.S. longer and have advanced in their English language learning. First year students, they said, could benefit from an interpreter’s presence in health and other classes. But, students who are farther along in English language learning should not have an interpreter (except possibly for math). Lastly, they said that it was important to them to have classes together with English speakers in order to learn more quickly.

*In my opinion, I would like to be with the English speakers because that way I have to learn and I have to just learn it. If I'm just talking Spanish, Spanish, Spanish, I'll never learn. But that's somebody's choice as well. Because when we speak Spanish sometimes we [tease] each other. If somebody's making fun of your English, don't worry about it, they're not learning, you are. —APS HS Student*

### **Health Education in Life**

#### ***Impacts on Life Outside School***

Nearly all of the high schoolers who participated in discussions strongly believed that they had learned truly useful information in health class. As one student would bring up the usefulness of information—most often drugs or nutrition—others would agree. For some topics, health class is the only place to learn about them, they said.

*In health, like sometimes, I'll look back, and I'll think ... You know, or I'll be around things, and I'll know what they are, and like, I'll know things because of health class. Like drugs and stuff ... I*

## Appendix D2

*know people who do drugs and stuff here, and I know, like, what the effects are, and stuff. I take it for granted, like sometimes I'll think, "What if I didn't have that class. I would know nothing about it." Because, my parents wouldn't tell me. They don't [know]. — APS HS Student*

*I think this year was my favorite health class. Out of all of the years I've had to take it, this one is ... I just guess I learned more important stuff that actually applied to me now, because in seventh grade drugs really didn't apply to me. [The experience of] my friends using drugs didn't apply. At that point, it's like, "Why am I learning this?" But now I get it. Yeah. Seventh grade you've never seen a drug, or you don't know what it is sort of thing. But now, to be honest, if you go somewhere like a party or something, you see something. You're like, "Oh, that's what [we learned about]...And now we know what [harm] it can do."—APS HS Student*

*It's kind of getting you prepared for what's gonna come for you, 'cause there are some things that you're learning about now and what it can do to you and what can happen and all that. Maybe in a few months or a few years, you'll encounter that situation, and you'll be prepared.— APS HS Student*

Student 1: *I would keep the prescription drugs in there, because I didn't really know about all that. Like in the future, if you have surgery, avoid taking [painkillers]- Yeah, that was something that I took away.*

Student 2: *Yeah, that was like one thing that I did take away, like after using ... After doing surgery, only take any painkillers if it's actually starting to hurt really bad. Don't take it just 'cause they prescribe it...Have someone hide them.  
— APS HS Students*

Still, from the high school perspective, a few students found health education repetitive over the years.

Student 1: *The thing with sex ed, and drugs is, like, it's kind of repeated, because...like all throughout middle school, I would learn the same thing—the same nutrition facts, the same drug facts. I've had the same project done like two years [meaning, I repurposed last year's project].*

Student 2: *It's always the same... Choose a drug, write about the drug, do pictures. It's always the same thing every time.—APS HS Students*

*The repetitiveness of the drugs since middle school, like, it was kind of annoying learning it all over again, but, it's one of those things that's good to repeat cause then it can stick to you.— APS HS Student*

## Conclusions

### PE

- PE was very well-liked by virtually all of these students. What they prize the most is the fact that PE is a mental break and a chance to be active in an otherwise stressful, sedentary day. And, when PE offers choice, students like it best of all (e.g., “Choice Unit” in high school, “rotations” in middle school).
- Speaking in broad strokes, these students saw elementary school PE as “fun and games,” middle school PE as “sports-focused,” and high school PE as “fitness- and health-focused.”
- Awarding points towards the PE grade for changing clothes or docking points for not doing so appears to be critical to encouraging students to change clothes, especially in middle school. Middle schoolers, in particular, said they disliked changing clothes. High schoolers regarded changing as a necessary evil, in order to not smell or look bad in other classes. Middle schoolers saw changing as less necessary/more evil than did high schoolers. All have, and appreciate, the option to use appropriate non-uniform clothing for PE, which they appreciated but did not see as a major perk.
- High school and middle school students were surprised at being asked how their PE teachers provide feedback and whether feedback is helpful to improve their grades and/or their performance at an activity. PE seems straightforward to them and success largely based on whether you change clothes and genuinely participate and try. After some thought, most could point to useful feedback such as comments in Student View and pointers on class activities. Similarly, middle schoolers who were specifically speaking to elementary school PE were surprised. For the most part, they thought everyone got an “A.”
- Students who are English language learners said that their teachers help them succeed in PE by demonstrating what to do, enlisting the help of bilingual students, trying to speak Spanish themselves, and explain slowly (which is a very big help). They felt that their communication with PE teachers is largely successful.
- The idea that PE could be connected to or reflected in their lives outside of school had not occurred these students. At first, they were hard-pressed to make the connection. After some thought, both high schoolers and middle schoolers made numerous connections. Specifically, PE has helped with weight-lifting knowledge and proper form, learning techniques such as how to properly kick a soccer ball, or discovering a sport like track or running for exercise.
- These middle and high schoolers thought the greatest contribution PE makes to having an active lifestyle is giving one time in the school day to be active, but that PE otherwise has no bearing on whether they are active elsewhere. Still, comments throughout the groups revealed

their knowledge that valuing physical activity is socially desirable and/or their genuinely positive thoughts about physical activity.

### **Health Education**

- The topics that high schoolers say they learn are: nutrition, drugs, smoking, alcohol, abusive relationships and relationships in general, sex education (including “how babies are made,” sexually transmitted diseases), mental health, mental disorders, stress, body image, texting and driving, genetically modified organisms/food, health-related professions, body systems (such as “brain and nerves”), and first aid (including CPR and choking). The health topics that middle schoolers say they learn in middle school are: how your body works/body systems, nutrition, drugs, alcohol, smoking, bullying. The topics that middle schoolers say they learned about in elementary school are: family life, drugs, and nutrition.
- Elementary school health education was regarded as informative but rather awkward. Middle schoolers felt that the content was repetitive (“drugs are bad, drugs are bad, drugs are bad”), but several spontaneously acknowledged, without being asked, that the topics are the same but the content advances as students get older.
- High school students made it very, very clear that they have learned information in health class over the years that they regard as truly useful and believe they would not get anywhere else. When one student would mention the usefulness of the information, others would quickly agree. The most commonly given examples of what useful information they get were understanding drugs and nutrition. But, as one student put it more broadly, “It’s kind of getting you prepared for what’s gonna come for you...Maybe in a few months or years, you’ll encounter that situation, and you’ll be prepared.” Many said they had not fully realized the value of the health education they had received in the past until high school.
- Looking back, high school students said that health education feels like it gets more formalized as students advance in APS. Indeed, elementary school health class was said to occur over a couple days near the end of the school year—in other words, not a formal class alongside mathematics, English, etc. as it is in high school. Middle schoolers, too, said they do not always know when health class will pop up during PE, although it always does for a few weeks. In general, PE teachers seem to teach most of the health content and classes, according to these students.
- Communication in health class is a bit more difficult for English language learners than it is in PE given that demonstration is not as useful a tool and there is more pencil/paper work and verbal communication. Yet, as they had also mentioned in discussing communication in PE, students continued to dislike the idea of having a bilingual assistant in health class every day. It would inhibit their English language learning. The students who are English language learners also differentiated among classes, saying that having a bilingual assistant in math class to help them learn the material might be worth it even if it does not greatly benefit their English skill. They also differentiated between new arrivals to the U.S. called “first year” students those who have

## Appendix D2

been in the U.S. longer and have advanced as English speakers. First year students, they said, could benefit from an interpreter's presence in health and other classes.

**DISCUSSION GUIDE ARLINGTON PUBLIC SCHOOLS (APS)**  
**Qualitative Research on Physical Education and Health Education**  
**Student Discussion Guide**  
**May 2017**

**INTRODUCTIONS/WARM UP (10 minutes)**

Welcome everyone. My name is \_\_\_\_\_. First, thank you so much for giving me some of your lunchtime. Our purpose is to talk about your experiences in physical education (PE) and health education, and learn from you in order to strengthen PE and health education at APS. Our discussion is part of a larger evaluation underway for that program.

A. Disclosures

- Audiotaping. With your permission, I would like to audiotape. The tape will only be available to me to help me write my report. Once my report is accepted in final, I will delete the tape. I will not share it with anyone else.
- The most important thing about any focus group is that all answers are “right.” In other words, it’s a conversation to hear your opinions and experiences. I’m excited to hear about them.
- Confidentiality.
  - This focus group is unusual in that you may know one another or know people in common. I hope that you will feel comfortable sharing your opinions. And, I ask that you keep what is said here in confidence. That said, obviously I cannot bind anyone here to keep what they hear confidential. Therefore, you may choose *not* to say some things. If that happens and you wish to share information with me later, please feel free call or e-mail me.
  - When I write my report, it will not identify anyone by name. Rather, I will use phrases like, “Several students expressed the opinion that \_\_\_\_\_.”
- I am a professional moderator, and not an expert on teaching or PE or health education. My job is to listen to you and share your input with the Offices of Planning and Evaluation and PE and Health Education.
- [For 6<sup>th</sup> graders] I’ll ask you think back to your *elementary* school experiences for a big part of our conversation. We’ll also talk about middle school, too.
- [For 8<sup>th</sup> graders] During our conversation, stay focused on PE and health in middle school. If there is something from elementary school you want to share, just make sure you let me know that it’s from back then.
- [For 9<sup>th</sup>-10<sup>th</sup> graders] During our conversation, stay focused on PE and health in high school. If there is something from elementary- or middle school you want to share, just make sure you let me know that it’s from back then.

B. Participant introduction

- Your first name

**Appendix A – Discussion Guide: PE and Health Students Who Are Not English Learners**

- The first thing that comes to mind when you think of PE
- The first thing that comes to mind when you think of health education

**P.E. CLASS EXPERIENCE (20 minutes)**

1. Let's talk about PE first and then move on to health.<sup>4</sup>
  - a. How many students are in your PE class this year?
  - b. Does that seem like too many, too few, or just right? And, why?
2. What do you like best about PE? [Can be anything—a specific activity, or the chance to burn off some energy or go outside, etc.]
  - a. If you could change anything about PE class in [ES, MS, HS] what would it be?
3. Walk me through a typical PE class. First, how long is a normal class? What usually happens first? Then what? [Work through whole class.] How does it end?
  - a. So, if class is X minutes long, how much of that time would you estimate you spend actually doing physical activity. [Listen for how students come up with estimate. As needed ask about waiting turns, listening to the teacher give instructions, getting to field, changing clothes.]
4. Let's talk about how often your PE class goes outside in each different season. It's spring now, how much are you going outside these days?
  - a. And, over the winter?
  - b. And, thinking back to last fall?
  - c. Does this feel like the right amount to you, or too much, or too little? Why?
5. When you use equipment in your PE class, is there enough for all students? Or do you have to wait? [Examples: basketballs, soccer balls, racquets, courts, etc.]
6. How does the teacher let you know how you're doing in PE? [Prompt for how teachers give feedback including what they say, what they do, grades, etc.]
  - a. Is that feedback you can use—to get better at the activity, or improve your grade, or another way? Tell me about that.
7. In [MS, HS], how do people feel about changing clothes for PE class?
  - a. Do you have uniforms or regular clothes you bring yourself? Do you prefer one or the other option? (Why?)
  - b. What are the downsides of changing clothes, if any? Upsides?

**P.E. IN LIFE (10 minutes)**

1. Do you see any impacts from PE class on your life outside of school?

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<sup>4</sup> Qs 1-6 will be past tense for 6<sup>th</sup> graders who will focus on ES

## Appendix D2

### Appendix A – Discussion Guide: PE and Health Students Who Are Not English Learners

- a. Have you ever found yourself doing some kind of physical activity that you learned about in a PE class? In other words, I'm asking about any things you did in PE that later you did outside school—like learning kickball or yoga and then later doing it outside of school.
  - b. Are there lessons from PE, or things your teachers have said over the years that have stuck with you? Tell me about them.
2. Would you say your Arlington PE classes have had any impact on how physically active you are outside of class or school?
  3. How would you describe the importance (or not) of PE in your life?

### HEALTH (15 minutes)

1. 6<sup>th</sup> Graders Only: Thinking about elementary school, who taught you about health? [If students need prompting to grasp what is meant by health instruction, give examples of topics such as alcohol, smoking, reproductive system, bullying (mental health).]
  - a. When did you learn about health?
  - b. What health topics did you learn about [besides the examples, if they are used]?
  - c. And, thinking about today, in MS...Same questions: Who teaches you about health? When do you learn about it? What health topics do you learn about?
2. [8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> Graders] Who teaches you about health? Does your health teacher also teach PE? When do you learn about it? What health topics do you learn about?
3. What do you like best about health ed? [Can be anything—a specific topic, practicality of the class, etc...]
  - a. If you could change anything about teaching health in [ES, MS, HS] what would it be?
4. As you would guess, PE and health classes are meant not just to teach you content but also to hopefully have an effect on life when it comes to things like healthy food choices, alcohol, smoking, and relationships. Do they? [And, if so, how do you know?]
  - a. Are there lessons from health, or things your teachers have said over the years that have stuck with you? Tell me about them.

### CLOSING (5 minutes)

As we wrap up, do you have any concluding thoughts or advice to share with APS on the topic of PE or health education? Again, thank you so much for your time and thoughtfulness. APS will put your insights to good use.

Total time: 60 minutes



**DISCUSSION GUIDE ARLINGTON PUBLIC SCHOOLS (APS)  
Qualitative Research on Physical Education and Health Education  
Student Discussion Guide  
May 2017**

**INTRODUCTIONS/WARM UP (10 minutes)**

Welcome everyone. My name is \_\_\_\_\_. First, thank you so much for giving me some of your lunchtime. Our purpose is to talk about your experiences in physical education (PE) and health education, and learn from you in order to strengthen PE and health education at APS. Our discussion is part of a larger evaluation underway for that program.

**C. Disclosures**

- Audiotaping. With your permission, I would like to audiotape. The tape will only be available to me to help me write my report. Once my report is accepted in final, I will delete the tape. I will not share it with anyone else.
- The most important thing about any focus group is that all answers are “right.” In other words, it’s a conversation to hear your opinions and experiences. I’m excited to hear about them.
- Confidentiality.
  - This focus group is unusual in that you may know one another or know people in common. I hope that you will feel comfortable sharing your opinions. And, I ask that you keep what is said here in confidence. That said, obviously I cannot bind anyone here to keep what they hear confidential. Therefore, you may choose *not* to say some things. If that happens and you wish to share information with me later, please feel free call or e-mail me.
  - When I write my report, it will not identify anyone by name. Rather, I will use phrases like, “Several students expressed the opinion that \_\_\_\_\_.”
- I am a professional moderator, and not an expert on teaching or PE or health education. My job is to listen to you and share your input with the Offices of Planning and Evaluation and PE and Health Education.
- [For 6<sup>th</sup> graders] I’ll ask you think back to your *elementary* school experiences for a big part of our conversation. We’ll also talk about middle school, too.
- [For 8<sup>th</sup> graders] During our conversation, stay focused on PE and health in middle school. If there is something from elementary school you want to share, just make sure you let me know that it’s from back then.
- [For 9<sup>th</sup>-10<sup>th</sup> graders] During our conversation, stay focused on PE and health in high school. If there is something from elementary- or middle school you want to share, just make sure you let me know that it’s from back then.

**D. Participant introduction**

- Your first name
- The first thing that comes to mind when you think of PE

**Appendix B – Discussion Guide: PE and Health Students Who Are English Learners**

- The first thing that comes to mind when you think of health education

**P.E. CLASS EXPERIENCE (20 minutes)**

8. Let's talk about PE first and then move on to health.
9. What do you like best about PE? [Can be anything—a specific activity, or the chance to burn off some energy or go outside, etc.]
  - a. If you could change anything about PE class in [ES, MS, HS] what would it be?
10. Walk me through a typical PE class. First, how long is a normal class? What usually happens first? Then what? [Work through whole class.] How does it end?
  - a. So, if class is X minutes long, how much of that time would you estimate you spend actually doing physical activity. [Listen for how students come up with estimate. As needed ask about waiting turns, listening to the teacher give instructions, getting to field, changing clothes.]
11. ? What do you see your teacher do, if anything, to help make the class work for you even if the teacher speaks English best and you speak Spanish best? What other kinds of support would help you succeed in PE class?
12. ...
13. How does the teacher let you know how you're doing in PE? [Prompt for how teachers give feedback including what they say, what they do, grades, etc.]
  - a. Is that feedback you can use—to get better at the activity, or improve your grade, or another way? Tell me about that.
14. In [MS, HS], how do people feel about changing clothes for PE class?
  - a. Do you have uniforms or regular clothes you bring yourself? Do you prefer one or the other option? (Why?)
  - b. What are the downsides of changing clothes, if any? Upsides?

**P.E. IN LIFE (10 minutes)**

4. Do you see any impacts from PE class on your life outside of school?
  - c. Have you ever found yourself doing some kind of physical activity that you learned about in a PE class? In other words, I'm asking about any things you did in PE that later you did outside school—like learning kickball or yoga and then later doing it outside of school.
  - d. Are there lessons from PE, or things your teachers have said over the years that have stuck with you? Tell me about them.
5. Would you say your Arlington PE classes have had any impact on how physically active you are outside of class or school?

**Appendix B – Discussion Guide: PE and Health Students Who Are English Learners**

6. How would you describe the importance (or not) of PE in your life?

**HEALTH (15 minutes)**

5. Who teaches you about health? Does your health teacher also teach PE? When do you learn about it? What health topics do you learn about?
6. What do you like best about health ed? [Can be anything—a specific topic, practicality of the class, etc...]
  - a. If you could change anything about teaching health in HS what would it be?
7. What do you see your teacher do, if anything, to help make the class work for you even if the teacher speaks English best and you speak Spanish best? What other kinds of support would help you succeed in health class?
8. As you would guess, PE and health classes are meant not just to teach you content but also to hopefully have an effect on life when it comes to things like healthy food choices, alcohol, smoking, and relationships. Do they? [And, if so, how do you know?]
  - a. Are there lessons from health, or things your teachers have said over the years that have stuck with you? Tell me about them.

**CLOSING (5 minutes)**

As we wrap up, do you have any concluding thoughts or advice to share with APS on the topic of PE or health education? Again, thank you so much for your time and thoughtfulness. APS will put your insights to good use.

Total time: 60 minutes