September 26, 1973

To the Graduate Council:

I am submitting herewith a thesis written by Joe Norris Lee entitled "An Evaluation of the Physical Education Programs in the Lenoir City and Loudon County School Systems." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Physical Education.

Major Professor

We have read this thesis and recommend its acceptance:

Accepted for the Council:

Vice Chancellor for
Graduate Studies and Research

AN EVALUATION OF THE PHYSICAL EDUCATION PROGRAMS IN THE LENOIR CITY AND LOUDON COUNTY SCHOOL SYSTEMS

A Thesis

Presented to

the Graduate Council of

The University of Tennessee

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

---

by

Joe Norris Lee

December 1973

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ABSTRACT

This study was concerned with the evaluation of the physical education programs as they exist in the Lenoir City and Loudon County School Systems.

The LaPorte Score Card was utilized to evaluate the programs. The writer developed a score card to evaluate each physical education teacher. Eight schools and fifteen teachers were evaluated according to the two score cards. The results of the program scopes were compared to the teachers' scores. From these results, recommendations were made.

The range of total scores on the LaPorte Score Card was from 32 to 164 out of a possible 300 points. The teachers' scores ranged from 119 to 178 out of a possible 200 points. All but one of the schools scored high in the area of Indoor Facilities, and all but two of the schools scored high in the area of Locker and Shower Facilities. The areas that scored the lowest were Swimming Pool and Modified-Individual (Adaptive) Activities. Some of the findings were: physical education was required for all students except those excused by a physician or those at two high schools who participated in band or athletics; there was no swimming program at any school; there was no modified program at any of the schools; one school had no gymnasium; in general the men teachers

presented very weak programs; no school offered gymnastics as an activity; only four schools offered intramural programs; assignment by physical education classes was made by free period or by grade level in all schools; after the first grade, both school systems required no physical examination except for athletes; one school had no outdoor area; and all the schools fielded teams in interschool athletics.

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CHAPTER I

INTRODUCTION

With the advent of the four-day work week, modern man will become more addicted to his own inactivity. For this reason the physical education programs of our schools must adjust to meet the leisure time surplus. In conjunction with this idea, physical education has come under attack from the more academic areas of education. The pressure is ever increasing for physical education to prove its worth. Consequently, we can no longer be satisfied with sterotyped physical education programs (20, p. 11).

Today's administrators generally agree that physical education should be a part of the total program for all students. The goal of the physical education program is the highest possible achievement for each student. Activities must be selected which will contribute to the total development of the student at the present and in the future. If we hope to fulfill our obligation, physical education must move forward as a part of our total school curriculum (2, pp. 69-78).

To move forward there must be change, and change can only come by questioning the present system. If these questions are not asked, no change will take place. We may

not instantly obtain answers, but it is imperative that we begin the search.

I. STATEMENT OF THE PROBLEM

This study involved an evaluation of the present physical education programs in the Lenoir City and Loudon County School Systems.

II. PURPOSE OF THE STUDY

The purpose of the study was to evaluate the physical education programs now in existence in the Lenoir City and Loudon County School Systems. It is hoped that the study will be used as a guide to strengthen the present programs.

III. NEED FOR THE STUDY

Upon investigation, it was found that the physical education programs in the Lenoir City and Loudon County School Systems had never been evaluated. This study was needed to point out strengths and weaknesses of the existing programs.

By applying the La Porte Score Card (14, pp. 74-89), interviews, and personal observation the physical education programs of the Lenoir City and Loudon County School Systems were presented objectively so that teachers, supervisors,

and administrators could understand the strengths and weaknesses of the program and perhaps become more interested in the betterment of the program.

To further aid the evaluation, a score card for teacher effectiveness and preparation was developed. Portions of the Knox County evaluation form for first and second year teachers, the Carson-Newman College physical education competency form, and an academic evaluation form provided by the University of Tennessee, Knoxville, Physical Education Department, were used to construct the instrument. It is hoped that the use of this score card will aid teachers in a self-improvement program, and add to the total effectiveness of the physical education programs of these school systems.

IV. ORGANIZATION OF THE STUDY

Eight selected secondary schools, five schools with grades seven and eight, and three schools with grades nine through twelve, were evaluated by the investigator. Scholastic data and acreage of each school are illustrated in Chapter III. The evaluation was based on the La Porte Score Card and a score card constructed by the investigator. Both score cards will be discussed in Chapter III.

Chapter I deals with the introduction, statement of the problem, purpose of the study, need for the study, and an organization of the study.

Chapter II deals with a review of the literature concerning studies of physical education programs.

Chapter III deals with the selection of the thesis topic, selection of evaluative criteria, and methods of obtaining data used in the study.

Chapter IV deals with the tabulation and analysis of the data concerning each school.

Chapter V deals with the findings and recommendations that have arisen from this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to view this study in the proper perspective, it was necessary to review some of the important studies of the past. These studies have been examined and presented as they pertain to our state and nation as a whole. These studies are presented in chronological order beginning in 1938 and going through 1973.

Evaluation is the process of determining the value of the results from the measurement of objectives (16, p. 429). It is important that we not only evaluate the results of our physical education programs, but also the means by which these results are achieved (15, p. 27). Since 1970 the Cooperative Study of Secondary School Standards has been concerned with the means by which secondary schools should be evaluated (19, p. 34).

One of the most suitable evaluation forms used for physical education is the La Porte Score Card. Its repeated use in past studies convinced the investigator of its merit.

I. NATIONAL AND STATE

In 1938 Jackson surveyed the physical education programs of 736 high schools in Illinois. An inquiry blank, constructed by a committee of the Illinois State Physical

Education Society, was used as a means of obtaining information. Jackson discovered that only half of the schools had curriculum guides. Eighty percent of the schools required physical education at least two days a week. The lack of individual sports was evident in all schools. Only 15 percent of the teachers belonged to a professional organization. A maximum of one hundred dollars was given to each school for the purpose of physical education (13, pp. 47-59).

In 1942 Nadar used a questionnaire to conduct a statewide study for Iowa. Of the 315 questionnaires sent, 132 were returned. Nadar concluded that the larger a school was, the better its program would be (18).

Clapp obtained some significant data from the annual reports submitted by principals to the office of the High School Visitor of the University of Illinois. Minimum requirements were met by only half the schools. Larger schools had less turnover than smaller schools. Three hundred and seven of 647 high schools had programs for boys, but only 262 of 648 had programs for girls. Principals stated that the lax programs were due to a lack of qualified teachers and a lack of qualified gymnasia (4, pp. 132-143).

Jack analyzed Minnesota schools in 1946 by means of a questionnaire. He based the questionnaire on 22 areas of physical education which he considered to be important (i.e.,

days per week, years required, components of the program, and teacher requirements). As in Nadar's study, Jack found that the larger the school, the better the program (12, p. 32).

From 1950 to 1954 Karl Bookwalter conducted a national survey of 2,677 schools covering 25 states. Bookwalter utilized the La Porte Score Card, and the purpose of the study was to discover the status of health and physical education in our country. Lack of sufficient states in the western part of the country, and compatability of many field workers in various states were the two main limitations. The scores ranged from 6 to 213, and the mean score was 84. The highest mean scores were recorded in the area of Organization and Administration of Class Program and Administration of Intramural and Interscholastic Athletics. The lowest scores were recorded in the areas of Swimming Pools and Modified-Individual Activities (1, p. 6).

The Ohio secondary schools were the subject of a classical study conducted by Owens in 1955. One hundred and one schools were evaluated with the La Porte Score Card to determine the status of their health and physical education programs. The mean score was 80.83 and the scores ranged from 31 to 154. Outdoor areas ranked the highest mean score and the areas of Swimming Pools and Modified-Individual Activities ranked lowest (22, pp. 211-232).

Dodson conducted a similar study the following year for North Carolina Schools. He indicated that accreditation, school size, and town size were all related, in that order, to the results obtained. The scores ranged from 32 to 201 with the highest scores coming in the area of Organization and Administration of Class Programs and the lowest scores appearing in the areas of Swimming Pools and Individual Modified Activities. The weakest aspect of the system was found to be a lack of carry-over value. Men coaches were also teaching girls classes. Dodson suggested that the La Porte Score Card be reevaluated in order that it might be a more objective means of measurement (7, pp. 243-244).

In 1957 Rice attempted to determine the relationship that existed between the performance of Wisconsin high school sophomore boys on tests of selected outcomes of physical education with their school's rating on the La Porte Score Card. Using DeVoll's (5) study of the previous year, 99 high school sophomore boys were chosen from the upper, middle, and lower 10 percent. Rice discovered a significant difference between the schools that scored high and low in sports skills, sports knowledge, and physical fitness. The schools with higher scores were favored. The schools that scored low fared better in sports knowledge than did schools that finished with near average ratings, but the middle schools ranked higher than the low schools in sports skills (25, pp. 57-59).

In 1958 Bundgaard evaluated 72 Iowa secondary schools. His evaluations revealed that few of the schools planned properly for physical education and fundamental skills were practically ignored. Teachers were overloaded and there was a drastic shortage of qualified women teachers (2, pp. 89-91).

Parham studied the program of physical education in the white public secondary schools of Arkansas. This 1959 study was based on 51 statements made by principals. Results showed an inadequacy or lack of facilities in over half the high schools. No medical examinations were required, and there were no adaptive programs. Few schools followed the state curriculum guide, and classes were repeatedly too large. A large majority of the teachers were college graduates, but few were qualified in physical education (23).

Nesom investigated 100 senior white high schools in Louisiana and evaluated them in comparison with state and Southern Association requirements. This study revealed that there were 327 men and women either coaching one or more sports or teaching one or more physical education classes. Of the 324 teachers, 88 were doing full-time physical education work and all but 75 of the 324 were properly certified to teach physical education. Six of the schools did not meet state time requirements, but the other 94 schools had regular physical education classes. Ninety-nine schools

had gymnasiums, but none of the schools required health education. Half of the boys' programs and 43 of the girls' programs conducted intramural programs (21, p. 230).

In 1963 White utilized the La Porte Score Card to survey 100 Iowa high schools. Scores ranged from 57 to 209 with the areas of Swimming Pools and Modified-Individual Activities still being the weakest. Few or no individual sports were taught. White recommended that teachers join professional organizations and that emergency care procedures be improved. He further suggested that state requirements for health and physical education be updated. As in other studies, larger schools had better programs than smaller schools (28, pp. 96-104).

The Forsyth City-County School System of North Carolina was the subject of a study conducted by Green in 1967. By utilizing the La Porte Score Card, he compared his results with Dodson's 1956 results. The mean score was 141.5 and the range was 97-192. The areas of Swimming Pools and Modified-Individual Activities scored zero. The area of Medical Examinations and Health Services had the highest mean score (10, pp. 6-32).

II. TENNESSEE

In 1953, De Witt conducted the first study for the state of Tennessee. Utilizing the La Porte Score Card,

De Witt investigated the programs of 101 public, white, secondary schools. The mean score of the study was 57.57, and the range was 18 to 168. The area of Administration and Organization of Class Activities had the highest mean score, but the areas of Swimming Pool and Mofidied Individual Activities failed to score any points. De Witt concluded that the quality of the health and physical education programs were far below national standards. Size again tended to determine the program. Large, accredited schools had superior programs as compared to small unaccredited schools (6, pp. 261-269).

From 1960 to 1962, the Southern Association of Secondary Schools and Colleges conducted a study of Knoxville City junior high schools. Gee utilized this study and the Indiana Score Card to obtain his results. The Southern Association's report listed the areas of Modified-Individual Activities and Locker and Shower Facilities as major weaknesses. Gee stated that Outdoor Facilities and Locker and Shower Areas were extremely weak in the Knoxville City junior high schools (9, p. 9).

Roark's 1963 study evaluated 10 Knox County high schools. By using the La Porte Score Card, Roark compared his results with those obtained by De Witt in his study for the entire state. Roark concluded that three of the Knox County high schools ranked near the top of De Witt's study.

The remaining seven schools ranked near the mean of all the schools studied. Roark's results also followed the national trend because the schools ranked low in the areas of Swimming Pools, Modified-Individual Activities, Medical Examinations and First Aid Service, and Outdoor Areas. The schools ranked high in the areas of Indoor Areas and Organization and Administration of Class Programs (26, p. 27).

Pitts utilized the La Porte Score Card to develop the "Pitts' Score Card", which he used in 1966 to study the Knoxville City junior high schools. He found that the schools rated low in the areas of Outdoor Facilities, Locker and Shower Facilities, Medical Examinations and First Aid Service, Indoor Areas, Equipment Office and Staff Facilities. Intramurals were also found to be lacking in activities offered. Pitts concluded that the schools were strong personnel-wise. He recommended that students be assigned to class either by grade or by results of a medical examination (24, pp. 24-57).

Hudgens' 1968 study dealt with the physical education programs in Anderson County. The scores from the La Porte Score Card ranged from 77 to 118. The Anderson County schools scored highest in the area of Organization and Administration of Class Program and scored the lowest in the areas of Swimming Pools and Modified-Individual Activities. Hudgens stated that schools which included grades 7 to 12

were inadequate in all aspects of physical education, while the schools with grades 9 to 12 were adequate. Hudgens recommended expanded intramural programs, better uniform habits, required participation, and enforced shower rules (11, pp. 16-42).

In 1968, Longley evaluated Hamilton County high school physical education programs. Scores ranged from 80 to 185. The areas of Swimming Pools, Locker and Shower Areas, and Modified-Individual Activities rated lowest. The areas of Indoor Facilities and Administration of Intramural and Interschool Athletics scored the highest. Longley's recommendations followed the idea of improving the areas presented by the La Porte Score Card (17, pp. 49-53).

Wright's 1971 survey of physical education in Tennessee revealed that in general the junior and senior high schools provided programs which met or exceeded the regulations established by the Tennessee State Board of Education. However, the areas of Swimming Pools, Modified-Individual Activities, Medical Examinations and Health Services were found to be weak (29, pp. 72-79).

Duchemin's 1972 follow-up study of Roark's 1963 Knox County high school study, attempted to compare the results of both investigations. Duchemin found that the areas of Outdoor Facilities, Swimming Pools, Medical Examinations, and Modified-Individual Activities were still extremely

weak. The areas of Organization and Administration of Class Programs and Administration of Intramurals and Interscholastic Athletics remained strong. Duchemin recommended improvements for the four weak areas of the programs in addition to a curriculum guide for the county system (8, p. 44).

In a recently completed study (1973), Rosato evaluated physical education for the entire state of Tennessee. By studying sample schools, he arrived at a state-wide summary. His conclusions supported the ideas presented by Wright in his state-wide survey (27, pp. 95-105).

By comparing the studies from past to present, it can be stated that our physical education programs are improving, but certain weaknesses continue to plague more rapid advancements. The areas of Aquatics, Modified-Individual Activities, and Medical Examinations and Health Service are almost totally absent. Intramural programs and Outdoor Areas also tend to be weak. The area of Organization and Administration of Class Programs has always scored well on The La Porte Score Card. Further comparison reflects that large schools rate higher than small schools, and accredited schools rate higher than non-accredited schools. The problem of few accredited teachers as presented by early studies has now swung in the other direction. Today there appears to be an over abundance of accredited physical education teachers. However, an accredited teacher does not necessarily mean a qualified teacher.

CHAPTER III

PROCEDURE

Evaluation of schools is based on how well the schools are meeting their stated objectives. These objectives should be based on needs of students as they live in the community. The program should be constructed so that students gain maximum benefits not only in the present but also for future community responsibilities.

Evaluation of a program can serve at least two worthwhile purposes. First, it can provide for an increase in knowledge and second, it can initiate a desire for improvement (16, pp. 430-442). However, if the results are not applied evaluation is useless. Evaluation is the process of judging the results as they compare to the stated objectives.

I. SELECTION OF THESIS TOPIC

The topic of the thesis was decided upon after investigation revealed that the physical education programs in the Lenoir City and Loudon County School Systems had never been evaluated. The writer selected these school systems because of the variety of schools represented and because of their easy access. The writer was especially interested in the school systems because he was educated and

worked in the two systems. The study was undertaken with the intention of evaluating the existing physical education programs of the Lenoir City and Loudon County School Systems.

II. SELECTION OF EVALUATIVE CRITERIA

Various evaluative methods have been established. The writer reviewed score cards and various other evaluative criteria as used in similar studies. Whereas some studies have based evaluation on activities and how they are taught and some have based evaluation on general characteristics, the writer felt a need to combine the two categories.

The Indiana Physical Education Score Card was considered, but because it pertains only to physical education, it was rejected for this study. The score card was constructed by representatives from the State Department of Public Instruction, Purdue University, Indiana University, Ball State Teacher's College, and Indiana State Teacher's College. It is divided into four sections: administration, program of activities, class management and instruction, and facilities and equipment. For many years it was used to evaluate Indiana's physical education programs (9, p. 33).

In 1966 Pitts constructed his own score card for a study of Knoxville city junior high schools. It was based on the La Porte Score Card but incorporated his own ideas, advice from the supervisor, and reports and statements from

the principals. Pitts Score Card pertains mainly to the Knoxville City School System (24).

Several other researchers have constructed their own particular score cards. In his 1932 study, Jack composed a score card using 22 areas which represented what he considered to be important to his study (12, p. 24). Jackson used an inquiry blank score card which was constructed by the Illinois State Physical Education Society (13, p. 47). Clapp utilized the annual reports of the principals to the office of the High School Visitor of the University of Illinois (4, p. 132). Parham's 1959 study used 51 principals' statements as a source of evaluative criteria (23).

The National Study of Secondary School Evaluation was also considered. The evaluative criterion was designed by a general committee of leading educators and was formerly known as the Cooperative Study of Secondary School Standards. Revisions in 1960 lead to the new title of National Study of Secondary School Evaluation. A check list for each subject area provided for a minimum of writing and a maximum of thinking. The section for evaluation of physical education includes: (1) organization; (2) nature of offering; (3) physical facilities; (4) instructional staff; (5) instructional activities; (6) instructional materials and equipment; and (7) methods of evaluation. This

evaluative tool was not used because it did not deal enough with teacher effectiveness or qualifications (19, p. 34).

The La Porte Score Card

The La Porte Score Card was found to be the most feasible for this study. It is based on 23 years of intensive study by the Committee on Curriculum Research of the College Physical Education Association. The card is a result of critical evaluation of 150 leading state, city, and rural physical education administrators and supervisors on a preliminary score card (14, p. 65).

The score card consists of 10 major areas, each containing 10 statements to be rated. Each statement can be scored from 0-3, according to assigned specifications. The maximum score for each area is 30 and the total for the entire card is 300. A score of 100 constitutes a fair-minimum program; 200 is a good-minimum program; and 300 is considered a superior-ideal program. Consequently, only the most significant characteristics of facilities, program content, and administrative procedures have been included in these standards; hence each area is of great importance (14, p. 65).

The La Porte Score Card was considered to have the following advantages over the other types of evaluative criteria:

1. It evaluated present conditions of the school systems studied.
2. It was clear, concise, and easily understood by those interviewed.
3. The La Porte Score Card evaluated every phase of the physical education program more comprehensively than the others.
4. It was easily scored by the surveyor, in a relatively short period of time.

To supplement the La Porte Score Card the author devised an instrument to evaluate physical education teacher preparation and effectiveness. Many schools have outstanding facilities, but they do not have teachers who can effectively use these facilities. While the La Porte Score Card evaluates the physical education program and the general health, recreation, and safety provisions of a school, it includes very little concerning the people who run the program.

"The Physical Education Teacher Evaluation Score Card" was devised using portions of the Knox County School Systems first and second year teacher evaluation questionnaire, the Carson-Newman College physical education competency form, and an academic evaluation form provided by the Physical Education Department of the University of Tennessee, Knoxville. The score card includes three areas. The area

of personal characteristics is worth 60 points; the area of teaching effectiveness is worth 50 points; and the area of teaching qualifications is worth 90 points, making a total of 200 points. The teacher's percentage score is figured by dividing the actual score by the possible score.

By comparing a school's score on the La Porte Score Card with its teachers' scores on the teacher evaluation card, it is possible to see how well a teacher is using available facilities, equipment, and programs. Still further it is possible to see if a teacher is even prepared to use the resources available, or if the teacher is simply complacent with what exists.

III. METHODS OF OBTAINING DATA

Each of the eight schools in this study was evaluated by obtaining data, by both the observation and interview methods, and then recording the data on one of the two score cards. Before visiting the schools individual copies of the score cards were prepared for each school. This procedure was followed in order that time and effort would not be wasted.

Prior to beginning the study, the Superintendents of the Lenoir City and Loudon County School Systems were contacted in order to secure permission to carry out the study. After receiving permission to pursue the investigation, each

of the eight schools was visited. Upon entering a school, permission was secured from the principal to conduct the evaluation. The purpose of the evaluation and the purpose of the score cards were explained to the principals and to the physical education instructors before the evaluation was begun.

Interviews with Principals and Physical Education Staff

The primary method of obtaining data was by interviewing the principal and physical education staff at each school. Following and during the interviews, the two score cards were marked in accordance with the information obtained.

The portions of the La Porte Score Card marked by interview were: Program of Activities, Medical Examinations and Health Services, Modified-Individual (Corrective) Activities, Organization and Administration of Class Programs, and Administration of Intramural and Interschool Athletics. The entire teacher evaluation card was recorded by interview. The principal was interviewed to obtain the information for the personal characteristics and teacher effectiveness sections. Each physical education teacher was interviewed concerning his or her teaching qualifications and preparation.

The facts listed in Table I were also obtained by interviews. The facts are basic information concerning the

TABLE I

SCHOLASTIC CONDITIONS AND ACREAGE OF SELECTED LENOIR CITY AND LOUDON COUNTY SCHOOLS

School	Grade Level*	Enrollment**	Professional Staff	Acreage***
School A	9-12	931	37	30
School B	6-8	474	18	4
School C	7-8	452	23	12
School D	9-12	580	26	39
School E	7-8	380	13	4
School F	9-12	160	13	25
School G	7-8	79	4	10
School H	7-8	351	13	10

*The grade level in which a hired physical education teacher works.

**The total enrollment (including all grades) as of April 1973.

***The approximate total area available in the school lot for outdoor activities and school building.

schools that were studied. These results of these interviews will be referred to throughout the study.

Observation

The observation method was used to evaluate the areas that could be inspected and judged without the help of others. Each school was visited at least twice and some as many as four times so that the observations would be thorough and complete. The areas scored by observation were: Locker and Shower Areas, Outdoor Areas, Indoor Areas, Swimming Pool, and Supplies and Equipment. Several classes were observed as they were taught, but no attempt was made by the surveyor to incorporate this into the score cards.

The following chapter is devoted to an analysis of the findings based on the evaluation methods discussed in this chapter.

CHAPTER IV

ANALYSIS OF FINDINGS

To evaluate a school's physical education program, one must ask questions. If these questions are to be of value, they must be answered as accurately as possible. As a result of the La Porte Score Card and "The Physical Education Teacher Evaluation Card", there has been a numerical value set to the answering of the questions included within the scope of this study.

The objective of the study was to survey the Lenoir City and Loudon County School Systems in an attempt to evaluate the existing physical education programs. By comparing the scores of the La Porte Score Card and the teacher evaluation card, the results on the following pages were obtained.

I. SUMMARY RATING

The eight schools participating in this study will remain anonymous. In concealing the identity of the schools, they will be referred to as schools A, B, C, D, E, F, G, and H. Each school will be briefly discussed beginning with the school that had the highest score card rating and continuing to the school with the lowest score card rating. Each teacher's rating from the teacher evaluation

card will also be presented. A table for each school will be presented showing the rating the school received in each of the ten areas, the average score of each area, the possible score for each area, the total rating given for the entire score card, and the total possible score for the entire score card. In addition, a table for each teacher will be presented showing the rating given the teacher in each of the three areas, the average score of each area, the possible score for each area, the total rating given for the entire score card, and the total possible score for the entire score card.

Table II shows the results in each of the 10 areas of the La Porte Score Card, the total actual score, and the total possible scores of the eight schools evaluated. Table III shows the results in each of the three areas of "The Physical Education Teacher Evaluation Card", the total actual score, and the total possible scores of the 15 teachers evaluated.

II. INDIVIDUAL SCHOOL RATING

School A

This school was located on a 30-acre lot. The school had a professional staff of 37 and a student enrollment of 931 with 459 boys and 472 girls in grades 9 through 12.

Table IV contains the results of the evaluation of the physical education program at School A, based on the

TABLE II

ASSEMBLAGE OF SCORES OF SELECTED SCHOOLS IN THE LENOIR CITY AND LOUDON COUNTY SCHOOL SYSTEMS

School	I*	II	III	IV	V	VI	VII	VIII	IX	X	Total Actual Score	Total Possible Score
School A	20	18	28	28	0	18	10	11	15	16	164	300
School B	25	0	27	28	0	18	12	14	19	17	160	300
School C	21	22	25	12	0	16	16	11	13	21	157	300
School D	19	16	26	28	0	16	6	6	16	22	155	300
School E	21	9	22	23	0	21	14	10	17	14	151	300
School F	17	20	24	22	0	15	10	3	12	12	135	300
School G	16	14	24	21	0	12	6	6	11	15	125	300
School H	18	10	0	0	0	15	8	3	12	16	82	300

*The numbers in the heading columns indicate the following: I = Program of Activities; II = Outdoor Areas; III = Indoor Areas; IV = Locker and Shower Areas; V = Swimming Pool; VI = Supplies and Equipment; VII = Medical Examinations and Health Services; VIII = Modified-Individual (Adaptive Activities; IX = Organization and Administration of Class Programs; X = Administration of Intramural and Interschool Athletics.

TABLE III

ASSEMBLAGE OF SCORES OF PHYSICAL EDUCATION TEACHERS OF SELECTED SCHOOLS IN THE LENOIR CITY AND LOUDON COUNTY SCHOOL SYSTEMS

School	Teacher	I	II	III	Total Actual Score	Total Possible Score
School A						
	Male	60	40	65	165	200
	Female	60	48	70	178	200
School B						
	Male	56	38	65	159	200
	Female	54	48	62	164	200
School C						
	Male	50	40	67	157	200
	Female	52	38	40	130	200
School D						
	Male	60	48	44	152	200
	Female	60	48	47	155	200
School E						
	Male	44	38	45	127	200
	Male	48	40	61	149	200
School F						
	Male	56	40	43	139	200
	Male	52	36	58	146	200
School G						
	Male	52	44	53	149	200
School H						
	Male	52	40	41	143	200
	Male	54	38	43	135	200

*The numbers in the heading columns indicate the following: I = Personal Characteristics; II = Teaching Effectiveness; III = Teaching Qualifications

TABLE IV

THE EVALUATION OF SCHOOL A BASED ON THE LA PORTE SCORE CARD

Areas Evaluated	Rating Given	Average Score*	Possible Score
Program of Activities	20	19.6	30
Outdoor Areas	18	13.0	30
Indoor Areas	28	21.1	30
Locker and Shower Areas	28	19.1	30
Swimming Pool	0	0.0	30
Supplies and Equipment	18	16.1	30
Medical Examinations and Health Service	10	10.3	30
Modified-Individual (Adaptive) Activities	11	7.6	30
Organization and Administration of Class Program	15	14.3	30
Administration of Intramural and Interschool Athletics	16	16.7	30
Total	164	137.8	300

*This column indicates the average score, in each of the ten areas, of all the schools involved in the study excluding School A.

La Porte Score Card. Results of this evaluation show that School A ranked highest in Areas III and IV (Indoor Areas and Locker and Shower Areas) with a total score of 28 out of a possible 30 points in each area. The lowest scoring area was V (Swimming Pool) which scored zero out of the possible 30. School A's physical education program rated 164 total points out of the possible 300.

Physical Education was required for two of the four high school years and classes met five days each week. Students were placed in classes at random. Band students and athletes were excused from the physical education program. All others took part unless physically unable. There was little evidence of an adaptive program except for those who were temporarily unable to participate due to a minor illness or injury. Medical records were kept but no examination was required. A school clinic with a registered nurse operated each school day.

Because this was a new school, outdoor areas were not fully developed, but continuous work was being done to improve the facilities. New tennis courts were to be added for the next school year. The indoor facilities and locker and shower rooms were in excellent condition. Uniforms were required for both boys and girls. Towels were provided at a small cost which included laundry service. The instructors' offices were well furnished and supplied, and they were

ideally located for supervision. Large supply and storage rooms were available for equipment storage.

Tables V and VI contain the evaluation rating for the male and female physical education instructors at School A. Both teachers held degrees and certification in physical

TABLE V

THE EVALUATION OF SCHOOL A'S BOYS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	60	52.1	60
Teaching Effectiveness	40	42.1	50
Teaching Qualifications	65	60.6	90
Total (Male)	165	154.8	200

*This column is an average score of all other teachers to be compared with this particular teacher's scores.

education. Both teachers had outstanding personal qualities, but the male teacher was not very active in professional organizations. The female teacher achieved a very high score on the evaluation card. Her program of activities took advantage of all facilities and equipment and included conditioning, tumbling, rhythms, individual sports, and team sports. The male teacher was deeply involved in coaching,

and his program did not show the variety or imagination that the female teacher's did. This is also reflected in the lower score he received in the area of teaching effectiveness. However, he did carry out an intramural program as well as helping to administrate an above average athletic program.

TABLE VI

THE EVALUATION OF SCHOOL A'S GIRLS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	60	52.1	60
Teaching Effectiveness	48	41.5	50
Teaching Qualifications	70	60.3	90
Total (Female)	178	153.9	200

*This column is an average score of all other teachers to be compared with this particular teacher's scores.

School B

This school was located on a 4-acre plot. The school had a professional staff of 18 with 254 boys and 220 girls for a total of 474 students in grades 6 through 8.

The results of the application of the La Porte Score Card to School B may be found in Table VII. School B scored 160 out of the possible 300 points. The highest scores for School B was 28 in Area IV (Locker and Shower Areas) and 27

TABLE VII

THE EVALUATION OF SCHOOL B BASED ON THE LA PORTE SCORE CARD

Areas Evaluated	Rating Given	Average Score*	Possible Score
Program of Activities	25	18.8	30
Outdoor Areas	0	15.6	30
Indoor Areas	27	21.3	30
Locker and Shower Areas	28	19.1	30
Swimming Pool	0	0.0	30
Supplies and Equipment	18	16.1	30
Medical Examinations and Health Service	12	10.0	30
Modified-Individual (Adaptive) Activities	14	7.1	30
Organization and Administration of Class Program	19	13.7	30
Administration of Intramural and Interschool Athletics	17	16.6	30
Total	160	138.3	300

*This column indicates the average score, in each of the ten areas, of all the schools involved in the study excluding School B.

in Area III (Indoor Areas). The lowest score was zero, which was recorded in both Area II (Outdoor Areas) and Area V (Swimming Pool).

All students participated in physical education except those who were excused by a physician. Students were placed in classes by grade level, and classes met five days a week. Modified activities were offered to those recovering from mild illness or injury. There was no program for the permanently ill or disabled. Health records were kept but no examination was required. A nurse visited each day to check on those who were ill.

No outdoor areas existed which accounts for the zero scored in this area. The indoor facility and Locker and Shower Areas were in good condition. All facilities were utilized to the utmost. Uniforms were required but no towel or laundry service was available. There were no offices available for the instructors, and there was a shortage of storage space for equipment and supplies.

Tables VIII and IX show the teacher evaluations for School B. Both teachers held degrees and certification in physical education. The female teacher was active in professional organizations, but the male teacher was not. Although both rated high on personal characteristics and teaching qualifications, the female scored higher on teaching effectiveness which gave her a higher total score for the

TABLE VIII

THE EVALUATION OF SCHOOL B'S BOYS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	56	52.4	60
Teaching Effectiveness	38	42.2	50
Teaching Qualifications	65	60.6	90
Total (Male)	159	155.2	200

*This column is an average score of all other teachers, to be compared to this particular teacher's scores.

TABLE IX

THE EVALUATION OF SCHOOL B'S GIRLS PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	54	52.6	60
Teaching Effectiveness	48	41.5	50
Teaching Qualifications	62	60.8	90
Total (Female)	164	154.9	200

*This column is an average score of all other teachers, to be compared to this particular teacher's scores.

evaluation. Her program included conditioning, rhythms, tumbling, individual sports, and team sports. No gymnastics equipment was available. The male teacher's program centered on conditioning and team sports with some attempt to include individual games. The male teacher helped to administrate an above average girls and boys athletic program, but no intramurals were attempted.

School C

School C was located on a 12-acre lot. The school had a professional staff of 23 with a total of 452 students, 240 being girls and 212 boys.

Table X illustrates the rating School C received for each area of the La Porte Score Card. Of the possible 300 points, School C scored 157. The program scored highest in Area III (Indoor Areas) with 25 points. The program did not score in Area V (Swimming Pool) and scored only 11, 12, and 13 points in Areas VIII (Modified-Individual (Adaptive) Activities), IV (Locker and Shower Facilities), and IX (Organization and Administration of Class Programs) respectively.

All seventh and eighth grade students participated in physical education lead by special physical education teachers. All other students, grades K through 6, took physical education with their classroom teachers. Students were

TABLE X

THE EVALUATION OF SCHOOL C BASED ON THE LA PORTE SCORE CARD

Areas Evaluated	Rating Given	Average Score*	Possible Score
Program of Activities	21	19.4	30
Outdoor Areas	22	12.4	30
Indoor Areas	25	21.6	30
Locker and Shower Areas	12	21.4	30
Swimming Pool	0	0.0	30
Supplies and Equipment	16	16.4	30
Medical Examinations and Health Service	16	9.4	30
Modified-Individual (Adaptive) Activities	11	7.6	30
Organization and Administration of Class Program	13	14.6	30
Administration of Intramural and Interschool Athletics	21	16.0	30
Total	157	138.8	300

*This column indicates the average score, in each of the ten areas, of all the schools involved in the study excluding School C.

assigned to class by grade, and participated in physical education four days a week. There was no evidence of a modified program except for the special education classes that also met at the school. Regular students did not return to activities until completely recovered from illness or injury. Health records were kept, but no examination was required after the first grade. A nurse visited the school daily to check on the ill or injured.

Outdoor areas were well developed, but these were used mostly for grades K through 6. The indoor area was in good condition. The gymnasium had been in use for only five years. The shower and locker facilities provided adequate space, but they had not been developed very well. No lockers were available for physical education classes and there were not enough showers to adequately handle peak loads. Students were not required to wear uniforms and no laundry or towel service was available. The instructors used stage space in place of offices, but there was a shortage of storage space.

Tables XI and XII present the results of the evaluation of School C's physical education teachers. Neither teacher was active in a professional organization. Both teachers were certified, but only the man had a degree in physical education. The teachers rated near the median on personal characteristics and teaching effectiveness, but the female

TABLE XI

THE EVALUATION OF SCHOOL C'S BOYS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	50	52.8	60
Teaching Effectiveness	40	42.1	50
Teaching Qualifications	67	60.5	90
Total (Male)	157	155.4	200

*This column is an average score of all other teachers, to be compared with this particular teacher's scores.

TABLE XII

THE EVALUATION OF SCHOOL C'S GIRLS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	52	52.7	60
Teaching Effectiveness	38	42.2	50
Teaching Qualifications	40	62.4	90
Total (Female)	130	157.3	200

*This column is an average score of all other teachers, to be compared with this particular teacher's scores.

fell quite low in teaching qualifications. Neither teacher exhibited a varied program. Most activities were based on conditioning and team concepts. An intramural and athletic program were offered and students were encouraged to participate.

School D

This school was located on a 39-acre area. There were 26 teachers with 552 students, 292 girls and 260 boys in grades 9 through 12.

The results of the evaluation by the La Porte Score Card are found in Table XIII, and show that School D scored 155 of the possible 300 points. Areas IV (Locker and Shower Areas) and III (Indoor Areas) rated the highest, scoring 28 and 26 points respectively. School D did not score in Area V (Swimming Pool), and scored only 6 points in Areas VII (Medical Examination and Health Service) and VIII (Modified-Individual (Adaptive) Activities).

All students participate in physical education excluding band members, athletes, and the disabled. Classes were assigned by random according to free period. Physical education was required for two of the four high school years. Classes met five days each week. No medical records were kept except on athletes, but a nurse visited the school each day. There was no evidence of an adaptive program.

TABLE XIII

THE EVALUATION OF SCHOOL D BASED ON THE LA PORTE SCORE CARD

Areas Evaluated	Rating Given	Average Score*	Possible Score
Program of Activities	19	19.7	30
Outdoor Areas	16	13.3	30
Indoor Areas	26	21.4	30
Locker and Shower Areas	28	19.1	30
Swimming Pool	0	0.0	30
Supplies and Equipment	16	16.4	30
Medical Examinations and Health Service	6	10.8	30
Modified-Individual (Adaptive) Activities	6	8.3	30
Organization and Administration of Class Program	16	14.1	30
Administration of Intramural and Interschool Athletics	22	15.8	30
Total	155	138.9	300

*This column indicates the average score, in each of the ten areas, of all the schools involved in the study excluding School D.

Because this was a new school, outdoor areas had not been completely developed. However, new tennis courts and a swimming pool will be available for the next school year. The addition of the swimming pool will particularly add to the school's program. The indoor area was in excellent condition. It provided enough space for two classes to be conducted simultaneously. The shower and locker rooms met all specifications, but some problem was evident in the proper use of locks. Students were required to wear uniforms and towel service was available. Instructors' offices were not especially well located, but plenty of storage and equipment space was available.

Tables XIV and XV illustrate the results of the teacher

TABLE XIV

THE EVALUATION OF SCHOOL D'S BOYS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	60	52.1	60
Teaching Effectiveness	48	41.5	50
Teaching Qualifications	44	62.2	90
Total (Male	152	155.8	200

*This column is an average score of all other teachers, to be compared with this particular teacher's scores.

TABLE XV

THE EVALUATION OF SCHOOL D'S GIRLS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	60	52.1	60
Teaching Effectiveness	48	41.5	50
Teaching Qualifications	47	61.2	90
Total (Female)	155	154.8	200

*This column is an average score of all other teachers, to be compared with this particular teacher's scores.

evaluation score card for School D's teachers. Both teachers were certified and held degrees in physical education. Both teachers were also active in some professional organization. The teachers rated extremely high in personal characteristics and teaching effectiveness. However, neither rated as very well qualified to teach a variety of activities. The female attempted rhythms, conditioning, individual sports, and team sports. The male teacher concentrated on conditioning, team sports, and tumbling. He also ran an above average intramural program and helped to administrate the athletic program.

School E

This school was located on a 4-acre lot. It had a professional staff of 13. The total enrollment in grades 1 through 8 was 380 with 174 girls and 206 boys.

The results of the evaluation shown in Table XVI reveal that School E scored 151 of the possible 300 points on the La Porte Score Card. The highest scores were recorded in Areas III (Indoor Areas) 23, and IV (Locker and Shower Areas) 22. The high scores can be attributed to the completion of a new gymnasium within the last two years. The school did not score in Area V (Swimming Pool) and scored only 9 points in Area II (Outdoor Areas). The low score in outdoor areas can be attributed to lack of space.

School E required all seventh and eighth grade students to participate in physical education. The physical education teachers taught other subjects in addition to physical education, but two male teachers handled all seventh grade and eighth grade classes. Each teacher in grade 1 through 6 handled their own physical education programs. Students were assigned to class by grade, but met only two days a week. Efforts were made to provide activities for the handicapped, but there was no organized modified program. Health records were kept, but no examination was required after the first grade. A school nurse visited the school daily to check on the ill or injured.

TABLE XVI

THE EVALUATION OF SCHOOL E BASED ON THE LA PORTE SCORE CARD

Areas Evaluated	Rating Given	Average Score*	Possible Score
Program of Activities	21	19.4	30
Outdoor Areas	9	14.3	30
Indoor Areas	22	22.0	30
Locker and Shower Areas	23	19.8	30
Swimming Pool	0	0.0	30
Supplies and Equipment	21	15.7	30
Medical Examinations and Health Service	14	9.7	30
Modified-Individual (Adaptive) Activities	10	7.7	30
Organization and Administration of Class Program	17	14.0	30
Administration of Intramural and Interschool Athletics	14	17.0	30
Total	151	139.6	300

*This column indicates the average score, in each of the ten areas, of all the schools involved in the study excluding School E.

Outdoor areas were poorly developed. Not enough space was available, and much of the open space was taken by a steep hill. The indoor area was new and therefore in excellent condition. The shower and locker facilities provided sufficient space, but the space was not fully developed. Lockers were not available, but shower facilities were sufficient and well kept. Students were not required to change into physical education clothes, and there was no towel or laundry service. The instructors had offices in the downstairs portion of the building. They were not well located, but they were well equiped. There was plenty of storage space which was also located in the downstairs area.

Tables XVII and XVIII illustrate the results of the

TABLE XVII

THE EVALUATION OF SCHOOL E'S BOYS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	44	53.3	60
Teaching Effectiveness	38	42.2	50
Teaching Qualifications	45	62.1	90
Total (Male)	127	157.6	200

*This column is an average score of all other teachers, to be compared with this particular teacher's scores.

TABLE XVIII

THE EVALUATION OF SCHOOL E'S GIRLS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	48	53.0	60
Teaching Effectiveness	40	42.1	50
Teaching Qualifications	61	60.9	90
Total (Male)	149	156.0	200

*This column is an average score of all other teachers, to be compared with this particular teacher's scores.

evaluation of School E's physical education teachers. Both teachers were certified but neither had a degree in physical education. Perhaps this explains their lack of interest in any professional organization. The teachers registered very similar scores in personal characteristics and teaching effectiveness, however one teacher scored much higher in teaching qualifications. Both of School E's teachers were male, and both put strong emphasis on conditioning and team sports. Very little equipment was available for individual activities. Intramurals were stressed and both boys and girls teams were fielded in basketball.

School F

School F occupied a 25-acre tract. In grades 9 through 12 there were 160 students, 90 girls and 70 boys, under the leadership of 13 teachers.

School F's evaluation is recorded in Table XIX. It reveals that School F scored 135 of the possible 300 points. Area III (Indoor Areas) rated the highest with 24 points followed closely by Area IV (Locker and Shower Areas) which scored 22 points. School F did not score in Area V (Swimming Pool) and scored only 3 points in Area VIII (Modified-Individual (Adaptive) Activities).

All students who were physically capable participated in physical education, but students were placed in class randomly according to their free period. Physical education was required for two of the four high school years. Classes met five days each week. Medical records were kept on athletes only. A nurse visited the school each day, but there was no physical education program for the handicapped.

The outdoor areas at this school were sufficient, but they were not used as they should have been. In the month of May the students were engaged in indoor activities. The indoor area was also sufficient, but of the three high schools studied it was the oldest and least suitable facility. The shower and locker facilities were sufficient in size, but their cleanliness was questionable. Students

TABLE XIX

THE EVALUATION OF SCHOOL F BASED ON THE LA PORTE SCORE CARD

Areas Evaluated	Rating Given	Average Score*	Possible Score
Program of Activities	17	20.0	30
Outdoor Areas	20	12.7	30
Indoor Areas	24	21.7	30
Locker and Shower Areas	22	20.0	30
Swimming Pool	0	0.0	30
Supplies and Equipment	15	16.5	30
Medical Examinations and Health Service	10	10.3	30
Modified-Individual (Adaptive) Activities	3	8.8	30
Organization and Administration of Class Program	12	14.7	30
Administration of Intramural and Interschool Athletics	12	17.3	30
Total	135	142.0	300

*This column indicates the average score, in each of the ten areas, of all the schools involved in the study excluding School F.

provided their own uniforms and towels. The instructors' offices were well located. There was insufficient storage space.

School F's teachers are evaluated in Tables XX and XXI. As in School E's situation, both teachers were male. Both were certified and held degrees in physical education. Neither teacher was active in a professional organization.

TABLE XX

THE EVALUATION OF SCHOOL F'S BOYS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	56	52.4	60
Teaching Effectiveness	40	42.1	50
Teaching Qualifications	43	62.2	90
Total (Male)	139	156.7	200

*This column is an average score of all the other teachers, to be compared with this particular teacher's scores.

The teacher who rated the best on personal characteristics and teaching effectiveness scored very low on teaching qualifications. For this reason, due to his teaching qualifications, the less effective teacher had a higher total score. Neither teacher presented much of a program. All emphasis

TABLE XXI

THE EVALUATION OF SCHOOL F'S GIRLS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	52	52.7	60
Teaching Effectiveness	36	42.4	50
Teaching Qualifications	58	61.1	90
Total (Male)	146	156.2	200

*This column is an average score of all the other teachers, to be compared with this particular teacher's scores.

was placed on team sports and a small amount of conditioning. Both men were involved in the athletic program. Due to the size of the school a large percentage of the students participated. Little effort was made to provide intramural activities for those who did not participate in athletics.

School G

This school had the smallest enrollment of any studied. It was located on a 10-acre lot. Four teachers were responsible for the 79 students in grades 1 through 8.

Table XXII presents the evaluative results of School G. Of the 300 possible points, School G scored 125. A new indoor facility had just been completed, and this was the

TABLE XVII

THE EVALUATION OF SCHOOL G BASED ON THE LA PORTE SCORE CARD

Areas Evaluated	Rating Given	Average Score*	Possible Score
Program of Activities	16	20.1	30
Outdoor Areas	14	13.6	30
Indoor Areas	24	21.7	30
Locker and Shower Areas	21	20.1	30
Swimming Pool	0	0.0	30
Supplies and Equipment	12	17.0	30
Medical Examinations and Health Service	6	10.8	30
Modified-Individual (Adaptive) Activities	6	8.3	30
Organization and Administration of Class Program	11	14.8	30
Administration of Intramural and Interschool Athletics	15	16.8	30
Total	125	143.2	300

*This column indicates the average score, in each of the ten areas, of all the schools involved in the study excluding School G.

area in which the program scored highest (24). As could be expected, the locker and shower areas also scored quite well with 21 points. Just as the other schools, School G did not have swimming facilities, and adaptive activities received little credit (6 points).

All seventh and eighth graders participated in the program lead by a male teacher. All other students, grades 1 through 6, took physical education with their classroom teachers. Students were assigned to class by grade, classes met five days each week. Those who were ill or injured did not take part in activities, but there was no program for the permanently disabled. A medical examination was given at the beginning of school (first grade) and medical records were kept. A school nurse visited twice each week.

Plenty of space was available for outdoor areas, but it was not very well developed. Those areas available were put to use. The indoor area and shower and locker facilities were sufficient and well kept. Plenty of space was available to develop the recently completed facility, and lockers were one of the evident needs. Students were required to dress for class, but they provided their own uniforms and towels. The instructor used the stage as an office, but he also had an office in the lower section of the building. Plenty of storage space was available, but it too was downstairs.

School G's teacher's results are found in Table XXIII. He was active in a professional organization, and held a degree and certification in physical education. His overall rating placed him on a level as high as the physical educators from the other schools. His program was quite varied including rhythms, tumbling, conditioning, and team sports. There was no intramural program available.

TABLE XXIII

THE EVALUATION OF SCHOOL G'S PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	52	52.7	60
Teaching Effectiveness	44	41.8	50
Teaching Qualifications	53	61.5	90
Total (Male)	149	156.0	200

*This column is an average score of all other teachers, to be compared with this particular teacher's scores.

School H

School H was located on a 10-acre plot. In grades 5 through 8, there were 351 students, 164 girls and 187 boys. The school had a professional staff of 13.

School H's evaluative results are found in Table XXIV. The program scored highest in Area I (Program of Activities) with 18 points. School H did not score in three areas: III (Indoor Areas), IV (Locker and Shower Areas), and V (Swimming Pool). The failure to score in three areas explains the extremely low score of only 82 of the possible 300 attainable.

All students in grades 7 and 8 participated in the physical education lead by two physical education teachers. Students in grades 5 and 6 took physical education with their classroom teachers. Students were assigned to class by grade, and classes were held each day. There was no evidence of a modified program, however students did not return to activities until they were completely recovered from illness or injury.

Outdoor area was sufficient but not very well developed. Because no indoor area was available, the outdoor area was in use the entire school year. Students wore no uniforms because there was no place to change, and of course there was no need for towel or laundry service. The teachers used their regular classrooms as their offices. There was a lack of storage space for equipment and supplies.

School H's teacher's evaluative results are found in Tables XXV and XXVI. Neither teacher held a degree in physical education, but both were certified. Likewise, neither teacher was active in a professional organization. Both

TABLE XXIV

THE EVALUATION OF SCHOOL H BASED ON THE LA PORTE SCORE CARD

Areas Evaluated	Rating Given	Average Score*	Possible Score
Program of Activities	18	19.8	30
Outdoor Areas	10	14.1	30
Indoor Areas	0	25.1	30
Locker and Shower Areas	0	23.1	30
Swimming Pool	0	0.0	30
Supplies and Equipment	15	16.5	30
Medical Examinations and Health Service	8	10.5	30
Modified-Individual (Adaptive) Activities	3	8.7	30
Organization and Administration of Class Program	12	14.7	30
Administration of Intramural and Interschool Athletics	16	16.7	30
Total	82	149.2	300

*This column indicates the average score, in each of the ten areas, of all the schools involved in the study excluding School H.

TABLE XXV

THE EVALUATION OF SCHOOL H'S BOYS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	52	52.7	60
Teaching Effectiveness	40	42.1	50
Teaching Qualifications	51	61.4	90
Total (Male)	143	156.2	200

*This column is an average score of all other teachers, to be compared with this particular teacher's scores.

TABLE XXVI

THE EVALUATION OF SCHOOL H'S GIRLS' PHYSICAL EDUCATION TEACHER BASED ON "THE PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD"

Areas Evaluated	Rating Given	Average Score*	Possible Score
Personal Characteristics	54	52.6	60
Teaching Effectiveness	38	42.2	50
Teaching Qualifications	43	62.2	90
Total (Male)	135	157.0	200

*This column is an average score of all other teachers, to be compared with this particular teacher's scores.

teachers scored well on personal characteristics, but neither scored high on teaching effectiveness, or teaching qualifications. This incorporated with the lack of facilities accounts for the lack of a varied program. Both men concentrated their programs on team sports and conditioning. Both men also worked in the athletic program, but there was no intramural program available.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

Using the La Porte Score Card and the writer's proposed teacher evaluation score card, the following findings were reached with regard to the existing physical education program in the Lenoir City and Loudon County School Systems.

1. There are five schools in the two systems that do not have a physical education program conducted by certified physical education teachers.

2. Band and athletic competition are substituted for physical education in two of the high schools studied.

3. Six of the eight schools required physical education for all students except those excused by a physician.

4. The program of activities was broader in classes taught by females as compared to classes taught by males.

5. All male teachers also served in the athletic department of their schools.

6. No teacher made an effort to include gymnastics in the program of activities because gymnastics equipment was not available.

7. One school had no outdoor area, and six schools had underdeveloped outdoor areas, but two of them were working to improve the facilities.

8. One school did not use its outdoor area.

9. One school had no indoor area or shower and locker space, but five schools had indoor facilities constructed within the last ten years, and two schools had sufficient but outdated indoor facilities.

10. Four of the schools lacked sufficient storage space, and supplies and equipment were limited in all schools.

11. Many of the available facilities were not fully utilized.

12. None of the schools provided or stressed a learn-to-swim program. (One school will begin such a program within the next year.)

13. Except for athletes, neither school system required a physical examination after the first grade.

14. Six of the schools attempted to maintain medical records for all students while all of the schools kept records on those who participated in athletics.

15. There was no evidence of any type modified or adaptive program in either school system.

16. The organization and administration of the physical education programs was sufficient but not outstanding.

17. Assignment to physical education classes was made by free period or by grade level in all schools.

18. All schools had some type interschool athletic program for both boys and girls.

19. Only four schools offered intramural programs.

20. The teachers who scored the highest on teaching effectiveness did not always have the best program. (Both of School D's teachers scored 48 of the 50 points on teaching effectiveness, but School D ranked fourth on the La Porte Score Card.)

21. In three of the four schools where there were both male and female teachers, the female teachers scored higher on teaching effectiveness.

22. In general, teachers who scored high on teaching qualifications presented more varied programs.

23. In general, outstanding facilities acted to raise the total score so that the actual program appeared to be stronger than it really was.

II. RECOMMENDATIONS

Based on the evaluative scores which the La Porte and Teacher Evaluation Score Cards revealed, the following recommendations are made in order of priority:

1. Teachers should take advantage of all facilities and equipment available.

2. Teachers should request improvements in their supplies and equipment.

3. All physical education teachers should be encouraged to participate in their professional organizations.

4. Those teachers who have a varied background should strive to be more effective in presenting this material.

5. Each schools' teachers should work together to plan a program to meet the needs of all students.

6. Teachers should evaluate their programs at the end of each school year.

7. All schools should provide an intramural program for the students.

8. All schools should stress the learn-to-swim program which is provided at no cost by the Red Cross.

9. All schools should assign physical education classes according to the students' physical condition and skill levels. A minimum of assignment by grade levels would be acceptable.

10. The state requirements regarding medical examinations should be enforced in all schools.

11. Both school systems should stress a modified or adaptive program for each of its schools.

12. Athletics and bands should not be used as a substitute for physical education except during their season.

13. Both systems should hire a physical education instructor to rotate among those schools that have no physical education program.

14. The two systems should combine to hire one supervisor for all physical education programs.

15. Each system should buy a minimum of one set of gymnastics equipment that could be rotated among schools.

16. The program of activities should be expanded to include gymnastics, more rhythms, and more individual sports.

17. Both school systems should allot more money for physical education equipment and supplies.

18. All schools should seek to expand and improve their outdoor areas. Those with no outdoor areas should develop such areas.

19. Each school should seek to develop the full potential of its indoor area and locker and shower area.

20. The Loudon County System should build an indoor facility for the school that has none.

21. Each school should strive to have both a male and a female physical education teacher.

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APPENDICES

APPENDIX A

HEALTH AND PHYSICAL EDUCATION SCORE CARD NO. II FOR JUNIOR AND SENIOR HIGH SCHOOLS AND FOUR-YEAR HIGH SCHOOLS

Name of School_____ Address_____
Jr., Sr., or 4-Yr. School_____ Principal_____
Rating for school year_____ Rated by_____ Date_____
Number of students enrolled: boys_____ girls_____

	Score Card Summary	Possible Score	Actual Score*
I.	Program of Activities	30	
II.	Outdoor Areas	30	
III.	Indoor Areas	30	
IV.	Locker and Shower Areas	30	
V.	Swimming Pool	30	
VI.	Supplies and Equipment	30	
VII.	Medical Examinations and Health Service	30	
VIII.	Modified-Individual (Adaptive) Activities	30	
IX.	Organization and Administration of Class Programs	30	
X.	Administration of Intramural and Interschool Athletics ..	30	
	Total Possible Score	300	Total Actual_____

Percentage Score (Actual - 3) = _____

*Each item is to be score 1, 2, or 3, according to scales indicated in parentheses. In the subjective scores (fair, good, and excellent), raters should make unprejudiced evaluations. If conditions are approximate but not exact, give estimated equivalent score.

I. Program of Activities

Possible Score = 30. Actual Score =

1. Content of core and elective programs is distributed over rhythms, aquatics, individual sports (including defense activities), and team sports. (Not less than 6% of time to each of the five types = 1; not less than 9% = 2; not less than 12% = 3)

   Score _____

2. Program calls for systematic class instruction in activity fundamentals on the "block" or "unit of work" basis (continuous daily instruction in an activity for from three to six weeks).
   (Definite, but unsystematic instruction = 1; systematic instruction in other than block program = 2; systematic block instruction = 3)

   Score_____

3. Daily participation in physical and/or health education class instruction periods of from 45 to 60 minutes is required of all students.
   (Two days a week = 1; four days = 2; five days = 3)

   Score_____

4. Participation in intramural sports in addition to class instruction is available for all students.
   (Fair program = 1; good = 2; excellent = 3)

   Score_____

5. Detailed yearly program (course of study, including special objectives) for each grade level is on file in Principal's Office and activity schedules are posted on gymnasium office bulletin boards.
   (Fair program = 1; good = 2; excellent = 3)

   Score_____

6. A course of study committee (men and women) gives consideration at least annually to needed revisions in the program.

(Fairly active = 1; active = 2; very active = 3)

Score_____

7. Provision is made for adequate maintenance and sanitation of school grounds, plant, and classrooms.
(Fair = 1; good = 2; excellent = 3)

Score_____

8. A modern health instruction program is maintained under expert leadership in physical education, in home economics, or in general science, or is correlated through several departments.
(Separate course in one department = 1; fairly well correlated = 2; completely correlated, with coordinating director = 3)

Score_____

9. A comprehensive safety education program is maintained, emphasizing safety habits and practices, safety codes, and safety standards, in all departments.
(Fair program = 1; good = 2; excellent = 3)

Score_____

10. Definite efforts are made to encourage faculty recreational activity and to improve the health status of teachers.
(Fair results = 1; good = 2; excellent = 3)

Score_____

II. Outdoor Areas

Possible Score = 30. Actual Score =

1. Total available unobstructed field and court playing space for school and community use varies from four to fifteen or more acres, according to size of school. [Minimum of four acres—an area equal to one small soccer field, seven tennis courts, and one hard baseball field—and one additional acre for each added unit

of five hundred students* (boys and girls) = 1; minimum of six acres, and one additional acre for each additional unit of four hundred students = 2; minimum of eight acres, and one additional acre for each additional unit of three hundred students = 3]

Score_____

2. Sufficient playing fields are marked off and equipped (for multiple use in field hockey, field ball, soccer, softball, speedball, touch football, et cetera) to accommodate all outside peak load classes (both boys and girls).
(Fair facilities = 1; good facilities = 2; excellent facilities = 3)

Score_____

3. Court areas (for separate or multiple use in archery, badminton, handball, horseshoes, paddle tennis, tennis et cetera) are marked off and equipped to accommodate both boys' and girls' classes in all court activities offered.
(Fair facilities = 1; good facilities = 2; excellent facilities = 3)

Score_____

4. Field and court areas are surfaced with materials that are resilient, non-slippery, firm and as nearly dustless as possible, and have suitable slope for good drainage in rainy weather. At least 20% of area should be paved for multiple court game use, with blacktop (bitumals or asphaltic concrete).
(Hard packed clay or decomposed granite, plus 20% blacktop = 1; calcium chloride, plus 20% blacktop = 2; good turf, plus some dirt area, plus 20% blacktop = 3)

Score_____

---

*Explanation: Four acres for first 500 students; five acres for 1000, etc.

5. Jumping pits and field apparatus are protected by sawdust, sand, or dirt kept soft, or portable pit (foam rubber).
[Dirt kept soft = 1/2; sand = 1; sawdust = 2; portable pit (foam rubber) = 3]

Score_____

6. Field, court, and diamond areas are kept clean and well marked; are without hazardous obstructions; and are laid out to provide maximum relief from sun glare.
(Fair condition = 1; good = 2; excellent = 3)

Score_____

7. Maintenance work on fields and courts is done by workmen other than instructors or students.
(Partly by others = 1; mostly = 2; entirely = 3)

Score_____

8. All play areas are fenced off from streets, with subdivision fences where necessary for safety and control.
(Partly fenced = 1; all fenced from street = 2; all fenced, with subdivisions = 3)

Score_____

9. Play areas are bordered by attractive trees, shrubbery, and vines; and in warm climates are equipped with shaded tables and seats.
(Fair condition = 1; good = 2; excellent = 3)

Score_____

10. Play areas are lighted for night use for community recreation programs.
(Fair lighting = 1; good = 2; excellent = 3)

Score_____

III. Indoor Areas

Possible Score = 30. Actual Score =

1. One or more gymnasium areas sufficient for boys' and girls' inside class

activities (according to size of school) (for common use for apparatus, boxing, adaptive, fencing, gymnastics, rhythms, tumbling, and wrestling) are available and are appropriately equipped, and properly heated, lighted, and ventilated.
(Standards approximately met = 1-2; fully met = 3)

Score_____

2. Gymnasium floors are of hardwood; lines are properly painted; walls are smooth and clear; painting is a light neutral color; radiators and drinking fountains are recessed; ceiling height is between eighteen and twenty-two feet.
(Standards approximately met = 2; entirely met = 3)

Score_____

3. Additional classrooms, appropriately equipped for theory instruction and health education classes, are provided in the building or conveniently adjacent.
(One room = 2; two or more rooms = 3)

Score_____

4. Special rooms for coeducational social activities are appropriately furnished.
(Classrooms or gymnasiums partly furnished = 1; well=furnished separate rooms = 3)

Score_____

5. A rest room for boys (equipped with cots, pads, blankets, and sheets), adequate to handle peak load use of building, is provided for use in injury or illness, or for rest periods.
(One cot for 100 boys in peak load = 1; 1 cot for 75 boys = 2; one cot for 50 boys = 3)

Score_____

6. A rest room for girls, with equipped cots adequate to handle peak load use of building, is provided for use in injury or illness, or for rest periods.
(One cot in peak load for 50 girls = 1; one cot for 30 girls = 2; one cot for 20 girls = 3)

Score_____

7. Rest rooms each for men and women faculty members are provided with appropriate dressing rooms and showers.
(Satisfactory facilities for women only = 2; for both men and women = 3)
Score_____

8. An equipment office is provided in both boys' and girls' locker rooms, properly arranged for issuing towels, suits, and supplies for both indoor and outdoor use.
[Satisfactory office for one only boys or girls) = 1-2; satisfactory for both = 3]
Score_____

9. Properly equipped instructors' offices (separate for men and women), with suitable facilities for medical examinations, are available, in good locations for adequate supervision of student activities.
(Well-equipped offices, but poorly located for supervision = 1; well-equipped, with good supervision of one major activity area = 2; well-equipped with supervision of two or more major activity areas = 3)
Score_____

10. The combined inside facilities (including classrooms, gymnasiums, and special rooms) are adequate to handle all classes (boys and girls), inside, during bad weather.
(Approximately = 102; entirely = 3)
Score_____

IV. Locker and Shower Areas

Possible Score = 30. Actual Score =

1. Locker rooms (sunny and well ventilated) provide free floor space, exclusive of lockers, adequate to care for peak load of use. (Peak load equals largest number of students dressing in any one class period.)
(Eight square feet per pupil = 1; ten square feet = 2; twelve square feet = 3)
Score_____

2. Individual locker facilities are provided for all students.
(Box lockers or narrow vertical lockers = 1; combination box and dressing lockers = 2; half length, standard size lockers, or self-service basket system, combined with full-length dressing lockers for peak load = 3)

Score_____

3. Adequate lock protection is provided for lockers or baskets.
(Key locks = 1; permanent combination locks = 2; high-grade combination padlocks = 3)

Score_____

4. Continuous supervision by either equipment clerks or instructors is provided for locker areas while in use by students.
(Fair supervision = 1; good = 2; excellent = 3)

Score_____

5. Boys' dressing areas are of the open aisle type, with fixed benches in the aisles; girls' areas offer choice of closed booth or open aisle.
(Standards approximately met = 2; fully met = 3)

Score_____

6. Boys' shower rooms are of the "gang" type, with adequate drying room capacity; girls' areas offer choice of "gang" type or closed booth type.
(Standards approximately met = 2; fully met = 3)

Score_____

7. Shower rooms provide eight to twelve square feet of floor area per shower head, and sufficient showers to take care of peak load adequately.
(Five students per shower at peak load = 1; four per shower = 2; three per shower = 3)

Score_____

8. Hot water is thermostatically controlled to prevent scalding; shower heads are at neck height; liquid (or small cake) soap dispensers are provided in all shower areas.
(Standards approximately met = 2;

fully met = 3)

Score_____

9. Adequate toilet facilities are available in separate areas immediately adjoining locker and shower rooms (accessible directly to playground); and contain adequate bowls, urinals, washbasins (conforming to established standards for the peak load); hot and cold water, liquid soap dispensers, drinking fountains, mirrors, wastebaskets, and paper towels or drying machines.
(Fair facilities = 1; good = 2; excellent = 3)

Score_____

10. Floors are washed daily with antiseptic solution; and antiseptic footbaths are provided for optional use, to aid in control of foot ringworm.
(Standards approximately met = 2; fully met = 3)

Score_____

V. Swimming Pool

Possible Score = 30. Actual Score =

1. Adequate swimming facilities are available for all students (both boys and girls).
[Off-campus facilities, closely adjoining = 1; small pool (less than 1250 square feet) on school grounds = 2; large pool (over 1250 square feet) on school grounds = 3]
Non-swimmers are taken by bus to facility = 1/2; all students are taken by bus to a facility = 1.

Score_____

2. Pool construction provides proper accoustics; suitable scum gutters; nonslip decks; white tile or other light finish on sides and bottom; underwater lighting if pool is used at night; bottom of pool clearly visible at all times of operation.
(Standards approximately met = 1-2; fully met = 3)

Score_____

3. Pool is equipped with adequate machinery for heating, filtering, and sterilizing water, and for maintaining it in conformity with established health standards. (Fair equipment = 1; good = 2; excellent = 3)

Score_____

4. Standard tests are made daily for air temperature, water temperature, water acidity, and residual chlorine content and, at least weekly, for bacterial content of water. (Score = 3)

Score_____

5. Pool is equipped with standard safety devices and is protected by control doors which are kept locked at all times except when life guard or instructor is on duty. (Score = 3)

Score_____

6. Swimmers are required to enter pool through a water foot bath, opening from the shower rooms; to visit toilet and take supervised soap shower baths before entering; and are not permitted in pool with colds or skin infections. (Standards approximately met = 2; fully met = 3)

Score_____

7. Spectators in street shoes are not permitted on pool decks but are provided with appropriate gallery space. (Score = 3)

Score_____

8. Use of pool facilities is distributed equally between men and women students. (Approximately met = 3)

Score_____

9. All life guards and swimming instructors are required to hold the Senior Red Cross Life Saving Certificate or the Examiner's Certificate. (Score = 3)

Score_____

10. Pool is available for community recreational use when not required for school purposes, particularly during summer months.

(Score = 3)

Score_____

Note: Schools without campus pools or adjacent facilities, if they conduct and stress swimming campaigns, may score up to maximum of 15 points for swimming pool, as follows: (Annual "learn to swim" campaign, in cooperation with Red Cross or other agency, reaching successfully 25% of student body = 5; campaign reaching 50% of student body = 10; campaign reaching 75% of student body = 15)

Score_____

VI. Supplies and Equipment

Possible Score = 30. Actual Score =

1. Adequate supply of balls (in good condition) and similar equipment is available for class instruction in all team activities offered.
(One ball, or other item, for every ten members of average size class = 1; one for every eight members = 2; one for every six members = 3)

Score_____

2. Class sets of supplies for individual or dual sports are provided for class instruction in all activities offered (archery, badminton, handball, golf, horseshoes, table tennis, squash, tennis, et cetera).
(Individual supplies for each member of average size class; for each member of peak load class = 3)

Score_____

3. All class supplies are kept repaired and in good condition (balls clean and well inflated, bats taped) both for efficiency and safety.
(Fair condition = 1; good = 2; excellent = 3)

Score_____

4. All students wear appropriate uniforms in activity classes.
(Uniform furnished by themselves = 1;

provided by school, and fee charged = 2; provided by school, without charge = 3)

Score_____

5. Towels and swimming suits or trunks (where needed) are made available. (Furnished by student = 1; by school with fee = 2; by school without charge = 3)

Score_____

6. Swimming suits and towels are laundered daily, and uniforms weekly. (By student at home = 1; by school, with fee = 2; by school, without charge = 3)

Score_____

7. Adequate first aid supplies are available at all times in a first aid room, or in instructors' offices and equipment offices. (Fair supplies = 1; good = 2; excellent = 3)

Score_____

8. Adequate equipment clerks (other than instructors) are provided at all activity hours to handle equipment and supplies (including towel dispensing). [Volunteer student help (not for physical education credit) = 1; paid student help = 2; full-time equipment clerk = 3]

Score_____

9. Piano and pianist, or phonograph, and other necessary musical accompaniment equipment are furnished for dancing classes. (Fair equipment and service = 1; good = 2; excellent = 3)

Score_____

10. Activity supplies are available for community recreation use outside of school hours. (Score = 3)

Score_____

VII. Medical Examinations and Health Service

Possible Score = 30. Actual Score =

1. Medical examining, advisory, and emergency service is provided by school physicians

with cooperative arrangements for handling handicapped and problem cases in school or public clinics or by private medical practitioners.
[Adequate volunteer service by community physicians = 2; part-time paid school physician, or (in schools of 2,000 or more) one or more full-time physicians = 3]

Score_____

2. Trained school nurse service is provided for both school and home visitation purposes, by either part-time or full-time nurses according to size of school. (Fair service = 1; good service = 2; excellent service = 3)

Score_____

3. A comprehensive examination by the school physician (assisted by physical education instructors) is required of every student at least once in each school level (example, junior high); and includes at least a careful check for orthopedic and postural defects, vision, hearing, nose, mouth, throat, teeth, heart, lungs, nutrition, skin, nervous condition, and possible hernia.
(Once in school level = 2; two or more times in school level = 3)

Score_____

4. No student is permitted to participate in strenuous class or athletic activity without a satisfactory medical examination. (Score = 3)

Score_____

5. A permanent, continuous, progressive health record is maintained and passed on for each child and is used as a basis for advice and follow-up health service. (Fair = 1; good = 2; excellent = 3)

Score_____

6. On basis of medical examination children are classified into three divisions, or equivalent; A, average normal for unlimited participation; B, subnormal, with temporary or permanent limitation to restricted activity; C, offered individual or adaptive treatment, supplementing normal program.

(Fair = 1; good = 2; excellent = 3)

Score_____

7. Assignment to rest, restricted, or individual activity, or excuse from required normal physical education activity (for other than temporary illness) is approved by the school physician, in consultation with the physical education department head. (Score = 3)

Score_____

8. Students returning after influenza or other serious illness are inspected by the school physician or nurse and assigned to a modified program until their condition justifies resumption of normal activity; students sent home in case of illness or accident are accompanied by an adult. (Standards approximately met = 1-2; fully met = 3)

Score_____

9. A health examination is made by the school physician of all teacher applicants; followed by a periodic examination every three years thereafter; and a careful inspection of all teachers returning to duty after illness of two weeks or more (Standards approximately met = 1-2; fully met = 3)

Score_____

10. Nonmedical teachers or school officers are never permitted to diagnose or treat health disorders; but a close cooperation is maintained between physical education teachers and the school physician. (Score = 3)

Score_____

VIII. Modified-Individual (Adaptive) Activities

Possible Score = 30. Actual Score =

1. Adequate modified and individual activity classes, with limited enrollment, are provided for students incapacitated for normal participation or needing special postural or orthopedic correction (classes B and C).

(Maximum of 30 students per instructor = 1; 25 students per instructor = 2; 20 students per instructor = 3)

Score_____

2. All modified and individual activity cases are properly classified and grouped within classes for effective instruction and guidance, according to their condition.
(Fair = 1; good = 2; excellent = 3)

Score_____

3. Extreme types of restricted cases are assigned to periodic rest periods, in addition to the modified activity, with appropriate reductions in academic program, where needed.
(Fair = 1; good = 2; excellent = 3)

Score_____

4. Adequate facilities are provided for suitable games for modified cases (table tennis, deck tennis, horseshoes, croquet, archery, shuffle board, et cetera).
(Fair facilities = 1; good = 2; excellent = 3)

Score_____

5. Adequate facilities for handling individual activity cases are available either within the school or in a central adaptive center, accessible to several schools (or the equivalent).
(Fair facilities = 1; good = 2; excellent = 3)

Score_____

6. All teachers assigned to handle individual activity (adaptive) classes have had technical training in adaptive and therapeutic work.
(Fair training = 1; good = 2; excellent = 3)

Score_____

7. In individual activity instruction, emphasis is placed upon practicing the directed exercises at home, frequently, with the cooperation of parents; and upon maintaining good postural alignments at all times.
(Fair = 1; good = 2; excellent = 3)

Score_____

8. All individual activity cases are encouraged to participate also in modified class activities for which they are fitted, and are returned to normal activity as soon as their condition permits.
(Fair = 1; good = 2; excellent = 3)

Score_____

9. Wherever possible, interesting activities of the sports, gymnastic, aquatic, or rhythmical types are used in place of adaptive drills, to secure postural and corrective results.
(Fair results = 1; good = 2; excellent = 3)

Score_____

10. Normal students, who are temporarily incapacitated for strenuous activity because of accident, operation, or serious illness, are assigned to modified activity, under supervision (either in their regular period or in a special class), until school physician or nurse approves their return to regular class work.
(Score = 3)

Score_____

IX. Organization and Administration of Class Programs

Possible Score = 30. Actual Score =

1. All persons coaching teams, or handling physical education classes, or community recreation activities under school supervision are properly certified to teach in the state and have had extensive training and/or experience in physical education.
(All certified and experienced = 2; all with a major or minor = 3)

Score_____

2. Teachers are active in professional organizations such as the American Association for Health, Physical Education, and Recreation, attend professional meetings, subscribe to professional magazines, and maintain a good supply of late professional books in library.

(Fairly active = 1; active = 2; very active = 3)

Score_____

3. Instructors stress coordinated teaching; combining with performance fundamentals, the necessary rules, team strategy, social and ethical standards, health and safety factors; and attempt to adapt program to outside recreational needs and interests.
(Fair = 1; good = 2; excellent = 3)

Score_____

4. Frequent opportunity is provided for coeducational activity, either in class instruction or in recreational participation.
(Mild encouragement = 1; coeducational intramural sports = 2; coeducational elective class instruction = 3)

Score_____

5. Instructional classes for normal students are limited in size for effective instruction purposes.
(maximum of 45 students per instructor = 1; 40 students per instructor = 2; 35 students per instructor = 3)

Score_____

6. Teacher class assignments (including after school responsibilities such as team coaching and playground direction, unless these involve additional salary) are sufficiently limited for adequate instruction.
(Maximum load six hours per day = 2; five hours per day = 3)

Score_____

7. Testing for final grade in activity classes is distributed over (1) performance skills, (2) knowledge of rules and strategy, (3) social attitudes (citizenship), (4) posture and body mechanics (or equivalent).
(Fair tests = 1; good = 2; excellent = 3)

Score_____

8. Students are not permitted to substitute clerical work, janitor work, towel dispensing, or piano playing, et cetera, in place of physical education class activity.

(Score = 3)

Score_____

9. Healthful living (health education instruction) is offered in concentrated instruction periods, in appropriate departments, in addition to coordinated health counseling in other departments. Classes meet in quiet, comfortable classrooms, not in locker rooms or on bleachers. (Equivalent of at least two hours per week for one semester in each level = 1; equivalent of five hours per week for one semester in each level = 2; equivalent of five hours per week for two semesters in each level = 3). (If substituted for an activity class = 0)

Score_____

10. Assignment to activity classes is based on age, physical condition, skill development, need, and interest. (Assigned at random according to free period = 0; by grades = 1; by medical diagnosis and grade = 2; by medical diagnosis, degree of development and skill, need and interest = 3)

Score_____

X. Administration of Intramural and Interschool Athletics*

Possible Score = 30. Actual Score =

1. Both intramural and interschool sports programs (for boys and girls) are budgeted and financed from school funds; and ticket selling for contests is discouraged or prohibited. (Partly financed, and sale discouraged = 1; fully financed, and sale to students

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*Note: Schools that do not sponsor interschool athletics should double the score on items 1-5, and leave out items 6-10.

prohibited = 2; fully financed, and public admitted free to contests = 3)

Score_____

2. Students are classified for competitive purposes on basis of three-point classification plan (or equivalent) in addition to medical examination, in order to reduce hazards and to minimize inequalities between opponents. (Fair classification = 1; good = 2; excellent = 3)

Score_____

3. Instruction, coaching, and officiating of athletics is handled by women instructors for girls, and by men instructors for boys, with close cooperation between the two in coeducation activities and joint sports days; use of athletic facilities is equitably divided between boys and girls. (Standards approximately met = 2; fully met = 3)

Score_____

4. Well-organized sports (play) days are staged periodically under trained and experienced leadership with major emphasis on carry-over types of sports. (Sports days for girls and boys separately = 2; both separate and joint sports days for boys and girls = 3)

Score_____

5. Noon-hour activities (where time is available beyond adequate period for unhurried eating) are carefully supervised and limited to modified sports of physiologically defensible types. (Fair organization and supervision = 1; good = 2; excellent = 3) (If no time available, score = 1)

Score_____

6. Interschool competition for girls (when conducted) is under strict supervision and control of well-trained women instructors; is conducted according to girls' rules; and is limited chiefly to interschool sports (play) days.

(Standards approximately met = 2; fully met = 3)

Score_____

7. Interschool competition for boys is restricted largely to local leagues; without overnight travel; no state (or larger) championships; no postseason games; not over seven games in football season; not over sixteen games in basketball season; other sports with appropriate limits; and with from two to three weeks of preliminary practice preceding first contest.
(Standards approximately met = 2; fully met = 3)

Score_____

8. Students are eligible for interschool competition only between fourteenth and nineteenth birthdays; for not more than four years in any one sport; and for not more than one major sport in a given semester or term.
(Standards approximately met = 2; fully met = 3)

Score_____

9. Interscholastic athletic policies are determined by school administrators and physical education instructors or by regularly constituted school athletic leagues; and game officials are selected from experienced school people as far as possible.
(Mostly = 2; entirely = 3)

Score_____

10. School officials provide necessary traffic and safety protection to and from and during interschool contests; and maintain school physician in attendance at all major athletic contests.
(Standards approximately met = 2; fully met = 3)

Score_____

APPENDIX B

PHYSICAL EDUCATION TEACHER EVALUATION SCORE CARD
FOR PHYSICAL EDUCATION TEACHERS GRADES
SEVEN THROUGH TWELVE

Name of School_____ Address_____
Grade Level_____ Male_____ Frmale_____
Rating of Teacher_____ Rated By_____
Date_____ Number of Students Enrolled: Boys_____
Girls_____
Acreage_____ Number of Teachers_____

Score Card Summary

		Possible Score	Actual Score*
I.	Personal Characteristics	60	
II.	Teaching Effectiveness	50	
III.	Teaching Qualifications	90	
	Total Possible Score	200	
	Total Actual Score		_____
	Percentage Score (Actual ÷ Possible)		

INSTRUCTIONS: Each item in the rating scale should be checked ( ) using the figures 0, 2, 4, 6, 8, 10: 10 indicates the highest mark; 0 indicates the lowest.

I. PERSONAL CHARACTERISTICS

Possible Score = 60 points

Actual Score =

0	2	4	6	8	10

1. The teacher is neat, clean and appropriately dressed.
2. The teacher shows evidence of having good physical vitality and endurance.
3. The teacher exhibits patience and mature self-control.
4. The teacher does not allow personal problems to interfere with work.
5. The teacher is tolerant toward the shortcomings of others.
6. The teacher exhibits interest and enthusiasm.

II. TEACHING EFFECTIVENESS

Possible Score = 50 points

Actual Score =

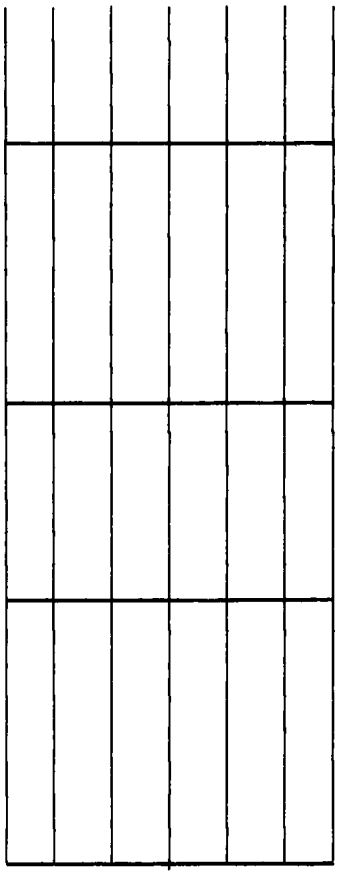
1. Knowledge of Subject Matter Field - (intellectual breadth; depth of knowledge of subject matter; awareness of current developments in field; competent for grade levels).
2. Presentation of Subject Matter - (effective communication; well-prepared lesson plans; motivation of students; quality and methods of teaching;

assists students to achieve instructional objectives; guidance of study programs of individuals).

3. Evaluation of Student Performance - (application of realistic standards; uses appropriate grading practices; plans, conducts, and evaluates growth toward course objectives)

4. Student Relationships - genuine interest in students; willingness to assist in student affairs; accessibility to students)

5. Initiative - (drive; self-starting ability; capacity to act promptly; strives to attain goals; willingness to work beyond ordinary requirements; independent action)

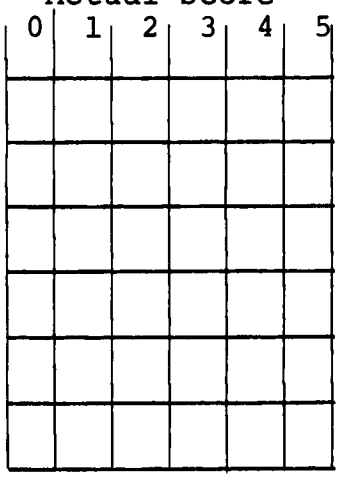


INSTRUCTIONS: Each item in this rating scale figures from 0 to 5: 5 indicates the highest mark; 0 indicates the lowest.

III. CHECK LIST OF TEACHING QUALIFICATIONS

Possible Score = 90

Actual Score =



1. Dance Fundamentals
2. Stunts and Tumbling
3. Gymnastics
4. Individual Sports
   a. Archery
   b. Badmiton
   c. Golf

d. Bowling

e. Fencing

f. Tennis

g. Track and Field

h. Handball

5. Team Sports

i. Basketball

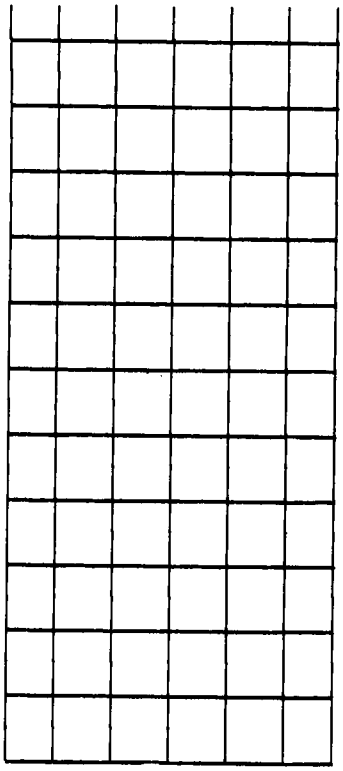
j. Football

k. Soccer

l. Softball

m. Speedball

6. Lifesaving and swimming



VITA

Joe Norris Lee was born in Loudon, Tennessee, on December 24, 1949. He attended Nichols Elementary School and Lenoir City High School.

In the fall of 1967 he entered Carson-Newman College. In 1971 he graduated from that school with a Bachelor of Science degree with a major in physical education.

He entered graduate school at the University of Tennessee, Knoxville in the fall of 1971, and received a Master's degree in December, 1973. During this time he served a one year assistantship in the Knox County School System and one year as assistant basketball coach at Lenoir City, Tennessee High School.