

A PHYSICAL EDUCATION PROGRAM EVALUATION  
INSTRUMENT FOR JUVENILE  
DETENTION CENTERS

By

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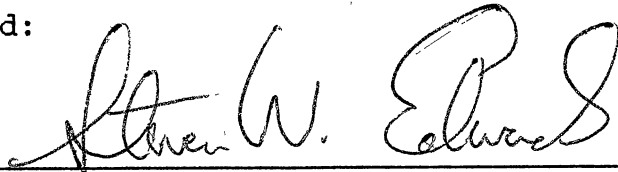
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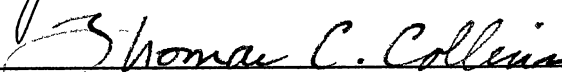
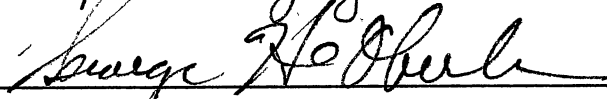
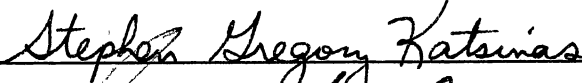
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Thesis Approved:



Thesis Advisor



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## CHAPTER I

### INTRODUCTION

Throughout a teaching career which has approximated 20 years, the author has worked with a variety of students from many different backgrounds. Her undergraduate education was to have prepared her for the various physical education instructional settings which might occur.

But traditional teacher preparation programs direct the majority of instructional techniques toward educating only the "masses" of typical students. Therefore, like others, she received only one or two courses specifically related to serving the needs of disabled or mentally retarded students. Occasional references were made toward the behaviorally disordered students that exist in almost every classroom; however, the practical reality is that this type of student requires so much additional energy, time and planning from the teacher, that he/she often becomes the forgotten student, especially within context of the need to simultaneously serve 32 other students. Thus, the author entered the second and third year of physical education instruction at a county operated juvenile detention center on the outskirts of Atlanta with little preparation for for teaching incarcerated youth.

While social sciences have delved deeply in all types of research regarding the behaviorally disordered student, the field of physical education has largely ignored this subject. (Marion And Carroll Hormachea, 1974). Juvenile studies by the San Francisco-based Youth Law Center (YLC), as well as those by other agencies estimate that as many as 500,00 children - some as young as nine years of age - are put behind bars in adult jails and police lockups in the United states every year. In the majority of these cases, the youth are incarcerated for "status" offenses such as resisting discipline and running away, according to YLC director Mark Soler. (Christian Science Monitor. Oct. 1987).

The jailing of youngsters under 18 is technically outlawed in most states and countries, and it is strongly discouraged by federal law. Thus, most states house these youthful offenders in short-term or "holding" institutions while they await adjudication. (Christian Science Monitor. Oct. 1987). Repeat offenders often spend the majority of their school year in city or county juvenile detention centers, and their physical education curricula may only consist of a one-hour opportunity to recreate each day via a pick-up game of basketball. Further, an incarcerated youth who does not possess strong skills in the game of basketball is most assuredly relegated to table tennis or to a spectator position around the walls of the gymnasium.

Numerous researchers (Coville, 1979; Martens, 1978; Smith & Smoll, 1982) have suggested that physical education

activities and sports can serve as a training ground for students to learn the skills necessary to cope with the pressure and stress of everyday life. Physical education programs should provide activities which are educational, recreational, and therapeutic (1977 UNESCO conference program). Section D (Academic and Vocational Education and Work) or the American Correctional Association's STANDARDS FOR JUVENILE TRAINING SCHOOLS stated that:

'The facility should provide juveniles with a broad educational program that is most suited to their needs and abilities and includes but is not limited to: developmental education; remedial education; special education; multi-cultural education . . . .

This program should operate under the auspices of the year-round public school system. Juveniles should receive academic credit for education that can be transferred to schools in the community.'

Though these guidelines are in place, Mr. Earl Dunlap, Executive Director of the National Juvenile Detention Association, has stated that there is no instrument available for their specialized use in evaluating the physical education programs in the various juvenile centers. This fact has been confirmed through personal interview by Mr. Lloyd Mixdorf, Juvenile Projects Director of the American Correctional Association. Therefore, there is a need for an instrument specifically designed for use in evaluating physical education programs in juvenile detention centers.

## Statement of the Problem

The problem of this study was to design a physical education program evaluation instrument which could be used by national and state correctional authorities to help ascertain the quality of existing programs.

## Research Questions

1. Can an instrument be developed which possesses acceptable content validity?
2. Can an instrument be developed which possesses acceptable stability reliability?
3. Can an instrument be developed which possesses acceptable inter-rater reliability?
4. Can an instrument be developed specifically for juvenile detention centers without compromising the philosophy and objectives of the American Alliance for Health, Physical Education, Recreation, and Dance.

## Delimitations

This study was delimited by the following:

1. A panel of experts who were consulted to establish the content validity of the instrument.
2. An instrument designed for juvenile detention centers housing 20 or more beds.
3. An evaluative instrument that was to conform to the guidelines provided by the American

Correctional Association.

4. An evaluative instrument that was to conform to the guidelines provided by the American Alliance for Alliance for Health, Physical Education, Recreation, and Dance.
5. An instrument which addresses the physical education program needs for incarcerated juveniles, ages 9 to to 18, as opposed to incarcerated adult offenders.

#### Limitations

This study was limited by the following:

1. No available evaluation tool for physical education programs in juvenile centers.
2. Detainees were not equal in educational background.
3. Previous research in this area was very limited.

#### Assumptions

1. All jurists were considered experts in their respective fields.
2. Jurists were knowledgeable about short-term and long-term juvenile detention centers.
3. Jurists were familiar with guidelines and standards of juvenile detention centers provided by the American Correctional Association.
4. Jurists were familiar with suggested guidelines of physical education programming in middle and secondary schools provided by the American Alliance

for Health, Physical Education, Recreation, and Dance.

### Definitions

For the purposes of the study, the following definitions were presented for proper interpretation by the reader as well as participants in the survey. Conceptual definitions were described by Webster's Dictionary as 'ideas or thoughts of an abstract notion; an original idea, design, plan, etc.' Functional definitions were perceived by Webster's as 'the broad, general term for the natural, required, or expected activity of a person or thing'. (Webster's New World Dictionary, 1986).

#### Conceptual Definitions:

Jurists: members of a panel considered to be experts in the field of physical education curriculum and/or juvenile detention policies and standards.

Juvenile offender: refers to those students under 18 years of age who have been accused of committing a crime and have been placed in either a short-term or long-term detention facility.

Short-term centers: Typically, the short-term center should house a student no longer than 30 days, but this ruling may fall by the wayside if space is unavailable at the juvenile penal institution. (Greene, ACA).

Long-term centers: Typically, the long-term center will

contain at least 20 beds and is intended for treatment and rehabilitation of juvenile offenders, and can incorporate offenders whose sentences range from a period of months up to adulthood, at which time the student is remanded to the adult penal institution. (Greene, ACA).

Validity: The extent to which the instrument actually measures what it purports to measure. (Popham, 1989)

Content validity: The extent to which an instrument measures what it purports to measure because there was a rational basis to the selection of the actual content. (Barrow, 1989).

Reliability: The consistency and dependability of a set of measurements. (Barrow, 1989).

Stability: The consistency of an instrument over time. This technique involves administering the same instrument to the same respondents (in this case, the same institution) on two separate occasions. (Fox, 1969).

#### Functional Definitions:

Physical Education curriculum: A structured curriculum which is inclusive of all types of activities, not just sports, and is administered by a professional physical educator.

Recreation activity and Leisure activity: Terms which may refer to either guided or unguided activities and may be organizational in nature or used as "free time" by the student.

## CHAPTER II

### REVIEW OF LITERATURE

The aim of this study was the creation of a physical education program evaluation instrument to be used in juvenile detention centers. The review of literature in this chapter will address the following categories: a) the need for program evaluation, b) creation of an evaluative instrument, c) facilities (indoor and outdoor), d) equipment, e) curriculum, f) staffing, g) traffic pattern, and h) funding.

#### The Need For Program Evaluation

In a 1982 article in the Journal of Correctional Education, Richard Fenske suggested in his article "Modification of Prison Physical Behavior" that physical educators and correctional administrators needed to reassess the types of programs that could be advantageous to the inmate while modifying the program to complement the goals of the correctional institution. With certainty, Fenske argued the juvenile will have pent-up emotions during incarceration, and a good physical education curriculum guided by explicit rules and regulations pertinent to enjoyment of play would help to vent these emotions in a positive form.



Fenske's assertions were consistent with the findings of other researchers. As reported in a 1987 article, "Juvenile Delinquents, the Martial Arts, and Behavior Modification: An Experimental Study for Social Intervention", Donald F. Demoulin conducted a study which assessed the influence of Martial Arts training that incorporated a philosophy of life along with strict discipline. The hypothesis was that such training could positively influence juvenile delinquents and contribute to their rehabilitation. The findings confirmed Demoulin's hypothesis. Another conclusion which stemmed from the study involved the participants' (age 12 - 17) development of a realistic view of themselves and their performance. Additionally, the study showed that the environment of the training needed strict control and discipline which makes use of reinforcement incentives.

Seagrove and Hastad ("Future Directions in Sport and Juvenile Delinquency Research") reported in a 1984 edition of QUEST that the relationship between sport and juvenile delinquency has been submitted to empirical evaluation only recently, and that the results of prior investigations have demonstrated a negative association between delinquency and participation in a variety of sport settings. However, the authors point out that studies have usually adopted the conventional social facts paradigm which has rendered causal inferences problematic and has led to restricted interpretations regarding the efficacy of sport as a deterrent to

delinquency. Seagrove and Hastad suggested that to gain further insight into the dynamic processes underlying the association between sport and delinquency, new theoretical and methodological perspectives were needed. They specifically endorse the social definition, social behavior, and Marxian paradigms as particularly fruitful pathways to more fully delineate the relationship between sport and delinquency. Specific procedural techniques including longitudinal studies, case histories, participant observations, controlled investigations, and sociohistorical analyses were recommended by the authors as being relevant to future studies in the area of sport and juvenile delinquency.

The physical fitness of incarcerated youth has been further explored by James C. Hilyer and others as they administered a battery of physiological and psychological tests to two groups of 30 randomly selected male students in a state industrial school for youthful offenders. The experimental group received a systematic physical fitness program and significant differences on the post-test measures were found in favor of the experimental group. The instruments used in the study consisted of a battery of physiological tests (cardiovascular fitness, flexibility, muscle strength, muscle endurance, body composition), and psychological tests including the Self-Esteem Inventory - Form A; Profile of Mood States; State-Trait Anxiety Inventory for Children; and Beck Inventory of Depression. Regarding

the post-test physiological differences, significant differences were found on seven of the ten measurements for the experimental group. An entirely different picture was revealed by an examination of t-test data from within the control group. The controls moved in a negative direction for several of the physiological measures. In examining the results of the post-test psychological data, again the results suggested that the psychological state of the experimental group was more favorable than that of the corresponding control group. Specifically, on all but three of the 15 measures, the experimental group scored significantly more favorable in the predicted direction than did the control group. The authors stated that "taken together these findings offer the strongest evidence of the effectiveness of the experimental treatment in producing both physiological and psychological changes in the subjects. Indirectly, they also offer support for a causal or interactive linkage between the physiological and the psychological aspect of one's being." (Journal of Counseling Psychology. 1982).

David L. Jewell ("Behind the Leisure Eight Ball in Maximum Security") conducted a study to ascertain the status of recreation personnel and programs in state maximum security facilities. As part of the study, recreation directors were asked to describe the scope of activities available to inmates in the categories of athletics, arts and crafts, music, table games, special program activities, and

additional special interest group activities. The frequent criticism that correctional recreation is too sports oriented was supported by the findings of the survey. Not only were more sport activities offered in this area, but they were offered more frequently than activities of an individual nature. (Parks and Recreation, 1981)

At the other end of the physical education curriculum spectrum and its role in rehabilitation is the increasingly popular "Boot Camp" program. A 1987 article in the Christian Science Monitor reported that the army-like regimen tries to teach juvenile criminals self-discipline and is instrumental in keeping first-time offenders out of conventional prisons. But this program remains under heavy controversy in some of the states where it has been implemented.

"They are programs designed to reassure prosecutors and the public" that criminals are being disciplined and shaped up, says Jerry Miller, director of the National Center for Institutions and Alternatives in Washington, D.C. "I don't think there's any evidence at all that shows it works." (Christian Science Monitor. Oct. 1987).

In Georgia, a similar program called "shock incarceration" has processed about 1,600 offenders since late 1984. By the end of 1985 21 percent had committed new crimes. In a comparable group of convicts who served standard prison sentences of a year or longer, 23 percent committed new crimes. Larry Anderson, Georgia's diversion programs coordinator surmises that while this fact is not of paramount

encouragement, at least the shock incarceration alumni do no worse than comparable convicts after a fraction of the time served - saving Georgia taxpayers the considerable cost of longer prison terms. (Christian Science Monitor. Oct. 1987).

The National Institute of Corrections published a manual in May of 1991 which contained acceptable standards for accreditation of juvenile detention centers, and under the topic of programs, the manual addressed the subject of recreation. Basically, the principles are:

1. A staff member trained in Physical Education is responsible for activity organization.
2. One hour of large muscle exercise and one hour of planned freetime during school days with an additional hour of energetic physical exercise on weekends and holidays.
3. Participation is encouraged, but the juvenile may choose not to attend.
4. If a number of juveniles indicate a lack of interest in a scheduled activity, it should be re-evaluated.

Harry C. Hitchcock reported in his article "PRISONS - Exercise Versus Recreation" (Journal of Physical Education, Recreation, and Dance. Aug. 1990) that standards for health services in jails published by the National Commission on Correctional Health Care (n.d.), known formerly as the American Medical Association Prison Projects, states:

"Written policy and defined procedures outline a program of exercise and require that each inmate be allowed a minimum of one hour a day, three times a week of exercise involving large-muscle activity.

Discussion: Examples of large-muscle activity are walking, jogging in place, basketball, and isometrics. While it is recognized that many facilities do not have a special facility for exercise, there should be a separate room or area (inside or outside) designated for that purpose. Regarding the use of outside yards, gymnasias, and multi-purpose rooms, making available opportunities for exercise (such as basketball, handball, running, and calisthenics) satisfies the standard even if inmates do not take advantage of them. While such activities may be more productive under the supervision of a recreational staff person, this is not required.

This standard is intended to apply to inmates in all custody classes. However, individuals who are transient for no longer than a week may be exempted."

As Marion and Carroll Hormachea reported in their chapter on "Recreation and the Youthful Adult Offenders" (Recreation and Special Populations. 1977), "there is no doubt of the values of recreation as a rehabilitative tool. But while sports tend to be the major forms of leisure activities found in correctional institutions, they are by no means the only activities of benefit to the inmates." A comprehensive program should be designed that incorporates physical fitness, team sports, individual sports, rhythms, and recreational games. (Recreation and Special Populations. 1977).

Rosemary McGee (author of "Measurement Concepts in Physical Education") stated that "the philosophy behind program evaluation centers around the need to improve programs for the people they serve. Whether the reasons for conducting program evaluation are forced or optional, the field of program evaluation has gained scientific credence. The entire process no longer contains sparse data, but is a detailed process resulting in a well-prepared document that

presents information upon which decisions can be based."  
(McGee, 1989).

The National Study of School Evaluation (1987) has made available Evaluative Criteria for the Evaluation of Secondary Schools. Although geared to a public school program, the criteria can be adapted to the evaluation of other human services programs. Contained within the suggested criteria are the following: Organization for Instruction; Description of Offerings; Components of Instructional Programs (faculty, activities, materials and media, student assessment and program evaluation); Facilities and Equipment; and Learning Climate (McGee, 1989).

Standards for accreditation differ among states and agencies, but usually cover those areas listed above as well as objectives of the program; personnel; curriculum; and budget. While the majority of information regarding recreational programming applies specifically to prisons and long-term institutions, the short-term institutions should not be neglected. Jails and juvenile detention centers are often overlooked in planning because of the nature of their primary functions as holding facilities rather than treatment centers.

Students confined to short-term centers are in great need of an organized physical education outlet to help reduce the stress of being confined while awaiting trial or transfer to another institution. As mentioned in the definitions of Chapter I, it is expected that a short-term center would

house a student no longer than 30 days, but this ruling may fall by the wayside if space is unavailable at the juvenile penal institution. (Greene, ACA). Thus, the student will experience frustration at the uncertainty of an exact transfer date. To compound this frustration, the student's rehabilitation/treatment program usually does not begin until their actual arrival at the penal institution.

In a telephone interview with Mr. Lloyd Mixdorf (American Correctional Association), recreation activities are often neglected in detention facilities for three reasons:

1. lack of trained physical education personnel
2. a general lack of staff members
3. lack of suitable space for such programs

In such institutions the lack of programs subjects the incarcerated student to long hours of inactivity with nothing to do but to consider their plight and increase their frustrations. (Hornachea, 1977).

Berryman and Associates conducted a study in 1971 which resulted in recommended standards with evaluative criteria for recreation services in residential institutions. The study was designed to assist hospitals and other residential institutions in evaluating recreation services provided to residents, primarily children and youth. The various activities fell into nine categories: Individual and Duo Sports, Team Sports, Physical Activities (i.e. games of low organization, roller skating, physical fitness activities), Social Recreation (i.e. parties, table games, special



events), Arts & Crafts, Hobbies, Trips and Outings, and Scouting. Only two agencies provided all nine types of experiences, four provided eight, two provided seven and three agencies provided six of the nine types of experiences. Of the 41 institutions visited, these eleven agencies (27%) were considered to have well rounded programs.

In the state of Oklahoma, according to a telephone conversation with Ms. June Maddox, Principal of Special Schools in Oklahoma County, "each juvenile detention center should operate their physical education program under the existing policy for the local school system in their area. However, there exists no written guidelines for the specific juvenile facilities around the state." Thus, each facility has autonomy with regard to physical educational programming and personnel.

According to the American Alliance for Health, Physical Education, Recreation, and Dance, the majority of states do not have a required physical education program in their K-12 educational curriculum. Therefore, it would not be surprising to find ineffective programs in the state juvenile detention centers.

#### Creation of an Evaluation Instrument

In every field of professional service, there is growing awareness of the need to develop standards and quality controls and measure the extent to which programs have achieved their stated objectives. This process is usually

referred to as evaluation; it provides a means of documenting the outcomes of organized physical education programs.

Evaluation today is carried on within all types of organizations and public institutions. It is most often thought of as the process of determining the extent to which an agency is achieving its stated objectives. (Kraus and Curtis, 1990).

Howe, Rossman, and others have identified a number of contemporary models of evaluation. In practical terms, these models fall into three categories: (1) evaluation designed to measure the overall quality of programs, based on professional standards and criteria; (2) evaluation designed to measure the effectiveness of programs in meeting their stated goals and objectives; and (3) evaluation designed to measure the level of satisfaction of program participants. In addition, it may also focus on specific elements such as personnel, facilities, or other agency practices or resources. (Kraus and Curtis, 1990).

The key purpose of evaluation is not simply to provide a score with respect to the success or quality of any individual or program. Instead, it is to give a picture of strengths and weaknesses that can be used to bring about improvement. (Kraus, 1985). To the extent to which specific standards or objectives are not being met, it permits an agency or supervisor to pinpoint steps that must be taken to upgrade professional performance. (Kraus and Curtis, 1990). In the text, Measurement Concepts in Physical Education,

McGee acknowledges that the purpose of the evaluation and the types of questions to be answered will dictate the theoretical model(s) selected for program evaluation (1989). Literature on program evaluation suggests that there are as many as 49 types of models in existence. House identified eight basic models from which there are many mutations (McGee, 1989).

According to House, the Accreditation Model is used widely because of the legal requirements for programs to prove they are qualified to grant certificates in such fields as teaching and nursing. The accrediting agency establishes guidelines that need to be met. A faculty evaluates its program on the basis of the set of guidelines and then invites a team of outside consultants to review the materials and judge the strengths and weaknesses of the program. Quantitative student data such as grading profiles, fitness tests, and skill and knowledge test performance are made available. Data about the size of the facilities and the budget are provided. Qualitative information (e.g., questionnaires and/or interviews with parents and students) may be used. An examination of curricular materials (e.g., unit plans, learning resources, knowledge tests) is possible. Collectively the visiting team makes a professional judgment about the quality of the program and whether or not it complies with accreditation standards (1978).

While the Accreditation Model uses a combination of quantitative and qualitative data, the Transactional Model

centers on the process of the program and is essentially qualitative in its orientation (House, 1978). The evaluator studies the process and becomes a part of it. The curriculum is studied in its natural environment without manipulation (Patton, 1980), and the evaluator (specialist) is committed to considering descriptive and judgmental data (House, 1978). Worthen (1987) suggests that current thinking in the field indicates that a multiple approach to program evaluation is desirable. The design should be enhanced by using many of the beneficial aspects of various models and perhaps minimizing the less attractive features.

#### Components of an Evaluation Instrument

Instrumentation refers to changes that occur in the measurement or observation procedures during an experiment (Tuckman, 1975). Such procedures typically include tests, mechanical measuring instruments, and observers or scorers. While it is not likely that mechanical measuring instruments will be subjected to change during the course of an experiment, it is not unlikely that observers and scorers may change their manner of data collecting and recording as the experiment proceeds. Because interviewers tend to become somewhat proficient as an experiment proceeds, they may inadvertently provide different cues to the interviewee, take different amounts and kinds of notes, or even score or code protocols differently (Tuckman, 1975).

A variety of different instruments and data-gathering

procedures may be used according to the type of evaluation being done. Such instruments or procedures seek to gather relevant information in a standardized, objective way. Kraus and Curtis (1990) suggested the following types: (1) closed-end checklist forms, with essentially "yes" or "no" responses possible; (2) rating scales that have several possible responses to each question according to degree of positive or negative response or other variations; (3) open-end questionnaires that permit a free or unstructured response; or (4) combinations of any of these.

Tuckman was in agreement with Kraus and Curtis with his observation that there are basically two devices for recording observations: the rating scale (or the checklist) which represents a summary of occurrences, and the coding system which represents an occurrence-by-occurrence account (1972). Rating scales may ask for a response along a range from high to low or may also ask for responses indicating frequencies or similar information. (Kraus and Curtis. 1990).

Barrow, McGee, and Tritschler (1989, p. 25) purported an indepth evaluation of the type of measurement instrument to be used in a study. They propose that two broad categories of qualities must be taken into consideration when evaluating a test, scale, or inventory for possible use: administrative feasibility and psychometric qualities. Administrative feasibility includes close attention to what the test author has specified regarding the persons for whom the test was developed, the stated purpose of the test, and the procedures

of administration. Specifically, administrative feasibility should examine:

- 1) Test Population. For whom was the instrument developed? A test originally developed for one population could be inappropriate for use with a different population.
- 2) Test Purpose. What is the stated purpose of the test? Exactly what is it supposed to measure?
- 3) Group Size for Administration. How is the measurement instrument to be administered? What special training is needed to give or interpret the test?
- 4) Administration Time. How much time is needed to administer the test? Is the test to be given on one day or two or more?
- 5) Administration Environment. What conditions or environment factors must be accommodated?
- 6) Administrative Costs. Is there a fee for use of the test? What is the cost of any special equipment that is necessary?

Psychometric qualities are those of test validity, reliability, objectivity, and freedom from group bias. These are "values that result from tests of a measurement instrument usually conducted by the author of the measurement instrument being evaluated." (Barrow, McGee, Tritschler. 1989, p. 26). The responsibility for determining these values would be attributed to the test author, and the results should be communicated to potential users of the

test. Evaluation always involves comparisons made in relation to certain criteria with well-established standards; the most basic use is to show how present programs align with respect to the ideal program. (Barrow, McGee, Tritschler, 1989, p. 292).

Green and Lewis (1986) relate that seven stages are necessary in developing and testing instruments; their recommendations are based upon Lindeman's framework (cited in Green & Lewis, 1986) and are as follows:

Stage 1: Selecting a conceptual framework

Stage 2: Determining the instrument's use--this stage includes determining the type of evaluation (e.g., summative or formative) and determining who will administer and interpret the instrument.

Stage 3: Specifying client population

Stage 4: Identifying items or indicators--selecting items from existing measures or generating new test items.

Stage 5: Quantifying items--trying to achieve a discriminating level of measurement

Stages 6/7: Testing reliability and validity

A rating scale, which provides a systematic procedure for obtaining and reporting the judgments made through observation, usually consists of a list of behaviors/observations to be judged and some type of scale to show the degree of attainment for each. (Verducci, 1980, p.184). The

effectiveness of a rating scale depends on how well it is constructed and how appropriately it is used. Verducci is in agreement with Tuckman when he stated that "despite their many limitations, rating scales can be valid instruments to measure a wide variety of desired objectives in physical education, particularly when the objective is stated in terms of the process rather than the product." (1979).

The American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) has taken the leadership role in assessing professional goals and outcomes for physical educators. Along with a time-tested purpose statement, an updated outcomes guide has been prepared to assist professionals in generating meaningful programs. (Harrison and Blakemore, 1992, p.31).

A program aim or purpose is viewed as an ideal that acts as a compass by giving direction to the total program. In addition, it should provide a basis for designing and evaluating curricular opportunities to fulfill the growth, development, and behavior needs of each student. The National Association for Sport and Physical Education supports five important areas of a physical education program that should be included on an evaluation instrument: development and refinement of physical skills; regular physical activity; achievement of physical fitness; knowledge and understanding of the importance of physical activity and its relationship to health and well-being; and positive attitudes toward physical activity for future participation



in later life. (Harrison and Blakemore, 1992, p. 34).

In 1984, the Illinois Association for Health, Physical Education and Recreation developed a checklist entitled "Criteria for Evaluating Physical Education Programs in Illinois Schools". The following categories were included in the checklist:

- A. Instructional Program
- B. Enrichment Program
- C. Evaluation of Students
- D. Miscellaneous
- E. Leadership Qualifications
- F. Administration of Instructions and Enrichment Programs
- G. Organization and Scheduling
- H. Facilities, Equipment, and Financing
- I. Medical Procedures and Consents

The purpose of developing the instrument was to provide a basis for improving the quality of physical education programs in grades 7-12. Thus, upon completion of the checklist, the evaluator should identify and summarize the apparent weaknesses by checklist sections. (Illinois Association for Health, Physical Education, and Recreation [IAHPERD], 1984).

Similarly, the Health and Physical Education Score Card for Junior and Senior High Schools and Four-Year High Schools was assembled based on 23 years of research by The Committee on Curriculum Research of The College Physical Education

Association. [This report later became referred to as The Indiana Scorecard]. Within its context were the areas of:

- A. Program of Activities
- B. Outdoor Areas
- C. Indoor Areas
- D. Locker and Shower Areas
- E. Swimming Pool
- F. Supplies and Equipment
- G. Medical Examinations and Health Service
- H. Modified-Individual (Corrective) Activities
- I. Organization and Administration of Class Programs
- J. Administration of Intramural and Interschool Athletics

The nature of the score card was intended as a measuring device for purposes of evaluating the physical education program and the general health, recreation, and safety provisions of an entire school. This rating was to be made by the school principal or by an official representative assisted by the physical education instructor. As with the Illinois instrument, this score card should serve to disclose significant weaknesses that are subject to improvement, rather than to present a critical rating of the school.

Baumgartner and Jackson suggested that program evaluation compares a given school's instructional program with programs of other schools, frequently using nationally standardized tests to this end. The difficulty of standardizing physical education testing procedures, plus

a host of other uncontrollable factors that affect scores, make judging the effectiveness of an instructional program against national standards problematic.

The Elementary School Physical Education Council and secondary School Physical Education Council of the National Association for Sport and Physical Education, an association of the American Alliance for Health, Physical Education and Recreation appointed a committee in 1971 to study the status of physical education programs in the middle schools. Following their first report in 1972, an additional charge to the Committee on Middle Schools was suggested. The committee was asked to develop a position paper on future directions in physical education that would serve as a guide for teachers, administrators, curriculum planners and educational consultants.

In 1985, the Secondary School Physical Education Council in conjunction with the Council on Physical Education for Children accomplished the task of revising these guidelines. "Physical activity programs were to include all of the knowledges and experiences that the school could provide for the purpose of enhancing the motor, intellectual, social and physical development of individuals through the means of body movement". (NASPE, 1986). Further, physical activity experiences beyond the instructional program were seen as an integral part of the total activities program. Specifically, these experiences should address intramural activities, specialized club activities, periodically scheduled mini-

courses and open recreation periods. (NASPE, 1986). The area of Teaching and Teacher Preparation should include courses and teaching experiences that pertain to the education of middle and secondary school students. In-service education opportunities for all personnel concerned with physical activity programs should be a continuing responsibility. Also, the in-service education program for physical education teachers is imperative to assure skilled and knowledgeable teachers to administer the varied program required in most schools. (NASPE, 1986). The organizational and administrative policies should provide a framework that will encourage and facilitate the smooth and effective operation of a physical activity program. Within this context, suggested areas of importance were: sufficient indoor and outdoor facilities, equipment, and supplies; adequate record keeping to track student progress; budget capital funds for facility construction, purchase and maintenance of supplies and equipment; schedule students in some combination of at least 250 minutes of physical education per week; and a workable student/teacher ratio comparative to other classes. (NASPE, 1986). The final area of importance addressed by NASPE was that of Evaluation of the Physical Education program. The total program of activities should be continuously and systematically evaluated to determine if it is meeting the needs of the students. This process should include participation by the students, the physical education staff, administrators, and other faculty colleagues. (1986).

### Summary

As indicated by the review of literature, the development of a program evaluation instrument is a tedious process, and must adhere to the characteristics that need to be rated, to the construction of the rating instrument itself, and to the conditions under which ratings are to be obtained.

As a result of the conversation with Mr. Mixdorf of the American Correctional Association mentioned in Chapter I, in which he stated that "the majority of juvenile correction centers were encouraged to align their physical education curriculum with that of their local school system", the design of this instrument followed closely the guidelines of the American Alliance for Health, Physical Education, Recreation, and Dance. However, there is little research regarding the physical education program in the juvenile detention center, and certain categories and/or questions were adapted to apply directly to an incarcerated environment.

## CHAPTER III

### METHODS AND PROCEDURES

The purpose of this study was to design a physical education program evaluation instrument which may be used by national and state correctional authorities to help ascertain the quality of existing programs. It was also the purpose of the study to design an evaluative instrument that would conform to the guidelines of the American Correctional Association; the philosophy and objectives of the American Alliance for Health, Physical Education, Recreation, and Dance; and the program needs of incarcerated youth.

The procedures described in this chapter are categorized into two sections: a) preliminary procedures, and b) operational procedures. The preliminary procedures were: a) design and construction of the instrument, b) selection of a panel of experts, and c) culmination of the final instrument. The operational procedures were: a) selection of evaluators, b) training of evaluators, and c) the collection of data.

#### Preliminary Procedures

Prior to the study, application was made to the Institutional Review Board of Oklahoma State University for

its approval of the proposal. The proposed study was approved.

### Design and Construction of Instrument

Based upon the review of literature, the design of a rating scale was chosen as the most appropriate type instrument for this research study. Two main sources were used as references for categories and items to be included in the instrument: the Health and Physical Education Score Card developed by William LaPorte [Indiana Scorecard], and the Guidelines for Middle School Physical Education developed by the American Alliance for Health, Physical Education, Recreation, and Dance. In addition, since most juvenile centers are encouraged to follow the educational curriculum of their local school district, suggested physical education guidelines from the states of Oklahoma, Illinois, Louisiana, and Georgia were also considered.

Based on the preliminary review of existing guidelines, it was decided that the instrument should contain the categories of Facilities (indoor and outdoor), Equipment, Curriculum, Staffing and Traffic Control. A copy of the original instrument may be found in Appendix A of this document. The instrument was then submitted to Dr. Rosemary McGee, a noted expert in the field of program evaluation. The form also included a copy of the proposal and possible coding procedures. Dr. McGee suggested the addition of a category regarding Funding of the program, as well as the

rewording of several statements. Revision of the original instrument may be found in Appendix B of this document.

### Panel of Experts

Once the questionnaire was developed for testing purposes, the researcher selected a panel of experts to determine the questionnaire's validity. Five individuals were selected for the panel, based upon their expertise in the areas of juvenile detention programming, measurement and evaluation in physical education, or curriculum objectives in physical education. It is important to mention that Mr. Lloyd Mixdorf of the American Correctional Association provided the names of the individuals whom he perceived to be the most expert at juvenile detention programming. All five individuals consented to participate. The individuals were Dr. Judith Rink, specialist in the area of physical education curriculum, University of South Carolina; Dr. Ted Baumgartner, specialist in the field of measurement and evaluation in physical education, University of Georgia; Dr. Don Mead, Director of San Francisco Juvenile Hall; Mr. Richard Kelley, Director of Wood Youth Center in Ft. Wayne, Indiana; and Dr. Melvin Brown, Director of Montgomery County Juvenile Department in Conroe, Texas. Available resumes for members of the selected panel of jurists may be found in Appendix C of this document.



### Selection of Final Instrument

Each prospective panel member was sent a copy of the revised instrument along with a letter asking them to evaluate each statement on the form that would be used in collecting data. Reference to the letter and revised instrument may be found in Appendix D. Each panel member was to respond to each statement utilizing the following code: E = essential; D = desirable; or U = unimportant. The numerical equivalent for the coding was three, two, and one points respectively. In addition, the panel members were encouraged to make any additions or deletions in the wording of the instrument statement, and to make general comments throughout the entire instrument. Location of the raw data produced by the panel of jurists may be found in Appendix E.

As mentioned earlier, it was determined prior to distribution of the letters that a numerical code would be assigned to the responses. Any statement that did not average a two among the five panel members would be eliminated from the instrument. However, exceptions to this procedure were permitted to accommodate the special nature of the juvenile detention environment, due to some strict policies indicative of juvenile detention centers which may not be in place in public school systems.

From the original 84-item instrument, the panel members eliminated 10 items. The researcher chose to retain one of the eliminated 10 items, resulting in a 73-item instrument.

The selected categories were as follows:

- Facilities - indoor - (14 items)
- Facilities - outdoor - (13 items)
- Equipment - (15 items)
- Staff - (11 items)
- Curriculum - (14 items)
- Traffic Control - (6 items)
- Funding - (8 items)

Editorial changes suggested by individual jurors were made where the investigator felt such changes clarified the statement without changing the content.

Based upon the established categories and items, a set of standards in the form of a code was developed for each item on the instrument. The code throughout the instrument was E, S, F, and U. For a majority of the instrument, the coding followed the definitions below:

- E = meets all possible needs of all possible physical education activities
- S = meets average needs of most physical education activities
- F = poor in meeting needs of most physical education activities
- U = inferior or non-existent in meeting needs of physical education activities.

The same coding of E, S, F, and U were maintained throughout the instrument. However, due to the nature of some items, a different interpretation of the code was provided within

certain items. A copy of the final instrument may be found in Figure 1.

## Operational Procedures

### Selection of Evaluators

Since the collection of data would take place in the state of Georgia, the Georgia State Department of Corrections was consulted for two possible qualified evaluators. Of utmost importance to the researcher was that both evaluators have extensive knowledge in the field of physical education curriculum, as well as knowledge about programming for incarcerated youth. The researcher would act as the third evaluator, therefore specifying the same background for all three evaluators. The Department of Corrections provided the names of Ms. Phyllis Grimes, Director of Recreation Services for the Georgia Department of Corrections, and Mr. Sam Hudgins, an Education Specialist with the Georgia Department of Corrections. A copy of each evaluators' resume may be found in the Appendix F.

### Training of Evaluators

A two hour training session was held with the two evaluators. Prior to the training session a copy of both the proposal and the instrument were sent to each evaluator. They were asked to read the proposal and each item of the instrument very carefully, making notations and/or suggestions regarding the clarity of each item. During the training

CLEVINGER PHYSICAL EDUCATION  
PROGRAM EVALUATION INSTRUMENT

E = meets all possible needs of all possible physical education activities  
S = meets average needs of most physical education activities  
F = poor in meeting needs of most physical education activities  
U = inferior or non-existent in meeting needs of physical education activities

<u>FACILITIES</u> - Indoor	<u>COMMENTS:</u>
1) a gymnasium	E S F U
2) a multi-purpose room (will accomodate activities that are not ball-handling in nature)	E S F U
3) a weight room	E S F U
4) boundary markings on playing surface and walls	E S F U
5) Surface of floor	E S F U
6) Acoustics	E S F U
7) Appropriate number of teaching stations for the total number of students housed	E S F U
8) Storage space	E S F U
9) Equipment room	E S F U
10) Properly equipped instructors' offices	E S F U
11) Walls are smooth and obstruction-free; painting is a light color; drinking fountains and radiators are recessed; ceiling height is between eighteen and twenty-two feet in gymnasium.	E S F U
12) Adequate toilet facilities are available and easily accessible from teaching stations	E S F U
13) Maintenance and sanitation of indoor areas	E S F U
14) Communication system between the control center and activity areas	E S F U
<u>Facilities</u> - Outdoor	<u>COMMENTS:</u>
1) a grassed field/area	E S F U
2) a hard surface court or play area	E S F U
3) Surface of court or play area	E S F U
4) proper drainage of play areas	E S F U
5) Surface of grassed area	E S F U
6) Boundary markings on play areas	E S F U
7) Covered storage space is provided for outdoor equipment within a fenced play area	E S F U
8) Maintenance and sanitation of outdoor areas	E S F U

Figure 1. Evaluative Instrument

	<u>COMMENTS:</u>
9) Basic maintenance work on fields and courts is performed by personnel other than instructors or students	E S F U
10) Play areas are lighted for night use	E S F U
11) Provision is made to keep "high-flying" equipment inside grounds of facility	E S F U
12) Communication system between the control center and activity areas	E S F U
13) Access to drinking water and restrooms	E S F U
<u>EQUIPMENT</u>	<u>COMMENTS:</u>
1) Fixed equipment indoors (e.g. basketball goals, floor plates, etc.)	E S F U
2) Fixed equipment outdoors (backstops, etc.)	E S F U
3) Retractable equipment (e.g. volleyball/badminton standards, mats, mini-tramps, etc.)	E S F U
4) Individual sports equipment (refer to Curriculum area)	E S F U
5) Dual sports equipment (refer to Curriculum area)	E S F U
6) Team sports equipment (refer to Curriculum area)	E S F U
7) Fitness measurement equipment (e.g. tape measure, 36" ruler, skinfold caliper, stopwatch, etc.)	E S F U
8) Rhythmical equipment (e.g. record player, tape player, records/tapes, jump ropes, etc.)	E S F U
9) Quality and durability of equipment	E S F U
10) Equipment for transporting equipment (e.g. dollies, mesh bags for multiple balls, carrier racks for rackets, etc.)	E S F U
11) Proper activity clothing and shoes are provided by the institution	E S F U
12) Towels are made available during or at the conclusion of activity.	E S F U
13) Adequate first aid supplies are available at all times in a first aid room, or in instructor's office, or equipment office.	E S F U
14) Class sets of supplies for individual or dual sports are provided for class instruction in all activities offered. (E = individual supplies for each member of peak load class; S = for each member of average size class; F = for every two students; U = for every three students.)	E S F U
15) Adequate supply of balls (in good condition) and similar equipment is available for class instruction in all team activities offered. (E = one ball, or other item, for every three members of an average size class; S = one item for every five members; F = one item for every eight; U = one item for every ten members of the class.)	E S F U

Figure 1. (cont.)

STAFFCOMMENTS:

- |  |         |
|--|---------|
| 1) All persons handling physical education classes under school supervision are properly certified to teach in the state and have had extensive training and/or experience teaching physical education. (E = all certified and experienced; S = all with a major in Physical Education or Therapeutic Recreation; F = all with major or minor in related field; U = all with major or minor in unrelated field.) | E S F U |
| 2) All persons handling physical education classes under school supervision can interact with students and fellow teachers in a way that is supportive of the special needs of the students. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |
| 3) Instructors stress coordinated teaching; combining performance fundamentals, necessary rules, strategy, social and ethical standards, health and safety factors; and attempt to adapt program to outside recreational needs and interests. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| 4) Instructors employ various teaching styles and are able to modify rules equipment and instructional stations to conform to needs of the learner. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| 5) Instructors are able to interpret goals, objectives, and learner outcomes of local school system, and apply them to the in-house curriculum. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| 6) Instructors assume leadership in providing for the expanded (after school) physical activity experiences for all students in the facility. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| 7) Instructors consider the developmental and skill level of the student as well as the nature of the activity as criteria for planning instructional strategies. (E = Excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| 8) Instructors are able to maintain and manage record-keeping systems which can be utilized in planning progressive instruction. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |
| 9) Support staff is provided in each physical education class. (E = 1 officer per 10 students; S = 1 officer per 15 students; F = 1 officer per 20 students; U = 1 officer per 25 students)  | E S F U |
| 10) Support staff has received training in assisting the physical education instructor. (E = degree in related field; S = associate degree in related field; F = training seminar plus one-week internship; U = training seminar)  | E S F U |

Figure 1. (cont.)

<u>CURRICULUM</u>	<u>COMMENTS:</u>
11) All persons handling physical education classes are trained in first aid and have a current certificate in first aid and CPR. (E = current certificate in first aid and CPR; S = current certificate in CPR; F = training in first aid or CPR; U = no training)	E S F U
	E = two or more week unit S = one week unit F = once or twice per week U = One or two hour introduction by visiting professional, or non-existent
<u>CURRICULUM</u>	<u>COMMENTS:</u>
1) Individual Sports:	
Conditioning	E S F U
Circuit training	E S F U
Tumbling	E S F U
Weight Training	E S F U
2) Dual Sports:	
Badminton	E S F U
Handball	E S F U
Racquetball	E S F U
Paddleball	E S F U
Table Tennis	E S F U
Tennis	E S F U
3) Team Sports:	
Basketball	E S F U
Flag Football	E S F U
Softball	E S F U
Soccer	E S F U
Kickball	E S F U
Volleyball	E S F U
4) Rhythmical Activities:	
Aerobics	E S F U
Popular Dances	E S F U
Coordination activities	E S F U
5) Instructed physical education classes are scheduled as part of each school day. (E = two or more hours per day; S = one hour per day; F = 30 min per day; U = three 1-hour sessions per week or less)	E S F U
6) The affective domain is addressed through physical education activity. (E = every day; S = three or more days of the unit; F = once during the unit; U = not addressed)	E S F U
7) The cognitive domain is addressed through physical education activity. (E = every day; S = three or more days of the unit; F = once during the activity; U = not addressed)	E S F U
8) The psychomotor domain is addressed through physical education activity. (E = every day; S = three or more days of the unit; F = once during the activity; U = not addressed)	E S F U
9) Physical Education classes are planned as a viable part of the rehabilitation process. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)	E S F U

Figure 1. (cont.)

	<u>COMMENTS:</u>
10) Instructional classes are limited in size for effective instruction purposes. (E = 12-19 students per instructor; S = 20-25 per instructor; F = 26-30 per instructor; U = fewer than 10 or more than 30 per instructor)	E S F U
11) Testing for final grade in activity is distributed over (1) performance skills, (2) knowledge of rules and strategy, (3) sportsmanship, (4) improvement. (E = all areas are considered; S = three of the areas are considered; F = one or two of the areas are considered; U = none of the areas are considered, or no testing is used.)	E S F U
12) Well-organized sports (activity) days are staged periodically under trained and experienced leadership with major emphasis on carry-over types of sports. (E = one per month; S = one per three months; F = two per school year; U = one or none per school year)	E S F U
13) Evaluation of the physical education curriculum takes place yearly with input from students, support staff, fellow teachers, and administrators. (E = three of the four populations are involved; S = two of the populations; F = one of the populations; U = evaluation does not take place.)	E S F U
14) Multi-media First Aid and CPR courses are provided as part of the physical education/health/safety curriculum for students. (E = two-week unit per quarter; S = one-week unit per quarter; F = 8 hour workshop per three months; U = twice per year)	E S F U

TRAFFIC CONTROLCOMMENTS:

1) Easy access to different instructional areas. (E = no control doors to pass through; S = one control door to pass through; F = two control doors; U = three or more)	E S F U
2) Minimal travel congestion during change of classes which is controlled through supervision; single-file; one side of hallway or foyer; alphabetical order. (E = all four stipulations; S = three stipulations; F = two stipulations; U = one or none of the stipulations)	E S F U
3) Minimal disturbance of classroom areas as activity classes are in session or traveling to teaching stations. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)	E S F U
4) Comfort and safety are provided for students at all teaching stations. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)	E S F U
5) There is ease of supervision and desirable separation areas for incorrigibles. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)	E S F U
6) There is provision for connections to future additions. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)	E S F U

Figure 1. (cont.)



FUNDINGCOMMENTS:

- |   |         |
|---|---------|
| 1) There exists a prepared budget statement of estimated income (requests) and expenditures. (E = yes, U = no)  | E S F U |
| 2) Budgets are planned well in advance of the fiscal period in which they will be used. (E = nine months in advance; S = six months; F = three months; U = one month)   | E S F U |
| 3) Budgets show a five-year record of allocation and expenditures. (E = yes; U = no)  | E S F U |
| 4) The budget plan used is one of the following:<br>E = combination of Line Item and Program Planning Budget System (PPBS)<br>S = Line Item budget only<br>F = PPBS only<br>U = No particular method                            | E S F U |
| 5) Funds essential for an effective physical education program are provided from the same sources as other educational programs. (E = yes; U = no)  | E S F U |
| 6) There exist a fast order purchasing procedure for small purchases. (E = purchases up to \$200; S = up to \$150; F = up to \$100; U = up to \$50)   | E S F U |
| 7) School budget allows for maintenance and repair of equipment, purchase of new equipment, replacement of expendable items. (E = all four areas; S = three of the four areas; F = two of the four areas; U = one of the areas) | E S F U |
| 8) Budget for supplies (balls, nets, racquets, shuttlecocks, etc.) is based upon a certain amount per student in the facility. (E = yes; U = no)  | E S F U |

Figure 1. (cont.)

session, the researcher explained the coding procedure, and each item on the instrument was discussed to ensure agreement on interpretation. Again, minor editorial changes were made to a few items without disruption to the item content.

### Collection of Data

It was decided by the three evaluators (Mr. Hudgins, Ms. Grimes, and the researcher) that the best institution in which to administer the evaluation instrument was the Lorenzo Benz Youth Development Center located in Atlanta. The center maintained an in-house school curriculum for male juvenile detainees ages 14-21, with detainees housed in either maximum, medium, or minimum security conditions. The facility provided two full-time physical education instructors among their school faculty, as well as a school principal. All faculty personnel and the principal were under the guidance of a facility director. In addition, the facility was located within a one-hour drive for each evaluator, thus accommodating their business schedules.

All three evaluators conducted the administration of the instrument in late February during normal school hours which allowed the curriculum to be observed in a natural setting. Items that required OBSERVATION ONLY were scored in silence by all three. Items that required INTERVIEW of the physical education staff or the facility director were performed by the researcher and coded by all three evaluators. A period of six weeks elapsed between the

first and second administration of the instrument, and the scored instruments were collected and sealed at the conclusion of each visit.

### Statistical Analysis

Since content validity had been established by the panel of experts, the objective of administering the instrument was to determine the reliability of the instrument. First, internal consistency measurements were calculated; then, in order to determine the stability of the test, test-retest measurements were used. Internal consistency was calculated through the correlational procedures of Intra-rater Reliability and through Inter-rater Reliability. Intra-rater Reliability examined the number of occurrences that an individual evaluator coded each item in the same way during the test and re-test administrations. Inter-rater Reliability addressed the consistency of perception among all evaluators. Finally, a coefficient alpha was used to determine the reliability of the overall score from the instrument.

## CHAPTER IV

### RESULTS AND DISCUSSION

The purpose of this chapter is to present the results of the data collection, and to provide a discussion of the results as they relate to the research questions of the study. The chapter is divided into the following sections: a) analysis of data, and b) discussion of results.

#### Analysis of Data

Five research questions were asked in this study to help determine the strength of the instrument. Those questions were as follow:

- 1) Can an instrument be developed which possesses acceptable content validity?
- 2) Can an instrument be developed which possesses acceptable intra-rater reliability?
- 3) Can an instrument be developed which possesses inter-rater reliability?
- 4) Can an instrument be developed which possesses stability reliability?
- 5) Can an instrument be developed specifically for juvenile detention centers without compromising the AAHPERD Physical Education Guidelines?

Question #1

The study asked whether an instrument could be developed which possessed acceptable content validity. According to Baumgartner and Jackson, when a test measures what it purports to measure, it is a valid test (1982). A test's degree of validity should indicate to the user the degree to which that test is capable of achieving certain aims (American Psychological Association et al. 1966). Validity can be estimated either logically or statistically, but recently the trend in education and psychology has been away from the statistical approach and towards heavier reliance upon the subjective approach involving the use of an expert judge or judges (Baumgartner and Jackson, 1982). Therefore, this study employed the reference of nationally recognized guidelines in the physical education programming field, and the expert opinions of nationally recognized individuals within their respective professions.

Each item of the original instrument was coded by each of the five jurors. As mentioned previously in Chapter III, the jurors were selected for their known expertise in the field of physical education curriculum and/or juvenile detention policy standards. The results were assembled into a chart reflecting the points and point average of each item. After consultation with Dr. Rosemary McGee, Dr. Ted Baumgartner, Dr. Steve Edwards, and written sources, it was decided that any instrument item which did not average a 2.0 or higher would be withdrawn from the study. Exception to

this plan was exacted by the researcher if it was mandatory to retain an item due to American Correctional Association policy or current trends. The majority of items that were removed from the original instrument were in the curriculum category of actual activity offerings; an area that is not addressed by the ACA guidelines. Those items which did not score a 2.0 are reflected in Tables I, II, and III according to the categories of the instrument.

TABLE I  
ITEMS NOT AVERAGING 2.0  
FACILITIES

Questions	Scores
a swimming pool	1.60
shaded play areas	1.80
acoustics	1.00
teaching stations	1.60

TABLE II  
 ITEMS NOT AVERAGING 2.0  
 CURRICULUM

Questions	Scores
circuit training	1.80
golf	1.60
life-saving	1.60
self-defense	1.40
rebound tumbling	1.40
swimming	1.80
trampoline	1.60
hockey	1.80
rugby	1.80
speedball	1.80
social dances	1.60

TABLE III  
 ITEMS NOT AVERAGING 2.0  
 FUNDING

Questions	Scores
fast order purchase procedure	1.80

### Question #2

A pertinent question of instrument design is whether the instrument possesses intra-rater reliability. This type test/re-test correlation examines the exact matches of scores on each item of the instrument per evaluator. It was obviously preferable to select evaluators who were knowledgeable in the field of study and also willing to follow instructions for conducting the evaluation. Therefore, a training session familiarized each evaluator with the procedure to be used in recording responses. The test/re-test correlation data presented in Table IV displays the percentage of agreement of Rater A's first administration of the instrument with that of the second administration. Likewise, the same information is provided for Raters B and C. Each evaluator scored about one-half of the items in exact matches, meaning that 50% of their items were coded exactly the same way on two separate occasions. Additionally, each evaluator scored in the 30 percent range of marking some items one point differently in the two visits. Two of the three evaluators scored in the ten percent category of a coding difference of two points, while the third evaluator scored 16 percent. Reference to this information may be found in Table IV located on page 49 of this document.

### Question #3

Can an instrument be designed which possesses inter-



rater reliability? This is one of the most important measurements of consistency. Because a rating scale uses human recorders whose perceptions are subject to influences, the scale is also subject to a number of inconsistencies or errors. Tuckman (1972) suggested that because these errors constitute threats to internal validity via instrumentation, it is necessary to determine the consistency or "accuracy" of the rating procedure. This is most often accomplished by using two (or more) raters and having each complete the scale followed by a correlation of the two ratings to obtain a coefficient of inter-rater reliability. Table V contains the results of each rater's subjective assessment as compared to the other raters and is displayed on page 50.

TABLE IV  
INTRA-RATER RELIABILITY

Agreement	Rater A		Rater B		Rater C	
	f	%	f	%	f	%
exact matches	51	54%	50	53%	48	50%
off by 1	53	34%	34	35%	32	33%
off by 2	10	10%	10	10%	15	16%
off by 3	2	2%	2	2%	1	1%
Test/Retest Correlation	.60%		.49%		.57%	

Question #4

The study sought to design an instrument that would possess stability reliability. According to Barrow, McGee, and Tritschler, reliability can be determined in several different ways, but test-retest reliability coefficients estimate stability, or consistency over time. Through this method, the same individuals administered the same instrument within a relatively short period. The relationship between the two sets of scores was determined using an analysis of variance to calculate an intraclass correlation coefficient (1989). Thus, the data provided in Table VI denotes the degree to which the instrument consistently measured what it should have measured; total reliability. Table VI may be found on page 51 of this document.

TABLE V  
INTER-RATER RELIABILITY

Evaluators	Test	Re-test
Rater A vs Rater B	.89	.90
Rater A vs Rater C	.80	.81
Rater B vs Rater C	.78	.86

Question #5

Since juvenile detention centers operate differently from public school settings, the study was concerned with maintaining AAHPERD program objectives and also accommodating the operational policies of the American Correctional Association. Thus, if an item of the instrument did not meet the 2.0 average, but was required by the ACA guidelines, it was retained within the instrument.

TABLE VI  
INSTRUMENT RELIABILITY  
(coefficient alpha)

Categories	percent
Facilities - indoor	.96
Facilities - outdoor	.92
Equipment	.88
Staff	.74
Curriculum	.63
Individual Sports	NA*
Dual Sports	NA
Team Sports	NA
Rhythmics	NA
Traffic Control	NA
Funding	NA
TOTAL SCORE	.96

\*NA - not available due to zero variance among subjects

## Discussion of Results

The researcher believed a program evaluation instrument could be developed specifically for juvenile detention centers without compromising the suggested physical education objectives of the AAHPERD, nor jeopardizing the operational procedures of the ACA. However, since each organization is unfamiliar with the programming guidelines of the other, it was expected that certain items of the original instrument would not meet the required 2.0 average. As presented in Table I (Facilities), the inclusion of a swimming pool was rated as 2 = (desirable) by the jurists who were physical educators, but received lower ratings by the juvenile detention directors. Thus, the item was removed from the rating scale even though the activity of swimming is strongly suggested in physical education curriculum guidelines. Further, swimming is one of the few activities in which a student can experience instant success which leads to positive self-esteem, and Dr. Sol Gordon stated in his video "Self-Esteem" that troubled youth consistently lack self-esteem as early as age four. Finally, it was interesting to note that the Lorenzo Benz detention facility that was used to test the evaluation instrument did house a very nice swimming pool, and swimming was one of their strongest activities in their curriculum.

Shaded play areas in the outdoor setting received an average rating of 1.80 due to the fact that all but one juror rated the item a 2.0. The researcher removed this item from

the instrument though she felt it was a necessary item. The low ratings of this item may have existed because the jurors did not have a perceived understanding of the architectural design of detention centers. As per operational guidelines, outdoor play areas are usually fenced in, and sometimes contain a great deal of concrete. Therefore, in the summer months when the sun is hottest and the temperature is quite high, outdoor activities for one hour periods can be energy draining. The opportunity to retreat to a shaded area periodically would encourage more detainees to go outside for activity rather than remain sedentary in their air conditioned rooms.

Acoustics in the outdoor setting was another low scoring (1.00) item that the researcher felt was not fully understood by all jurists. While acoustics is important for quality instruction inside a classroom, gymnasium, or multi-purpose room, likewise, students need to be able to hear and understand instructions outdoors. When a detention facility is located within an inner city environment or close to an airport, landfill, manufacturing plant, etc., providing verbal instruction can be a futile task. However, the researcher was aware that only those physical educators who have experienced this problem would be cognizant of its importance.

The item of "appropriate number of teaching stations for number of students housed" received a score of 1.60. According to Harrison and Blakemore (1992), adequate teaching

stations should be available for all instructors, whether the activities are indoor or outdoor oriented. The ACA guidelines delineate no more than 15 students with one instructor. Thus, for a curriculum which might accommodate 45 students in one class period, the facility would need to provide an indoor/outdoor area that would provide three separate teaching stations.

The majority of items removed from the original instrument are found in Table II - Curriculum; specifically in the activities section. As mentioned in Chapter III, the researcher consulted several curriculum guides from a variety of states, along with the Indiana Scorecard developed by William LaPorte, and current trends in the public school physical education classes to assist in the selection of activities for inclusion in the instrument. Interestingly, the jurists who were physical educators scored all original activities a 2.0 or higher, while the jurists who were detention directors provided low scores to all individual sports except conditioning and weight training. The same jurists also provided low scores to the activities of hockey, rugby, speedball, and social dance.

The researcher did elect to retain some low-scoring items in the activity area; those of circuit training, tumbling, and social dance. It was felt that perhaps the detention center directors visited with their physical education staff to learn what activities were offered at their facility and possibly coded their choices based on

their curriculum. Since the researcher had taught at juvenile detention centers previously, and had experienced great success with tumbling activities and dance activities, the decision was made to include these items in the final instrument. However, the terminology of social dance was changed to read popular dances. Circuit training was retained because it is a form of conditioning activities, and conditioning averaged a 2.80.

Funding items were very important to all jurists. Yet, the item concerning fast order purchasing averaged a score of 1.80 as displayed in Table III. Once again, the researcher elected to retain this item and modify the wording, because all but one member of the jury rated the item a 2.0. In addition, the researcher had previous experience with purchasing necessary items on an emergency basis and felt this item to be of major importance.

Finally, with all items scored, refined, and in place on the instrument, the instrument was considered to possess content validity, and was ready to be administered at a juvenile detention facility.

The main purpose of administering the instrument was to determine the reliability of the instrument, for no rating scale, however well prepared, works unless it is used. The data from use of the instrument was looked at through intra-rater reliability, inter-rater reliability, and total instrument reliability.

The intra-rater reliability examined how close each

evaluator's scores of the first use of the instrument were to the scores of the second use of the instrument. Specifically, what percentage of items were marked exactly the same on both instruments. As mentioned earlier and displayed in Table IV, each evaluator scored in the 50% range in exact matches, meaning that 50 percent of their items were coded exactly the same way on two separate occasions. Although a drastic code change of three points did occur with two evaluators receiving 2% and the third evaluator receiving 1%, the correlation coefficients of intra-rater reliability were .60, .49, and .57 among the three evaluators.

According to Barrow, McGee, and Tritschler (1989), a correlation coefficient close to +1.00 or to -1.00 will be obtained if the two sets of scores are highly related. It was anticipated that this score would be high, given that the detention staff was asked not to initiate any changes in their curriculum, policies, etc. However, Baumgartner and Jackson (1982) cite four factors that can be a source of measurement error: 1) lack of agreement among scorers, 2) lack of consistent performance by the individual tested, 3) failure of an instrument to measure consistently, and 4) failure of the tester to follow standardized testing procedures. It is in factor number two that the researcher observed influence of raw data.

Noted within the raw data, the researcher observed a decided decline on scores in the categories of Staff and



Curriculum. During the second administration of the instrument, only one physical education instructor was available to answer the items requiring interview, while on the first administration, two physical educators were present. On the morning of the second visit, the detention center experienced an escape of two juveniles, who were found by the noon hour. It was told to the evaluators that the absent physical educator was involved in counseling with the two youths and would not be present for the interview. Possibly, the two physical educators interpreted the questions differently, thus answered differently, which then resulted in the evaluators coding differences. This would also explain the high correlations in Table V - interrater reliability which denotes the percentage of agreement among all three evaluators' scores during the first and second administration of the instrument. This is one measurement procedure in which professionals are most interested in the results because it basically states that the instrument can be placed in the hands of other evaluators and derive the same results. Tuckman (1972) suggested that if this correlation is sufficiently high (it should be about .70 or better), one can usually conclude that individual differences in rater perception are within tolerable limits, thus reducing potential internal invalidity based on instrumentation.

The total instrument reliability score was .96; a very high correlation. Within the data provided in Table VI, the

observer will note NA recorded next to some categories. The NA should be interpreted to represent no variance among the subjects scores. Possibly, this occurrence is present because these categories required interviews where the response was exact. Nevertheless, a correlation coefficient of .96 denotes that the instrument was reliable in its measurement in both visits.

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This final chapter consists of a summary of the study, findings, conclusions, and recommendations for further studies.

#### Summary

The purpose of this study was to design a physical education program evaluation instrument for juvenile detention centers.

Selection of the items to be included in the instrument were chosen from four areas: a) the American Correctional Association Policy Handbook; b) the American Alliance for Health, Physical Education, Recreation, and Dance suggested program guidelines for middle and elementary schools; c) the Indiana Scorecard developed by William LaPorte; d) various physical education curriculum guidelines from several states; e) a variety of textbooks in the field of physical education curriculum and program development; and f) personal experience as an instructor in juvenile detention centers.

The first draft of the instrument was sent to Dr. Rosemary McGee, noted expert in the field of physical

education programming and measurement, who volunteered to critique the draft. Following Dr. McGee's suggestions, the category of Funding was added to the instrument along with re-wording of several items.

The initial draft was then sent to a panel of five jurists, also considered experts in their fields of either physical education and/or juvenile detention programming. The jurors were asked to rate each item for its importance to an overall physical education program. Following the results of the jury, a total of ten items needed to be either discarded or edited for inclusion. The final instrument contained 73 items within seven categories: Facilities (indoor); Facilities (outdoor); Equipment; Staffing; Curriculum; Traffic Control; and Funding.

A group of three evaluators were chosen to administer the test in a juvenile detention setting to help determine the reliability of the instrument.

### Findings

The data collected in this study were analyzed through correlational procedures. Each of the research questions was examined to help denote the validity and reliability of the total instrument. The data yielded the following results:

1. It was determined that a program evaluation instrument can be designed which contains content validity. The fact that several noted experts

were employed to adjudicate the rough draft, and that their suggested revisions were accommodated encouraged the researcher's determination for an acceptable instrument.

- 2) The instrument was shown to possess intra-rater reliability with correlations of .60, .49, and .57 among the three evaluators. Though the researcher would prefer higher correlations overall, 80% of the coding on the first use of the instrument had either exact matches or missed by only one point for each of the evaluators in the second use of the instrument.
- 3) Inter-rater reliability was shown to be existent with very high correlations of .89, .80, and .78 on the first test, and correlations of .90, .81, and .86 on the re-test.
- 4) It was accepted that the instrument possessed stability reliability with a coefficient of .96 for the total score. This was considered to be the strongest task of the instrument; whether the instrument could be repeated over a time period and yield a close relationship in the coding results.
- 5) The problem of accommodating the ACA operational guidelines and the AAHPERD curriculum suggestions appeared to be solved through the endorsement of the jury. However, the one category that required

several deletions was the category of Curriculum. Eleven activities failed to meet the 2.0 average. Three of these activities (circuit training, rebound tumbling, and social dances) were retained, and one of the activities (life-saving) was placed within a curriculum statement elsewhere in the instrument. The researcher had experienced great success with instruction of circuit stations, tumbling, and certain line dances at detention centers, and felt strongly that those activities should be included in the final instrument. However, the title of "social" dances was altered to read "popular" dances. The life-saving activity was moved to another area of curriculum and was altered to read First Aid and CPR instruction.

### Conclusions

In consideration of the results and within the limitations imposed by the design of this study, the following conclusions seem warranted:

1. A physical education program evaluation instrument for juvenile detention centers can be developed without compromising ACA standards or AAHPERD curriculum guidelines.
2. The Clevenger Physical Education Program Evaluation Instrument has been developed which is both valid and reliable.

### Recommendations for Further Study

With reference to the purpose, methods, procedures and results of this study, recommendations for further research in this area are as follow:

1. Replication of this study at several juvenile institutions to determine further reliability of the instrument is suggested. This study visited only one institution; an institution where the students were housed within cottages in a rural setting as opposed to urban detention centers. The majority of juvenile detention centers and youth development centers are very similar to adult penal institutions where housing and school areas are contained within the same building structure.
2. Documentation in the form of lesson plans, notes, scores, etc. should be provided to the evaluators by the physical education staff regarding the curriculum. This category required interview to ascertain the coding, and it is possible that the responses from the staff were favorable to prevent their program from appearing sparse in its offerings.
- 3) Replication of this study should be performed on a large enough scale in which parts of the instrument could help determine whether or not the facility is good or bad; whether or not the

curriculum is good or bad; etc. This could be done by use of the instrument at a large number of institutions which would generate enough data to assign weight to each category.

- 4) The coding of the instrument should probably be changed to read E, S, F, U, and NE. The U code represented both the situations of unsatisfactory and non-existent. This presents a dilemma on certain items within the instrument because the reader will not know which situation is in place. Also, after further reading among noted measurement specialists, it would appear that a five-point scale is usually preferred in a rating scale.
- 5) Within the category of Funding, item number seven should be split into two items. The researcher learned that state funding places repair of equipment and replacement of expendable items in different accounts. Also, within this item, the term "equipment" was of question by the director. Perhaps this word requires a functional definition.
- 6) The category of Curriculum should include swimming, and very definitely outdoor activities such as ropes courses, project adventure, etc. A number of institutions are currently using these activities as part of the rehabilitative process for incarcerated youth, and all three evaluators suggested the addition of this area to the instrument.



- 7) Within the Staff category, item number one should be edited for greater clarification, or it should be split into two items. The problem with the item is that it asks about academic training or experience of the staff, yet the coding only allows for academic training, not experience.
- 8) In telephone conversation with Ms. Lani Graham of the American Alliance for Health, Physical Education, Recreation and Dance, the researcher learned that the organization receives requests from penal programs around the nation regarding physical education guidelines specifically designed for detention centers. Therefore, a task force should be developed by the American Correctional Association along with AAHPERD to put in place some physical educational program guidelines that are specific to the needs of the juvenile detention environment.
- 9) Modification of the instrument to accommodate the short-term juvenile detention centers, with a second instrument available for long-term treatment juvenile detention centers may be necessary. Since the short-term center is built for the express purpose of "holding" the detainees until adjudication, and since the center should not have to house the detainee for more than 30 days, most short-term centers are not equipped to provide

a full educational curriculum. However, a long-term or youth development center is built with the idea that most youth will reside at the center for a period of months or years. Therefore, the center will try to accommodate a full public school curriculum. Thus, there may be a need for two forms of the instrument.

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APPENDIX A  
ORIGINAL INSTRUMENT AND  
SUGGESTED REVISIONS

## PROGRAM EVALUATION INSTRUMENT

E= essential  
 D= desirable  
 U= Unimportant

E= meets all possible needs of  
 all possible physical education  
 activities  
 S= meets average needs of most  
 physical education activities  
 F= poor in meeting needs of most  
 physical education activities  
 U= inferior or non-existent in  
 meeting needs of physical  
 education activities

FACILITIES - Indoor

E D U	1) a gymnasium	E S F U
E D U	2) a multi-purpose room (will accomodate activities that are not ball-handling in nature)	E S F U
	3) a weight room	E S F U
E D U	4) swimming pool	E S F U
E D U	5) boundary markings on playing surface and walls	E S F U
E D U	6) Surface of floor	E S F U
E D U	7) Acoustics	E S F U
E D U	8) Appropriate number of teaching stations for the total number of students housed	E S F U
E D U	9) Storage space	E S F U
E D U	10) Properly equipped instructors' offices	E S F U
E D U	11) Walls are smooth and obstruction-free; painting is a light color; drinking fountains and radiators are recessed; ceiling height is between eighteen and twenty-two feet in gymnasium.	E S F U
E D U	12) Adequate toilet facilities are available and easily accessible from teaching stations	E S F U
E D U	13) Maintenance and sanitation of indoor areas	E S F U
E D U	14) Communication system between the control center and activity areas	E S F U

Facilities - Outdoor

E D U	1) a grassed field/area	E S F U
E D U	2) a hard surface court or play area	E S F U
E D U	3) Surface of court or play area	E S F U
E D U	4) Shaded areas for play or viewing at all times of the school day	E S F U
E D U	5) proper drainage of play areas	E S F U
E D U	6) Surface of grassed area	E S F U
E D U	7) Surface of court area	E S F U
E D U	8) Boundary markings on play areas	E S F U
E D U	9) Acoustics	E S F U



E D U	10) Appropriate number of teaching stations for number of students housed	E S F U
E D U	11) Storage Space	E S F U
E D U	12) Maintenance and sanitation of outdoor areas	E S F U
E D U	13) Maintenance work on fields and courts is performed by personnel other than instructors or students	E S F U
E D U	14) Play areas are lighted for night use	E S F U
E D U	15) Provision is made to keep "high-flying" equipment inside grounds of facility	E S F U
E D U	16) Communication system between the control center and activity areas	E S F U

EQUIPMENT

E D U	1) Fixed equipment indoors	E S F U
E D U	2) Fixed equipment outdoors	E S F U
E D U	3) Retractable equipment	E S F U
E D U	4) Individual sports equipment	E S F U
E D U	5) Dual sports equipment	E S F U
E D U	6) Team sports equipment	E S F U
E D U	7) Fitness measurement equipment	E S F U
E D U	8) Rhythmical equipment	E S F U
E D U	9) Quality and durability of equipment	E S F U
E D U	10) Ease of transportation	E S F U
E D U	11) Proper activity clothing and shoes are provided	E S F U
E D U	12) Adequate supply of balls (in good condition) and similar equipment is available for class instruction in all team activities offered. (U = one ball, or other item, for every 10 members of average size class; F = one for every eight; S = one for every five; E = one for every three)	E S F U
E D U	13) Class sets of supplies for individual or dual sports are provided for class instruction in all activities are offered. (E = individual supplies for each member of peak load class; S = for each member of average size class; F = for every two students; U = for every three students)	E S F U
E D U	14) Towels are made available	E S F U
E D U	15) Adequate first aid supplies are available at all times in a first aid room, or in instructor's office, or equipment office.	E S F U

STAFF

- |       |   |         |
|-------|---|---------|
| E D U | 1) All persons handling physical education classes under school supervision are properly certified to teach in the state and have had extensive training and/or experience in physical education. (E = all certified and experienced; S = all with a major in physical education or Therapeutic Recreation; F = all with major or minor in related field; U = all with major or minor in unrelated field) | E S F U |
| E D U | 2) All persons handling physical education classes under school supervision can interact with students and fellow teachers in a way that is supportive of the special needs of the students (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |
| E D U | 3) Instructors stress coordinated teaching; combining performance fundamentals necessary rules, strategy, social and ethical standards, health and safety factors; and attempt to adapt program to outside recreational needs and interests. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| E D U | 4) Instructors employ various teaching styles and are able to modify rules equipment and instructional stations to conform to needs of the learner. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |
| E D U | 5) Instructors are able to interpret goals, objectives, and learner outcomes of local school system, and apply them to the in-house curriculum. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |
| E D U | 6) Instructors assume leadership in providing for the expanded physical activity experiences for all students in the facility. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| E D U | 7) Instructors consider the developmental and skill level of the student as well as the nature of the activity as criteria for planning instructional strategies. (E = Excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |
| E D U | 8) Instructors are able to maintain and manage record-keeping systems which can be utilized in planning or progressive instruction. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |
| E D U | 9) Support staff is provided in each physical education class. (E = 1 officer per 10 students; S = 1 officer per 15 students; F = 1 officer per 20 students; U = 1 officer per 25 students)   | E S F U |
| E D U | 10) Support staff has received training in assisting the physical education instructor. (E = degree in related field; S = associate degree in related field; F = training seminar plus one-week internship; U = training seminar)   | E S F U |

E = essential  
 D = desirable  
 U = unimportant

E = two or more week unit  
 S = one week unit  
 F = once or twice per week  
 U = One or two hour introduction  
 by visiting professional,  
 or non-existent

### CURRICULUM

	1) Individual Sports:	
E D U	Conditioning	E S F U
E D U	Circuit training	E S F U
E D U	Golf	E S F U
E D U	Life-saving	E S F U
E D U	Self-Defense	E S F U
E D U	Rebound Tumbling	E S F U
E D U	Swimming	E S F U
E D U	Trampoline	E S F U
E D U	Weight Training	E S F U
	2) Dual Sports:	
E D U	Badminton	E S F U
E D U	Handball	E S F U
E D U	Racquetball	E S F U
E D U	Paddleball	E S F U
E D U	Table Tennis	E S F U
E D U	Tennis	E S F U
	3) Team Sports:	
E D U	Basketball	E S F U
E D U	Hockey	E S F U
E D U	Flag Football	E S F U
E D U	Rugby	E S F U
E D U	Softball	E S F U
E D U	Soccer	E S F U
E D U	Kickball	E S F U
E D U	Speedball	E S F U
E D U	Volleyball	E S F U
	4) Rhythmical Activities:	
E D U	Aerobics	E S F U
E D U	Social Dances	E S F U
E D U	Coordination activities	E S F U
E D U	5) Instructed physical education classes are scheduled as part of each school day. (E = two or more hours per day; S = one hour per day; F = 30 min per day; U = three 1-hour sessions per week or less)	E S F U
E D U	6) The affective domain is addressed through physical education activity. (E = every day; S = three or more days of the unit; F = once during the unit; U = not addressed)	E S F U
E D U	7) The cognitive domain is addressed through physical education activity. (E = every day; S = three or more days of the unit; F = once during the activity; U = not addressed)	E S F U
E D U	8) The psychomotor domain is addressed through physical education activity. (E = every day; S = three or more days of the unit; F = once during the activity; U = not addressed)	E S F U

- |       |   |         |
|-------|---|---------|
| E D U | 9) Physical Education classes are planned as a viable part of the rehabilitation process. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |
| E D U | 10) Instructional classes are limited in size for effective instruction purposes. (E = 12-19 students per instructor; S = 20-25 per instructor; F = 26-30 per instructor; U = fewer than 10 or more than 30 per instructor)   | E S F U |
| E D U | 11) Testing for final grade in activity is distributed over (1) performance skills, (2) knowledge of rules and strategy, (3) sportsmanship, (4) improvement. (E = all areas are considered; S = three of the areas are considered; F = one - two of the areas are considered; U = none of the areas are considered, or no testing is used.) | E S F U |
| E D U | 12) Well-organized sports (activity) days are staged periodically under trained and experienced leadership with major emphasis on carry-over types of sports. (E = one per month; S = one per three months, F = two per school year; U = one or none per school year)   | E S F U |
| E D U | 13) Evaluation of the physical education curriculum takes place yearly with input from students, support staff, fellow teachers, and administrators. (E = three of the four populations are involved; S = two of the populations; F = one of the populations; U = evaluation does not take place.)  | E S F U |

TRAFFIC CONTROL

- |       |  |         |
|-------|--|---------|
| E D U | 1) Minimal travel distance between teaching stations. (E = no control doors to pass through; S = one control door to pass through; F = two control doors; U = three or more)   | E S F U |
| E D U | 2) Minimal travel congestion during change of classes which is controlled through supervision; single-file; one side or hallway or foyer; alphabetical order. (E = all four stipulations; S = three stipulations; F = two stipulations; U = one or none of the stipulations) | E S F U |
| E D U | 3) Minimal disturbance of classroom areas as activity classes are in session or travel to teaching stations. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |
| E D U | 4) Comfort and safety are provided for students at all teaching stations. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| E D U | 5) There is ease of supervision and desirable separation areas for incorrigibles. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| E D U | 6) There is provision for connections to future additions. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |

8-10-91

Dear Karen,

Thanks for sending copy of your proposal. That was very helpful.

I'm confused about whether this is a recreation program or a physical education program. The latter I consider instructional. The recreation program is more voluntary, generally. The literature always refers to a physical educator being in charge of the program. (I see from curr. section that it is instructional). OK!

P.E.  
vs  
Rec.

Are these both sexes in detention centers and, if so, should your scale make any provision for accommodating both groups? Also, under curriculum, should you make some provision for scheduling by ability grouping instead of age and/or sex.

Segregated  
vs  
CO ED

Fac. Indoor -	14 ratings
Fac outdoor -	16 ratings
Equipment -	15 ratings
Staff -	10 ratings
Curriculum -	36 ratings
Traffic control -	6 ratings
Funding -	7 ratings

WEIGHTING

---

104 ratings

I'm concerned about using a total score because by virtue of the number of items in each category, you have weighted them unevenly, and perhaps they should be. Certainly curriculum should be weighted heavy as should staff. How do you cope with this concept? You could have great facilities and equipment and a poor curriculum and still score pretty well perhaps.

Number the pages of instrument. Number pages of proposal. Add section for comments.

Yes

If I were your committee (really none of my business), I'd want to know more about your jurist - how many, are they evaluating the instrument - serving as visitors, too, etc., etc.

RATIONALE

Sorry I've not been able to type this. Lynne can read my handwriting if you need help.

Your materials are looking good and I wish you well on your project - I hope I've been helpful.

Sincerely,

August 2, 1991

Dear Committee:

Along with your copy of Rosemary McGee's letter to me, I will do my best to transpose her comments "page by page" on the instrument.

Interpretation of Instrument: The opening paragraph pleased her in it's wording. The second paragraph has a footnote at the bottom of the page where she states that 'the statements on left to be used by jurist should be removed by time the scale is ready for use by evaluators who visit centers.' I had planned to do this already.

Evaluation - pg.1: a) give directions for filling out instrument - e.g. circle letter - or whatever. b) Give name or not? Date? c) Do they have locker rooms? d) on item 9 - Is this the same as an equipment room? You need both.

Evaluation - pg. 2: a) Drinking fountains? Access to rest-rooms? b) Items # 3 and 7 appear to be redundant - may need to add the term "all-weather". c) Item # 11 - size and proximity to outdoor facilities for equipment? Or for lawnmowers?

Evaluation - pg. 3: a) What is the difference between fixed equipment and port. of a facility? e.g. goal posts.  
 b) Would a \_\_\_\_\_ be helpful? Or maybe more harm than good. (I have no idea what she's asking.)  
 c) Item # 1 (e.g. basketball goals, floor plates, nets)  
 d) Item # 2 (e.g. backstops, etc.)  
 e) Item # 3 ?  
 f) Item # 7 (e.g. - - - -)  
 g) Item # 8 (e.g. - - - -)  
 h) Item # 10 should read Equipment for transporting equipment.  
 i) Item # 11 - Laundry capabilities? Federal regulation states that children will have immediate access to clean clothes at the beginning and close of each day. The childcare officers take care of issuing clothes. In asking this question, I was concerned that the students should have available shorts, sweatpants, etc. as opposed to slacks and T-shirt for activity.  
 j) Item # 12 - For some reason Rosemary wanted to change the order of the coding; but I disagree.  
 k) Item # 14 - laundry of the towels is provided by the detention staff. Students have access to clean towels and water provided at the conclusion of each 50 minute activity period.

*If you have  
 any questions about  
 my comments please  
 call me*

Evaluation - pg. 4: Rosemary suggested a continuance of the instrument to the Staff category with some space allowed to indicate a new section. I do plan to do this on the final draft.

Evaluation - pg. 5: a) Item # 1 needs a change in wording.  
 b) Item # 6 - Rosemary questions the word "expanded". I am asking in this question whether the physical educator assumes leadership in providing activity experiences for all incarcerated youth (even those who do not attend school) through after-school programs, fun days, day-room competitions, tournaments outside the scheduled curriculum.

Evaluation - pg. 6: a) Add Item # 11 to category. All persons handling physical education classes are trained in First Aid and have a current certificate in CPR.  
 b) Bring Curriculum category following immediately after Staff, with some space allowed to indicate a new section. c) You may want a Comments space after each section, but certainly one at the end.

Evaluation - pg. 7: a) Rosemary has suggested adding "other" to each of the sports categories, but I have included only the activities that are acceptable by ACA due to the nature of the equipment. Also, I don't know how "other" would fit the current coding to the right of each sport/activity.  
 b) Question regarding scheduling: ability groupings, progression, age range. Normally, the students are assigned to particular dayrooms according to their type of crime and age. An entire dayroom usually attends all classes together throughout the school day. Therefore, most classes are coed, vary in ability, and vary in age to some degree.

Evaluation - pg. 8: No comments

Evaluation - pg. 9: a) Item # 3 needs change in wording  
 b) Item # 4 has a question regarding the word "comfort". It is my purpose to ascertain that areas of dryness, shade, and opportunity for sufficient viewing exists for students who must be spectators, and for childcare officers who usually do not want to participate in the activities. In addition, this area must be free from hazards caused by the ongoing activity, as well as man-made or environmental hazards, and must be within viewing distance of the security cameras.

Evaluation - pg. 10: a) Item # 1 needs wording change;  
 b) Item # 3 - "will PPBS be known to visitors?" Yes, I will be training the evaluators on the background of each question; c) Item # 6 - Rosemary says that "Institutional budgets don't usually show capital outlay.

That would be equal the budget for the whole facility."  
I created this question from Edward F. Voltmer's text-  
book Organization and Administration of Physical Educat.  
pp. 361-362. d) Item # 7 - "Should the whole budget  
be based on cost analysis or just the expendable items  
you list. e) Need to add question: Budgets show a  
5-year record of income and expenditures. This needs  
to be added near # 2 or added to # 1 or 2.



## INTERPRETATION OF INSTRUMENT

As a reminder, this instrument has been created to serve as a checklist or scorecard for use by authorities overseeing a juvenile detention center. Please keep in mind that the instrument is to be used as a part of a process; to perhaps identify strengths and weaknesses of the existing program. The scores generated by the instrument are not to be used as determinant of an existing program being classified as good or bad. *|| good*

The instrument is categorized into the following: Facilities (indoor and outdoor), Equipment, Staff, Curriculum, Traffic Control, and Funding. Provided under each category are a number of statements and/or sub-categories with a rating scale to the left of each statement for use by the jurists, and an evaluative scale provided to the right of each item for use by the evaluators who visit the detention centers.

The rating scale to the left of each item is coded as E, D, or U with explanation of the code provided at the top of each page of the instrument. As mentioned earlier, this code is for use by the jury members only. The jury code carries a 3-2-1 point assignment with essential = 3 points, desirable = 2 points, and unimportant = 1 point. All items not averaging a 2.0 among the five jurists will be discarded or amended to jury satisfaction. *N = NA*

The rating scale to the right of each item is coded E, S, F, or U with explanation of the code located at the top of most pages. In some statements, the code letters remained the same, but a different definition of the code was provided at the end of the item. Examples of this occurrence appear in the categories of Curriculum and Staff. The evaluation code carries a 4-3-2-1 point assignment with E = 4, S = 3, F = 2, and U = 1. It is anticipated that through this numerical coding, the evaluation instrument can be scored both as a total program as well as within each category.

Please feel free to mark the coding on the left of the instrument, as well as provide editing and suggestions in the space provided under each item. Overall comments may be written in the remaining space of this sheet and on the back if necessary.

Thank you for your participation,

*Karen B. Cleverly*

*statements - left to be used by jurist - should be removed by time the scale is ready to use by evaluators who visit centers.*

APPENDIX B

REVISED INSTRUMENT

CLEVENGER PHYSICAL EDUCATION  
PROGRAM EVALUATION INSTRUMENT

E = essential  
D = desirable  
U = unimportant

E = meets all possible needs of  
all possible physical education  
activities  
S = meets average needs of most  
physical education activities  
F = poor in meeting needs of most  
physical education activities  
U = inferior or non-existent in  
meeting needs of physical  
education activities

		<u>FACILITIES</u> - Indoor		<u>COMMENTS:</u>
E	D	U	1) a gymnasium	E S F U
E	D	U	2) a multi-purpose room (will accomodate activities that are not ball-handling in nature)	E S F U
E	D	U	3) a weight room	E S F U
E	D	U	4) swimming pool	E S F U
E	D	U	5) boundary markings on playing surface and walls	E S F U
E	D	U	6) Surface of floor	E S F U
E	D	U	7) Acoustics	E S F U
E	D	U	8) Appropriate number of teaching stations for the total number of students housed	E S F U
E	D	U	9) Storage space	E S F U
E	D	U	10) Equipment room	E S F U
E	D	U	11) Properly equipped instructors' offices	E S F U
E	D	U	12) Walls are smooth and obstruction-free; painting is a light color; drinking fountains and radiators are recessed; ceiling height is between eighteen and twenty-two feet in gymnasium.	E S F U
E	D	U	13) Adequate toilet facilities are available and easily accessible from teaching stations	E S F U
E	D	U	14) Maintenance and sanitation of indoor areas	E S F U
E	D	U	15) Communication system between the control center and activity areas	E S F U
			<u>Facilities</u> - Outdoor	
E	D	U	1) a grassed field/area	E S F U
E	D	U	2) a hard surface court or play area	E S F U
E	D	U	3) Surface of court or play area	E S F U

E D U	4) Shaded areas for play or viewing at all times of the school day	E S F U
E D U	5) proper drainage of play areas	E S F U
E D U	6) Surface of grassed area	E S F U
E D U	7) Boundary markings on play areas	E S F U
E D U	8) Acoustics	E S F U
E D U	9) Appropriate number of teaching stations for number of students housed	E S F U
E D U	10) Covered storage space is provided for outdoor equipment	E S F U
E D U	11) Maintenance and sanitation of outdoor areas	E S F U
E D U	12) Maintenance work on fields and courts is performed by personnel other than instructors or students	E S F U
E D U	13) Play areas are lighted for night use	E S F U
E D U	14) Provision is made to keep "high-flying" equipment inside grounds of facility	E S F U
E D U	15) Communication system between the control center and activity areas	E S F U
E D U	16) Access to drinking water and restrooms	E S F U

EQUIPMENTCOMMENTS:

E D U	1) Fixed equipment indoors (e.g. basketball goals, floor plates, etc.)	E S F U
E D U	2) Fixed equipment outdoors (backstops, etc.)	E S F U
E D U	3) Retractable equipment (e.g. volleyball/badminton standards, mats, mini-tramps, etc.)	E S F U
E D U	4) Individual sports equipment (refer to Curriculum area)	E S F U
E D U	5) Dual sports equipment (refer to Curriculum area)	E S F U
E D U	6) Team sports equipment (refer to Curriculum area)	E S F U
E D U	7) Fitness measurement equipment (e.g. tape measure, 36" ruler, skinfold caliper, stopwatch, etc.)	E S F U
E D U	8) Rhythmical equipment (e.g. record player, tape player, records/tapes, jump ropes, etc.)	E S F U
E D U	9) Quality and durability of equipment	E S F U

- |       |  |         |
|-------|--|---------|
| E D U | 10) Equipment for transporting equipment (e.g. dollies, mesh bags for multiple balls, carrier racks for rackets, etc.)   | E S F U |
| E D U | 11) Proper activity clothing and shoes are provided by the institution   | E S F U |
| E D U | 12) Towels are made available during or at the conclusion of activity.   | E S F U |
| E D U | 13) Adequate first aid supplies are available at all times in a first aid room, or in instructor's office, or equipment office.  | E S F U |
| E D U | 14) Class sets of supplies for individual or dual sports are provided for class instruction in all activities offered. (E = individual supplies for each member of peak load class; S = for each member of average size class; F = for every two students; U = for every three students.)  | E S F U |
| E D U | 15) Adequate supply of balls (in good condition) and similar equipment is available for class instruction in all team activities offered. (E = one ball, or other item, for every three members of an average size class; S = one item for every five members; F = one item for every eight; U = one item for every ten members of the class.) | E S F U |

STAFFCOMMENTS:

- |       |  |         |
|-------|--|---------|
| E D U | 1) All persons handling physical education classes under school supervision are properly certified to teach in the state and have had extensive training and/or experience teaching physical education. (E = all certified and experienced; S = all with a major in Physical Education or Therapeutic Recreation; F = all with major or minor in related field; U = all with major or minor in unrelated field.) | E S F U |
| E D U | 2) All persons handling physical education classes under school supervision can interact with students and fellow teachers in a way that is supportive of the special needs of the students. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |
| E D U | 3) Instructors stress coordinated teaching; combining performance fundamentals, necessary rules, strategy, social and ethical standards, health and safety factors; and attempt to adapt program to outside recreational needs and interests. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |

- E D U 4) Instructors employ various teaching styles and are able to modify rules equipment and instructional stations to conform to needs of the learner. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory) E S F U
- E D U 5) Instructors are able to interpret goals, objectives, and learner outcomes of local school system, and apply them to the in-house curriculum. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory) E S F U
- E D U 6) Instructors assume leadership in providing for the expanded (after school) physical activity experiences for all students in the facility. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory) E S F U
- E D U 7) Instructors consider the developmental and skill level of the student as well as the nature of the activity as criteria for planning instructional strategies. (E = Excellent; S = satisfactory; F = fair; U = unsatisfactory) E S F U
- E D U 8) Instructors are able to maintain and manage record-keeping systems which can be utilized in planning progressive instruction. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory) E S F U
- E D U 9) Support staff is provided in each physical education class. (E = 1 officer per 10 students; S = 1 officer per 15 students; F = 1 officer per 20 students; U = 1 officer per 25 students) E S F U
- E D U 10) Support staff has received training in assisting the physical education instructor. (E = degree in related field; S = associate degree in related field; F = training seminar plus one-week internship; U = training seminar) E S F U
- E D U 11) All persons handling physical education classes are trained in first aid and have a current certificate in first aid and CPR. (E = current certificate in first aid and CPR; S = current certificate in CPR; F = training in first aid or CPR; U = no training) E S F U

E = essential  
D = desirable  
U = unimportant

E = two or more week unit  
S = one week unit  
F = once or twice per week  
U = One or two hour introduction  
by visiting professional,  
or non-existent

<u>CURRICULUM</u>		<u>COMMENTS:</u>
	1) Individual Sports:	
E D U	Conditioning	E S F U
E D U	Circuit training	E S F U
E D U	Golf	E S F U
E D U	Life-saving	E S F U
E D U	Self-Defense	E S F U
E D U	Rebound Tumbling	E S F U
E D U	Swimming	E S F U
E D U	Trampoline	E S F U
E D U	Weight Training	E S F U
E D U	Other: _____	E S F U
	2) Dual Sports:	
E D U	Badminton	E S F U
E D U	Handball	E S F U
E D U	Racquetball	E S F U
E D U	Paddleball	E S F U
E D U	Table Tennis	E S F U
E D U	Tennis	E S F U
E D U	Other: _____	E S F U
	3) Team Sports:	
E D U	Basketball	E S F U
E D U	Flag Football	E S F U
E D U	Hockey	E S F U
E D U	Rugby	E S F U
E D U	Softball	E S F U
E D U	Soccer	E S F U
E D U	Kickball	E S F U
E D U	Speedball	E S F U
E D U	Volleyball	E S F U
E D U	Other: _____	E S F U
	4) Rhythmical Activities:	
E D U	Aerobics	E S F U
E D U	Social Dances	E S F U
E D U	Coordination activities	E S F U
E D U	Other: _____	E S F U
E D U	5) Instructed physical education classes are scheduled as part of each school day. (E = two or more hours per day; S = one hour per day; F = 30 min per day; U = three 1-hour sessions per week or less)	E S F U
E D U	6) The affective domain is addressed through physical education activity. (E = every day; S = three or more days of the unit; F = once during the unit; U = not addressed)	E S F U
E D U	7) The cognitive domain is addressed through physical education activity. (E = every day; S = three or more days of the unit; F = once during the activity; U = not addressed)	E S F U

- |       |  |         |
|-------|--|---------|
| E D U | 8) The psychomotor domain is addressed through physical education activity. (E = every day; S = three or more days of the unit; F = once during the activity; U = not addressed)   | E S F U |
| E D U | 9) Physical Education classes are planned as a viable part of the rehabilitation process. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| E D U | 10) Instructional classes are limited in size for effective instruction purposes. (E = 12-19 students per instructor; S = 20-25 per instructor; F = 26-30 per instructor; U = fewer than 10 or more than 30 per instructor)  | E S F U |
| E D U | 11) Testing for final grade in activity is distributed over (1) performance skills, (2) knowledge of rules and strategy, (3) sportsmanship, (4) improvement. (E = all areas are considered; S = three of the areas are considered; F = one or two of the areas are considered; U = none of the areas are considered, or no testing is used.) | E S F U |
| E D U | 12) Well-organized sports (activity) days are staged periodically under trained and experienced leadership with major emphasis on carry-over types of sports. (E = one per month; S = one per three months; F = two per school year; U = one or none per school year)  | E S F U |
| E D U | 13) Evaluation of the physical education curriculum takes place yearly with input from students, support staff, fellow teachers, and administrators. (E = three of the four populations are involved; S = two of the populations; F = one of the populations; U = evaluation does not take place.)   | E S F U |

TRAFFIC CONTROLCOMMENTS:

- |       |  |         |
|-------|--|---------|
| E D U | 1) Minimal travel distance between teaching stations. (E = no control doors to pass through; S = one control door to pass through; F = two control doors; U = three or more)   | E S F U |
| E D U | 2) Minimal travel congestion during change of classes which is controlled through supervision; single-file; one side of hallway or foyer; alphabetical order. (E = all four stipulations; S = three stipulations; F = two stipulations; U = one or none of the stipulations) | E S F U |
| E D U | 3) Minimal disturbance of classroom areas as activity classes are in session or travel to teaching stations. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |



- |       |   |         |
|-------|---|---------|
| E D U | 4) Comfort and safety are provided for students at all teaching stations. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)         | E S F U |
| E D U | 5) There is ease of supervision and desirable separation areas for incorrigibles. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory) | E S F U |
| E D U | 6) There is provision for connections to future additions. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)                        | E S F U |

FUNDINGCOMMENTS:

- |       |   |         |
|-------|---|---------|
| E D U | 1) There exists a prepared budget statement of estimated income and expenditures. (E = yes, U = no)   | E S F U |
| E D U | 2) Budgets are planned well in advance of the fiscal period in which they will be used. (E = nine months in advance; S = six months; F = three months; U = one month)   | E S F U |
| E D U | 3) Budgets show a five-year record of income and expenditures. (E = yes; U = no)  | E S F U |
| E D U | 4) The budget plan used is one of the following:<br>E = combination of Line Item and Program Planning Budget System (PPBS)<br>S = Line Item budget only<br>F = PPBS only<br>U = No particular method                            | E S F U |
| E D U | 5) Funds essential for an effective physical education program are provided from the same sources as other educational programs. (E = yes; U = no)  | E S F U |
| E D U | 6) There exist a fast order purchasing procedure for small purchases. (E = purchases up to \$200; S = up to \$150; F = up to \$100; U = up to \$50)   | E S F U |
| E D U | 7) School budget allows for maintenance and repair of equipment, purchase of new equipment, replacement of expendable items. (E = all four areas; S = three of the four areas; F = two of the four areas; U = one of the areas) | E S F U |
| E D U | 8) Budget for supplies (balls, nets, racquets, shuttlecocks, etc.) is based upon a certain amount per student in the facility. (E = yes; U = no)  | E S F U |

APPENDIX C

AVAILABLE JURY RESUMES

## RESUME

Ted Baumgartner, Ph.D.

## Biographical:

## Education:

Oklahoma State University, Bachelor of  
Science, 1961

Southern Illinois University, Master of  
Science, 1962

University of Iowa, Doctor of Philosophy,  
1967

## Professional Experience:

The University of Georgia  
1977 - present

Indiana University  
1967 - 1977

Public Schools of Oklahoma  
1962 - 1964

## Publications:

Four textbooks (includes textbook chapters  
and Directories); 34 journal articles

## Presentations:

16 National, District, and State presenta-  
tions.

## RESUME

Melvin Brown, Jr. , Ph.D.

## Biographical:

## Education:

Doctor of Philosophy  
Three Masters Degrees  
Graduate work includes:  
administration  
education  
criminal justice  
social work  
theology  
psychology  
counseling

## Professional Experience:

Director of Montgomery County (TX) Juvenile  
Department. 1979 - present

Director of Montgomery County Supervision  
and Corrections. 1985 - present

Director of Montgomery County Pre-Trial  
Release Program. 1990 - present

Director of Detention Services for Dallas  
County Juvenile Probation Dept.

Director of Tarrant County (TX) Juvenile  
Detention Center

## Publications:

Author of Juvenile Detention, a publication  
of the Texas Juvenile Probation Commission.

Contributor to the American Correctional  
Association's monograph, Issues in Juvenile  
Detention.

## Appointments:

Advisory juvenile detention committees on  
the National and State levels.

## RESUME

Judith E. Rink, Ph.D.

## Biographical:

## Education:

State University of New York at Courtland,  
Bachelor of Science, Physical Education,  
1965.

University of North Carolina at Greensboro,  
Master of Science, Physical Education,  
1968.

The Ohio State University, Columbus, Doctor  
of Philosophy, Physical Education, 1979.

## Professional Experience:

The University of South Carolina  
1981 - present

The University of Toledo  
1979 - 1981

The Ohio State University  
1977 - 1978

University of North Carolina at Greensboro  
1970 - 73

## Publications:

Five textbooks; 19 journal articles

## Presentations:

44 National, Regional, and State presenta-  
tions

## RESUME

Mr. Richard Kelley

Biographical:

Education:

St. Francis College, Ft. Wayne, Indiana  
Master of Science Degree, Education, 1969

Grace College, Winona Lake, Indiana  
Bachelor of Arts Degree, Liberal Arts, 1962

Kent State University, Kent, Ohio  
General courses leading to B.A. Degree, 1957-59

Professional Experience:

Superintendent, Wood Youth Center (Indiana)  
1974 - present

Probation Officer, regional probation office  
1972 - 1974

Regional Representative, Great Lakes area,  
Church leadership  
1970 - 1971

Director, Continuing Education Program  
Leadership training for U.S. and Canada  
1967 - 1970

Educator, Lakeland School Corp. (Indiana)  
1963 - 1965

Publications:

Editor for six publications  
Consulting Editor for one magazine

Affiliations:

American Correctional Association; Commission on  
Accreditation for Corrections; National Juvenile  
Detention Association; Indiana Correctional Asso-  
ciation; Indiana Juvenile Detention Association;  
Indiana Criminal Justice Institute.

APPENDIX D

JURY LETTER AND PROPOSED INSTRUMENT

## INTERPRETATION OF INSTRUMENT

As a reminder, this instrument has been created to serve as a checklist or scorecard for use by authorities overseeing a juvenile detention center. Please keep in mind that the instrument is to be used as a part of a process; to perhaps identify strengths and weaknesses of the existing program. The scores generated by the instrument are not to be used as determinant of an existing program being classified as good or bad.

The instrument is categorized into the following: Facilities (indoor and outdoor), Equipment, Staff, Curriculum, Traffic Control, and Funding. Provided under each category are a number of statements and/or sub-categories with a rating scale to the left of each statement for use by the jurists, and an evaluative scale provided to the right of each item for use by the evaluators who visit the detention centers.

The rating scale to the left of each item is coded as E, D, or U with explanation of the code provided at the top of each page of the instrument. As mentioned earlier, this code is for use by the jury members only. The jury code carries a 3-2-1 point assignment with essential = 3 points, desirable = 2 points, and unimportant = 1 point. All items not averaging a 2.0 among the five jurists will be discarded or amended to jury satisfaction.

The rating scale to the right of each item is coded E, S, F, or U with explanation of the code located at the top of most pages. In some statements, the code letters remained the same, but a different definition of the code was provided at the end of the item. Examples of this occurrence appear in the categories of Curriculum and Staff. The evaluation code carries a 4-3-2-1 point assignment with E = 4, S = 3, F = 2, and U = 1. It is anticipated that through this numerical coding, the evaluation instrument can be scored both as a total program as well as within each category.

Please feel free to mark the coding on the left of the instrument, as well as provide editing and suggestions in the space provided under each item. Overall comments may be written in the remaining space of this sheet and on the back if necessary.

Thank you for your participation,



CLEVENGER PHYSICAL EDUCATION  
PROGRAM EVALUATION INSTRUMENT

E = essential  
D = desirable  
U = unimportant

E = meets all possible needs of  
all possible physical education  
activities  
S = meets average needs of most  
physical education activities  
F = poor in meeting needs of most  
physical education activities  
U = inferior or non-existent in  
meeting needs of physical  
education activities

		<u>FACILITIES</u> - Indoor	<u>COMMENTS:</u>				
E	D	U	1) a gymnasium	E	S	F	U
E	D	U	2) a multi-purpose room (will accomodate activities that are not ball-handling in nature)	E	S	F	U
E	D	U	3) a weight room	E	S	F	U
E	D	U	4) swimming pool	E	S	F	U
E	D	U	5) boundary markings on playing surface and walls	E	S	F	U
E	D	U	6) Surface of floor	E	S	F	U
E	D	U	7) Acoustics	E	S	F	U
E	D	U	8) Appropriate number of teaching stations for the total number of students housed	E	S	F	U
E	D	U	9) Storage space	E	S	F	U
E	D	U	10) Equipment room	E	S	F	U
E	D	U	11) Properly equipped instructors' offices	E	S	F	U
E	D	U	12) Walls are smooth and obstruction-free; painting is a light color; drinking fountains and radiators are recessed; ceiling height is between eighteen and twenty-two feet in gymnasium.	E	S	F	U
E	D	U	13) Adequate toilet facilities are available and easily accessible from teaching stations	E	S	F	U
E	D	U	14) Maintenance and sanitation of indoor areas	E	S	F	U
E	D	U	15) Communication system between the control center and activity areas	E	S	F	U
		<u>Facilities</u> - Outdoor	<u>COMMENTS:</u>				
E	D	U	1) a grassed field/area	E	S	F	U
E	D	U	2) a hard surface court or play area	E	S	F	U
E	D	U	3) Surface of court or play area	E	S	F	U

E D U	4) Shaded areas for play or viewing at all times of the school day	E S F U
E D U	5) proper drainage of play areas	E S F U
E D U	6) Surface of grassed area	E S F U
E D U	7) Boundary markings on play areas	E S F U
E D U	8) Acoustics	E S F U
E D U	9) Appropriate number of teaching stations for number of students housed	E S F U
E D U	10) Covered storage space is provided for outdoor equipment	E S F U
E D U	11) Maintenance and sanitation of outdoor areas	E S F U
E D U	12) Maintenance work on fields and courts is performed by personnel other than instructors or students	E S F U
E D U	13) Play areas are lighted for night use	E S F U
E D U	14) Provision is made to keep "high-flying" equipment inside grounds of facility	E S F U
E D U	15) Communication system between the control center and activity areas	E S F U
E D U	16) Access to drinking water and restrooms	E S F U

EQUIPMENTCOMMENTS:

E D U	1) Fixed equipment indoors (e.g. basketball goals, floor plates, etc.)	E S F U
E D U	2) Fixed equipment outdoors (backstops, etc.)	E S F U
E D U	3) Retractable equipment (e.g. volleyball/badminton standards, mats, mini-tramps, etc.)	E S F U
E D U	4) Individual sports equipment (refer to Curriculum area)	E S F U
E D U	5) Dual sports equipment (refer to Curriculum area)	E S F U
E D U	6) Team sports equipment (refer to Curriculum area)	E S F U
E D U	7) Fitness measurement equipment (e.g. tape measure, 36" ruler, skinfold caliper, stopwatch, etc.)	E S F U
E D U	8) Rhythmical equipment (e.g. record player, tape player, records/tapes, jump ropes, etc.)	E S F U
E D U	9) Quality and durability of equipment	E S F U

- |       |  |         |
|-------|--|---------|
| E D U | 10) Equipment for transporting equipment (e.g. dollies, mesh bags for multiple balls, carrier racks for rackets, etc.)   | E S F U |
| E D U | 11) Proper activity clothing and shoes are provided by the institution   | E S F U |
| E D U | 12) Towels are made available during or at the conclusion of activity.   | E S F U |
| E D U | 13) Adequate first aid supplies are available at all times in a first aid room, or in instructor's office, or equipment office.  | E S F U |
| E D U | 14) Class sets of supplies for individual or dual sports are provided for class instruction in all activities offered. (E = individual supplies for each member of peak load class; S = for each member of average size class; F = for every two students; U = for every three students.)  | E S F U |
| E D U | 15) Adequate supply of balls (in good condition) and similar equipment is available for class instruction in all team activities offered. (E = one ball, or other item, for every three members of an average size class; S = one item for every five members; F = one item for every eight; U = one item for every ten members of the class.) | E S F U |

STAFFCOMMENTS:

- |       |  |         |
|-------|--|---------|
| E D U | 1) All persons handling physical education classes under school supervision are properly certified to teach in the state and have had extensive training and/or experience teaching physical education. (E = all certified and experienced; S = all with a major in Physical Education or Therapeutic Recreation; F = all with major or minor in related field; U = all with major or minor in unrelated field.) | E S F U |
| E D U | 2) All persons handling physical education classes under school supervision can interact with students and fellow teachers in a way that is supportive of the special needs of the students. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |
| E D U | 3) Instructors stress coordinated teaching; combining performance fundamentals, necessary rules, strategy, social and ethical standards, health and safety factors; and attempt to adapt program to outside recreational needs and interests. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |

- |       |   |         |
|-------|---|---------|
| E D U | 4) Instructors employ various teaching styles and are able to modify rules equipment and instructional stations to conform to needs of the learner.<br>(E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| E D U | 5) Instructors are able to interpret goals, objectives, and learner outcomes of local school system, and apply them to the in-house curriculum.<br>(E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| E D U | 6) Instructors assume leadership in providing for the expanded (after school) physical activity experiences for all students in the facility.<br>(E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| E D U | 7) Instructors consider the developmental and skill level of the student as well as the nature of the activity as criteria for planning instructional strategies.<br>(E = Excellent; S = satisfactory; F = fair; U = unsatisfactory)                                | E S F U |
| E D U | 8) Instructors are able to maintain and manage record-keeping systems which can be utilized in planning progressive instruction. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| E D U | 9) Support staff is provided in each physical education class. (E = 1 officer per 10 students; S = 1 officer per 15 students; F = 1 officer per 20 students; U = 1 officer per 25 students)   | E S F U |
| E D U | 10) Support staff has received training in assisting the physical education instructor. (E = degree in related field; S = associate degree in related field; F = training seminar plus one-week internship; U = training seminar)                                   | E S F U |
| E D U | 11) All persons handling physical education classes are trained in first aid and have a current certificate in first aid and CPR. (E = current certificate in first aid and CPR; S = current certificate in CPR; F = training in first aid or CPR; U = no training) | E S F U |

E = essential  
D = desirable  
U = unimportant

E = two or more week unit  
S = one week unit  
F = once or twice per week  
U = One or two hour introduction  
by visiting professional,  
or non-existent

CURRICULUMCOMMENTS:

E	D	U	1) Individual Sports:				
			Conditioning	E	S	F	U
E	D	U	Circuit training	E	S	F	U
E	D	U	Golf	E	S	F	U
E	D	U	Life-saving	E	S	F	U
E	D	U	Self-Defense	E	S	F	U
E	D	U	Rebound Tumbling	E	S	F	U
E	D	U	Swimming	E	S	F	U
E	D	U	Trampoline	E	S	F	U
E	D	U	Weight Training	E	S	F	U
E	D	U	Other: _____	E	S	F	U
			2) Dual Sports:				
E	D	U	Badminton	E	S	F	U
E	D	U	Handball	E	S	F	U
E	D	U	Racquetball	E	S	F	U
E	D	U	Paddleball	E	S	F	U
E	D	U	Table Tennis	E	S	F	U
E	D	U	Tennis	E	S	F	U
E	D	U	Other: _____	E	S	F	U
			3) Team Sports:				
E	D	U	Basketball	E	S	F	U
E	D	U	Flag Football	E	S	F	U
E	D	U	Hockey	E	S	F	U
E	D	U	Rugby	E	S	F	U
E	D	U	Softball	E	S	F	U
E	D	U	Soccer	E	S	F	U
E	D	U	Kickball	E	S	F	U
E	D	U	Speedball	E	S	F	U
E	D	U	Volleyball	E	S	F	U
E	D	U	Other: _____	E	S	F	U
			4) Rhythmical Activities:				
E	D	U	Aerobics	E	S	F	U
E	D	U	Social Dances	E	S	F	U
E	D	U	Coordination activities	E	S	F	U
E	D	U	Other: _____	E	S	F	U
E	D	U	5) Instructed physical education classes are scheduled as part of each school day. (E = two or more hours per day; S = one hour per day; F = 30 min per day; U = three 1-hour sessions per week or less)	E	S	F	U
E	D	U	6) The affective domain is addressed through physical education activity. (E = every day; S = three or more days of the unit; F = once during the unit; U = not addressed)	E	S	F	U
E	D	U	7) The cognitive domain is addressed through physical education activity. (E = every day; S = three or more days of the unit; F = once during the activity; U = not addressed)	E	S	F	U

- |       |  |         |
|-------|--|---------|
| E D U | 8) The psychomotor domain is addressed through physical education activity. (E = every day; S = three or more days of the unit; F = once during the activity; U = not addressed)   | E S F U |
| E D U | 9) Physical Education classes are planned as a viable part of the rehabilitation process. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)  | E S F U |
| E D U | 10) Instructional classes are limited in size for effective instruction purposes. (E = 12-19 students per instructor; S = 20-25 per instructor; F = 26-30 per instructor; U = fewer than 10 or more than 30 per instructor)  | E S F U |
| E D U | 11) Testing for final grade in activity is distributed over (1) performance skills, (2) knowledge of rules and strategy, (3) sportsmanship, (4) improvement. (E = all areas are considered; S = three of the areas are considered; F = one or two of the areas are considered; U = none of the areas are considered, or no testing is used.) | E S F U |
| E D U | 12) Well-organized sports (activity) days are staged periodically under trained and experienced leadership with major emphasis on carry-over types of sports. (E = one per month; S = one per three months; F = two per school year; U = one or none per school year)  | E S F U |
| E D U | 13) Evaluation of the physical education curriculum takes place yearly with input from students, support staff, fellow teachers, and administrators. (E = three of the four populations are involved; S = two of the populations; F = one of the populations; U = evaluation does not take place.)   | E S F U |

TRAFFIC CONTROLCOMMENTS:

- |       |  |         |
|-------|--|---------|
| E D U | 1) Minimal travel distance between teaching stations. (E = no control doors to pass through; S = one control door to pass through; F = two control doors; U = three or more)   | E S F U |
| E D U | 2) Minimal travel congestion during change of classes which is controlled through supervision; single-file; one side of hallway or foyer; alphabetical order. (E = all four stipulations; S = three stipulations; F = two stipulations; U = one or none of the stipulations) | E S F U |
| E D U | 3) Minimal disturbance of classroom areas as activity classes are in session or travel to teaching stations. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)   | E S F U |

- |       |   |         |
|-------|---|---------|
| E D U | 4) Comfort and safety are provided for students at all teaching stations. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)         | E S F U |
| E D U | 5) There is ease of supervision and desirable separation areas for incorrigibles. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory) | E S F U |
| E D U | 6) There is provision for connections to future additions. (E = excellent; S = satisfactory; F = fair; U = unsatisfactory)                        | E S F U |

FUNDINGCOMMENTS:

- |       |   |         |
|-------|---|---------|
| E D U | 1) There exists a prepared budget statement of estimated income and expenditures. (E = yes, U = no)   | E S F U |
| E D U | 2) Budgets are planned well in advance of the fiscal period in which they will be used. (E = nine months in advance; S = six months; F = three months; U = one month)   | E S F U |
| E D U | 3) Budgets show a five-year record of income and expenditures. (E = yes; U = no)  | E S F U |
| E D U | 4) The budget plan used is one of the following:<br>E = combination of Line Item and Program Planning Budget System (PPBS)<br>S = Line Item budget only<br>F = PPBS only<br>U = No particular method                            | E S F U |
| E D U | 5) Funds essential for an effective physical education program are provided from the same sources as other educational programs. (E = yes; U = no)  | E S F U |
| E D U | 6) There exist a fast order purchasing procedure for small purchases. (E = purchases up to \$200; S = up to \$150; F = up to \$100; U = up to \$50)   | E S F U |
| E D U | 7) School budget allows for maintenance and repair of equipment, purchase of new equipment, replacement of expendable items. (E = all four areas; S = three of the four areas; F = two of the four areas; U = one of the areas) | E S F U |
| E D U | 8) Budget for supplies (balls, nets, racquets, shuttlecocks, etc.) is based upon a certain amount per student in the facility. (E = yes; U = no)  | E S F U |

APPENDIX E

RAW DATA OF JURISTS



RAW DATA OF JURISTS

	TEP B. JURIST 1	MELVIN B. JURIST 2	DON M. JURIST 3	JUDITH R. JURIST 4	DICK H. JURIST 5	AVERAGE PER QUESTION
FACILITIES - Indoor						
QUESTION 1	3	3	3	3	2	2.60
QUESTION 2	3	3	3	2	3	2.80
QUESTION 3	2	1	2	3	2	2.00
QUESTION 4	2	1	2	2	1	1.60
QUESTION 5	2	2	3	2	3	2.40
QUESTION 6	3	2	1	3	2	2.60
QUESTION 7	3	2	3	2	3	2.60
QUESTION 8	3	0	3	2	3	2.20
QUESTION 9	3	3	3	3	3	3.00
QUESTION 10	2	2	1	1	1	2.20
QUESTION 11	3	2	2	2	3	2.40
QUESTION 12	3	2	3	2	2	2.40
QUESTION 13	3	2	3	3	2	2.60
QUESTION 14	3	3	3	2	3	2.80
QUESTION 15	3	3	3	3	3	3.00
AVERAGE	2.73	2.07	2.73	2.40	2.53	2.49

FACILITIES - Outdoor						
QUESTION 1	3	3	3	3	3	3.00
QUESTION 2	3	2	3	3	3	2.80
QUESTION 3	3	2	3	2	3	2.60
QUESTION 4	2	2	1	2	2	1.80
QUESTION 5	3	3	2	3	3	2.80
QUESTION 6	3	2	2	2	2	2.20
QUESTION 7	2	2	2	2	3	2.20
QUESTION 8	1	2	1	1	0	1.00
QUESTION 9	3	2	1	2	0	1.60
QUESTION 10	2	3	2	2	3	2.40
QUESTION 11	3	3	3	2	3	2.80
QUESTION 12	3	3	1	3	1	2.20
QUESTION 13	2	2	2	2	2	2.00
QUESTION 14	2	2	2	2	2	2.00
QUESTION 15	3	3	3	2	3	2.80
QUESTION 16	3	3	2	3	2	2.60
AVERAGE	2.56	2.44	2.06	2.25	2.19	2.30

EQUIPMENT						
QUESTION 1	3	3	3	3	2	2.80
QUESTION 2	3	2	3	2	2	2.40
QUESTION 3	3	3	3	2	3	2.80
QUESTION 4	3	2	2	2	3	2.40
QUESTION 5	3	2	3	2	2	2.40
QUESTION 6	3	2	3	2	3	2.60
QUESTION 7	3	2	3	2	1	2.20
QUESTION 8	3	2	3	2	1	2.20
QUESTION 9	2	2	3	2	3	2.40
QUESTION 10	2	2	2	2	2	2.00
QUESTION 11	2	2	3	2	2	2.20
QUESTION 12	2	3	3	2	1	2.20
QUESTION 13	3	3	3	3	3	3.00
QUESTION 14	2	2	2	3	3	2.40
QUESTION 15	3	2	3	3	3	2.80
AVERAGE	2.67	2.27	2.80	2.27	2.27	2.45

STAFF						
QUESTION 1	3	2	2	3	3	2.60
QUESTION 2	3	3	3	3	3	3.00
QUESTION 3	3	2	3	3	3	2.80
QUESTION 4	2	3	3	3	3	2.80
QUESTION 5	3	3	3	1	3	2.60
QUESTION 6	3	2	2	3	3	2.60
QUESTION 7	3	3	3	3	3	3.00
QUESTION 8	3	3	3	2	3	2.80
QUESTION 9	3	2	2	0	3	2.00
QUESTION 10	2	3	2	2	1	2.00
QUESTION 11	3	3	3	3	3	3.00
AVERAGE	2.82	2.64	2.64	2.36	2.82	2.65

CURRICULUM

=====

QUESTION 1

A.	3	2	3	3	3	2.80
B.	3	0	2	2	2	1.80
C.	3	1	1	2	1	1.60
D.	2	1	2	2	1	1.60
E.	2	1	1	2	1	1.40
F.	2	1	2	2	0	1.40
G.	3	1	2	2	1	1.80
H.	2	1	2	2	1	1.60
I.	3	1	2	3	2	2.20
J.	N/A	N/A	N/A	N/A	3	0.60

QUESTION 2

A.	3	1	2	2	2	2.00
E.	3	1	2	2	2	2.00
C.	3	1	2	2	2	2.00
D.	2	2	2	2	2	2.00
E.	2	2	3	2	2	2.20
F.	3	1	2	2	2	2.00
G.	N/A	N/A	N/A	N/A	0	0.00

QUESTION 3

A.	2	2	0	3	3	2.00
E.	2	2	3	2	2	2.20
C.	2	1	2	2	2	1.80
D.	2	1	2	2	2	1.80
E.	2	2	1	3	3	2.20
F.	3	2	3	2	3	2.60
G.	1	2	2	2	3	2.00
H.	1	1	2	2	3	1.80
I.	2	2	3	2	3	2.40
J.	N/A	N/A	N/A	N/A	0	0.00

QUESTION 4

A.	3	2	2	2	2	2.20
E.	2	1	2	2	1	1.60
C.	2	2	2	2	2	2.00
D.	N/A	N/A	N/A	N/A	1	0.20

QUESTION 5

A.	3	2	3	3	3	2.80
----	---	---	---	---	---	------

QUESTION 6

A.	2	2	3	3	2	2.40
----	---	---	---	---	---	------

QUESTION 7

A.	3	2	3	3	3	2.80
----	---	---	---	---	---	------

QUESTION 8

A.	3	2	3	3	3	2.80
----	---	---	---	---	---	------

QUESTION 9

A.	3	2	3	3	3	2.80
----	---	---	---	---	---	------

QUESTION 10

A.	3	2	3	3	2	2.60
----	---	---	---	---	---	------

QUESTION 11

A.	3	2	3	2	3	2.60
----	---	---	---	---	---	------

QUESTION 12

A.	2	2	3	2	2	2.20
----	---	---	---	---	---	------

QUESTION 13

A.	3	2	3	2	3	2.60
----	---	---	---	---	---	------

AVERAGE	2.20	1.38	2.03	2.05	2.03	1.94
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TRAFFIC CONTROL

=====

QUESTION 1	2	2	2	2	2	2.00
------------	---	---	---	---	---	------

QUESTION 2	3	3	3	2	2	2.60
------------	---	---	---	---	---	------

QUESTION 3	2	3	3	2	2	2.40
------------	---	---	---	---	---	------

QUESTION 4	3	3	3	2	3	2.80
------------	---	---	---	---	---	------

QUESTION 5	3	3	2	3	2	2.60
------------	---	---	---	---	---	------

QUESTION 6	2	2	2	3	2	2.20
------------	---	---	---	---	---	------

AVERAGE	2.50	2.67	2.50	2.33	2.17	2.43
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FUNDING

=====

QUESTION 1	3	2	3	3	3	2.80
------------	---	---	---	---	---	------

QUESTION 2	3	2	3	3	3	2.80
------------	---	---	---	---	---	------

QUESTION 3	2	2	2	3	1	2.00
------------	---	---	---	---	---	------

QUESTION 4	2	2	2	2	3	2.20
------------	---	---	---	---	---	------

QUESTION 5	3	2	3	2	2	2.40
------------	---	---	---	---	---	------

QUESTION 6	2	2	2	2	1	1.80
------------	---	---	---	---	---	------

QUESTION 7	3	2	3	3	3	2.80
------------	---	---	---	---	---	------

QUESTION 8	2	2	3	2	1	2.00
------------	---	---	---	---	---	------

AVERAGE	2.50	2.00	2.63	2.50	2.13	2.35
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RESUMES OF EVALUATORS

APPENDIX F

## RESUME

M. Phyllis Grimes, M.Ed.

## Biographical:

## Education:

Georgia Southern University, Bachelor of  
Science, Education, 1969

Georgia State University, Master of  
Education, 1980

## Professional Experience:

Georgia Department of Corrections, Director  
of Recreational Services, 1986 - present

Georgia Department of Human Resources,  
Therapeutic Recreation Consultant,  
1980 - 1986

Gwinnett County Parks and Recreation Dept.,  
Georgia, Program Director, 1975 - 1980

Gwinnett County Board of Education, Teacher,  
1971 - 1973

## Publications:

Five articles/booklets

## Presentations:

Five national conference presentations

## RESUME

Sam G. Hudgins, ED.S.

## Biographical:

## Education:

Georgia State University, Education Specialist, 1974

George Peabody College for Teachers, Master of Arts, 1964

Oglethorpe University, Bachelor of Arts, 1961

Truitt-McConnell Junior College, 1957-58

## Professional Experience:

DeKalb County Diversion Center, Counselor  
1992 - present

Georgia Department of Corrections, Education Specialist, 1990 -1991

DeKalb County School system of Georgia,  
Assistant Principal, 1988 - 1989

DeKalb Child Emergency Shelter School (GA),  
Director, 1984 - 1988

Bea Dobbins Juvenile Court School of DeKalb  
County (GA), Director, 1972 - 1988

Florence Crittenton Home for Unwed Mothers  
(GA), Director, 1976 - 1978

DeKalb County School system of Georgia,  
Teacher/Coach, 1961 - 1970

## Appointments:

American Correctional Association  
Correctional Education Association  
Georgia Educators of Delinquent and Neglected  
Youth

VITA

Karen B. Clevenger

Candidate for the Degree of

Doctor of Education

Thesis: A PHYSICAL EDUCATION PROGRAM EVALUATION  
INSTRUMENT FOR JUVENILE DETENTION CENTERS

Major Field: Higher Education

Biographical:

Personal Data: Born in Atlanta, Georgia, October 28, 1949, the daughter of Kathryn T. Staubs and Norman L. Clevenger (deceased). Married to George K. Branton on August 1, 1981.

Education: Graduated from Sequoyah High School, Doraville, Georgia in June 1967; received Bachelor of Science Degree in Health, Physical Education, and Recreation from West Georgia College, Carrollton, Georgia in June 1972; received the Master of Education Degree at Georgia State University in August 1976; completed requirements for Doctor of Education Degree at Oklahoma State University in July 1992.

Professional Experience: Part-time Instructor, Georgia State University and Kennesaw College, September 1977 through August 1978; Instructor, Emory University, September 1978 through August 1981 and September 1982 through 1983; Instructor, West Georgia College, 1983 through 1987; Graduate Teaching Associate, Oklahoma State University, August 1987 through May 1990; Instructor, West Georgia College, 1990 through 1992.

Professional Organizations: The American Alliance of Health, Physical Education, Recreation, and Dance; The National Dance Association; Phi Epsilon Kappa; Phi Kappa Phi; The Southern District of American Alliance of Health, Physical Education, Recreation, and Dance; The Georgia Association of Health, Physical Education, Recreation, and Dance.