

Physical Education Georgia Standards of Excellence (GSE)

Summary of Survey Findings April 2018

Total Number of Respondents to Survey: 225

Question #1: Which best describes your role as a respondent to this survey?

Role	Count	Percent
Parent	19	8%
Physical Education Teacher	192	85%
Administrator	11	5%
Community Member	5	2%
Business and Industry Representative	0	--
Post-Secondary Faculty	4	2%
Other	11	5%

Note: Total count is higher than # of survey respondents and percentages do not equal 100% as some respondents selected more than one role as applying to them.

Other	Count
Adaptive PE	1
Grandparent the child is living with	1
Parent/3 rd Grade Teacher	1
PE Coordinator	2
PEP Grant Coordinator	1
Physical Education Student	1
Support Staff	1
Teacher	1
Teacher – Health	1
Teacher – Elementary Setting	1

Question #2: In which Georgia County do you work or reside?

County	Count
Bartow County	3
Bibb County	12
Bryan County	1
Bulloch County	10
Carroll County	1
Chatham County	20
Cherokee County	4
Clarke County	1
Clayton County	11
Cobb County	8
Coffee County	1
Columbia County	1
Coweta County	9
DeKalb County	5
Fayette County	4
Forsyth County	8
Fulton County	49
Gwinnett County	22
Houston County	3
Jackson County	1

County	Count
Jones County	1
Laurens County	1
Lowndes County	2
Madison County	2
Murray County	4
Muscogee County	3
Newton County	8
Paulding County	18
Rockdale County	2
Sumter County	1
Tift County	1
Towns County	2
Union County	1
Walton County	1
Whitfield County	1
Wilcox County	1
Wilkinson County	1
Worth County	1
Total:	225

Question #3: To which grade band do your comments apply?

Grade Band	Count	Percent
Elementary School	109	48%
Middle School	42	19%
High School	41	18%
K-12	26	12%
No Response	7	3%

Note: Percentages may not equal 100% due to rounding.

Question #4: Please indicate your level of agreement with the following statements pertaining to the grade band.

The first table below provides feedback from all respondents. Following this table are responses by grade bands K-5, 6-8, 9-12, K-12, and respondents who did not provide a grade band designation.

All Respondents to Survey

The grade band standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	90 40%	130 58%	1 <1%	3 1%	--	224
are appropriate for students who are in this grade level	83 37%	133 59%	3 1%	4 2%	--	223
define what students should know and be able to do	83 37%	134 60%	3 1%	4 2%	--	224
are relevant to real world/career applications	67 30%	135 60%	12 5%	4 2%	6 3%	224
are rigorous enough to challenge learners	79 35%	134 60%	2 1%	5 2%	3 1%	223
are sufficient for the instructional time allocated to this course during the school year	59 26%	133 59%	18 8%	11 5%	3 1%	224
prepare students to meet future challenges and become world-class learners	71 32%	130 58%	8 4%	5 2%	10 5%	224

Note: Total N = 225. Percentages may not equal 100% due to rounding.

Grade Band: K-5

The grade band standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	51 47%	56 51%	1 1%	1 1%	--	109
are appropriate for students who are in this grade level	52 48%	52 48%	2 2%	2 2%	--	109
define what students should know and be able to do	50 46%	55 51%	2 2%	2 2%	--	109
are relevant to real world/career applications	37 34%	63 58%	5 5%	2 2%	2 2%	109
are rigorous enough to challenge learners	43 40%	60 56%	2 2%	2 2%	1 1%	108
are sufficient for the instructional time allocated to this course during the school year	35 32%	59 54%	7 6%	6 6%	2 2%	109
prepare students to meet future challenges and become world-class learners	41 38%	59 54%	2 2%	3 3%	4 4%	109

Grade Band: 6-8

The grade band standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	14 33%	26 62%	--	2 5%	--	42
are appropriate for students who are in this grade level	8 19%	31 74%	1 2%	2 5%	--	42
define what students should know and be able to do	10 24%	29 71%	--	2 5%	--	41
are relevant to real world/career applications	10 24%	28 67%	--	2 5%	1 2%	41
are rigorous enough to challenge learners	12 29%	26 63%	--	3 7%	--	41
are sufficient for the instructional time allocated to this course during the school year	5 12%	30 73%	2 5%	4 10%	--	41
prepare students to meet future challenges and become world-class learners	9 22%	26 63%	3 7%	2 5%	1 2%	41

Note: Total N = 42. Percentages may not equal 100% due to rounding.

Grade Band: 9-12

The grade band standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	11 28%	29 73%	--	--	--	40
are appropriate for students who are in this grade level	8 20%	32 80%	--	--	--	40
define what students should know and be able to do	11 27%	30 73%	--	--	--	40
are relevant to real world/career applications	9 22%	26 63%	5 12%	--	1 2%	41
are rigorous enough to challenge learners	10 24%	30 73%	--	--	1 2%	41
are sufficient for the instructional time allocated to this course during the school year	8 20%	30 73%	2 5%	--	1 2%	41
prepare students to meet future challenges and become world-class learners	9 22%	30 73%	1 2%	--	1 2%	41

Note: Total N = 41. Percentages may not equal 100% due to rounding

Grade Band: K-12

The grade band standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	10 39%	16 62%	--	--	--	26
are appropriate for students who are in this grade level	10 39%	16 62%	--	--	--	26
define what students should know and be able to do	8 31%	17 65%	1 4%	--	--	26
are relevant to real world/career applications	7 27%	15 58%	2 8%	--	2 8%	26
are rigorous enough to challenge learners	9 35%	16 62%	--	--	1 4%	26
are sufficient for the instructional time allocated to this course during the school year	8 31%	11 42%	6 23%	1 4%	--	26
prepare students to meet future challenges and become world-class learners	8 31%	13 50%	2 8%	--	3 12%	26

Note: Total N = 26. Percentages may not equal 100% due to rounding.

Grade Band: No Grade Band Designation Provided

The grade band standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	4 57%	3 43%	--	--	--	7
are appropriate for students who are in this grade level	5 71%	2 29%	--	--	--	7
define what students should know and be able to do	4 57%	3 43%	--	--	--	7
are relevant to real world/career applications	4 57%	3 43%	--	--	--	7
are rigorous enough to challenge learners	5 71%	2 29%	--	--	--	7
are sufficient for the instructional time allocated to this course during the school year	3 43%	3 43%	1 14%	--	--	7
prepare students to meet future challenges and become world-class learners	4 57%	2 29%	--	--	1 14%	7

Note: Total N = 7. Percentages may not equal 100% due to rounding.

Comments Summary

- I like these new standards. I feel like they are very clear and understandable.
- I think you did a nice job. It is clear what needs to be accomplished without micromanaging. A teacher could take all of those skills and easily work them into a game, sport or pretty much any activity.
- I approve of the change from "physically literate" to "physically educated". Much better. The skills breakdowns are age appropriate and attainable.
- I do not think they are rigorous enough for each grade level. I feel the expectations are lower than what they should be.
- Some of the skills are too advanced for the time that we meet with students. PE4.1 r: routines are too complex. PE1.3 d: Proper protocol in first grade is too much. PE2.1L: consecutive volleys are too ambitious. The standards are very well written and grade appropriate, however, the limited amount of time students attend physical education, I feel the expectations are too high.
- K-5 standards look great! This is most needed!
- These standards are more specific and focused. I like the way they have specific activities. I think some standards are a little to challenging for the grade level.
- They appear more in depth, but doable.
- Overall, I like how the standards are more specific when it comes to 9th-12th grade curriculum. The objectives are clear on what a student should know and be able to do. As a PE teacher, it makes it easier to plan lessons based on these standards and how they are tie into certain classes.
- No concerns at this time. Want to see standards in action.
- The wording, content, and alignment of the standards are appropriate for each grade and they're clear an easy to read.
- Overall, this is a great update to the current GPS standards. The variety of sub-elements is appropriately broad and will allow my PE teacher candidates to align objectives with state standards more easily.
- None. Very well written and broken down. Progression as needed. Time to complete over the year with only one to two class periods a week is tough. Not enough time to really focus on one specific skill. With middle school, they only have PE for one semester two times a week. In some cases, half of the semester for middle school is spent in Health.
- I think the standards compared to the others flow a lot better, and it makes more sense. It will help teachers in creating yearly curriculum, and units.
- Good stuff! Looks good!

Comments of Concern:

- Definitely not enough time given the structure of PE/Connections courses in Elementary and Middle Schools.
- For grades 9-12, I'd like to see a movement towards college/career readiness by offering more courses. For example, 1) Athletic Training, 2) Kinesiology (even as an AP class), 3) Personal Fitness geared towards student-athletes. -nutrition for specific athletic training, performing and recovery - drug awareness unit related to sport performance-enhancing drugs/dangers, - basic

athletic taping, and minor injury rehabilitation (ice, wraps, tape etc.), - the potential for collegiate participation -conditioning geared for specific sports, or the multiple-sport athlete -social media profile unit 4) Orthopedic Technology and Robotics

- I would like to replace the term physically education with the term physically literate to match the wording of the national standards. Honestly, in terms of the high school standards it would be wonderful to see them implemented at the high school level. I do wonder if there is a better way of organizing the standards as they have a variety of categories from body sculpting to weight training and to me some could be combined but putting all fitness together (body sculpting, personal fitness, weight training), General Physical Education (lifetime sports, outdoor education, recreational games, team sports, track & field), then Rhythms & Dance. I'm glad to see the examples added to the elementary standards concerning movement concepts. I'd like to see even more examples added especially related to the ones on Graham's Skill themes and movement concepts approach.
- A huge component of learning should be about the fuel being entered into the body. This goes beyond protein, carbohydrates and sugars. It needs to fundamentally encourage healthy eating for a healthy mind and body that culminates in a large dispersed option of food. The other element that needs to be more heavily considered is the use of "spark" breaks in every classroom to drive frequent movement. Lastly, there needs to be real motivating physical activity. Less talk. More action!!! Our kids need it - they have plenty of time to be in a classroom with no physical activity or on a computer at home with video games. YOU need to address the real challenges around getting kids to move and start to love physical activity.
- I would like to see something about learning the rules of various games. Citizens of this country should have an awareness of basic rules of our most common games like baseball, football, soccer, basketball, tennis, bowling, etc.