

Zoomerang Survey Results

Nevada State Physical Education Standards

Response Status: Completes

Filter: No filter applied

Jan 28, 2012 1:17 PM PST

1. Please choose one of the following:

Teacher	46
Administrator	1
Curriculum Specialist	0
Physical Education Professional	13
Parent	0
Other	0

2. Did you find this document's format easy to navigate?

No	2
Sometimes	6
Yes, I could easily navigate through the document	49
Total	57

3. Do you know where to locate your state physical education standards?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Yes	No
	50	7
	88%	12%

4. Content Standard 1.0: Demonstrate competency in motor skills and movement patterns needed to perform a variety of activities.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree	Disagree
Do you agree that this standard is appropriate?	51 89%	4 7%

5. Do you feel these strands are appropriate for Content Standard 1.0?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree	Disagree
Locomotor and Nonlocomotor Movement	54 95%	1 2%
Manipulative Skills	52 91%	3 5%
Nutrition and Physical Activity	47 82%	6 11%
Motor Skills and Pattern Progression	53 93%	2 4%

6. Please provide comments or suggestions on Content Standard 1.0 and/or its supporting strands in the comment box

15 Responses

7. Content Standard 2.0: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they relate to learning and performance of physical activities.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree	Disagree
Do you agree that this standard is appropriate?	51 89%	3 5%

8. Do you feel these strands are appropriate for Content Standard 2.0?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree	Disagree
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Concepts and Principles	54	2
	95%	4%
Strategies and Tactics	51	2
	89%	4%

9. Please provide comments or suggestions on Content Standard 2.0 and/or its supporting strands in the comment box

11 Responses

10. Content Standard 3.0: Participate regularly in physical activity.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree	Disagree
Do you agree that this standard is appropriate?	55	1
	96%	2%

11. Do you feel these strands are appropriate for Content Standard 3.0?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree	Disagree
Self-Management Skills	55	1
	96%	2%
Moderate to Vigorous Physical Activity	55	1
	96%	2%
Establishing Healthy Activity Patterns	52	3
	91%	5%

12. Please provide comments or suggestions on Content Standard 3.0 and/or its supporting strands in the comment box

16 Responses

13. Content Standard 4.0: Achieves and maintains a health-enhancing level of physical fitness.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree	Disagree
Do you agree that this standard is appropriate?	54 95%	2 4%

14. Do you feel these strands are appropriate for Content Standard 4.0?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree	Disagree
Health-related Fitness Components	54 95%	2 4%
Physiological Effects and Benefits of Physical Fitness	54 95%	1 2%

15. Please provide comments or suggestions on Content Standard 4.0 and/or its supporting strands in the comment box.

15 Responses

16. Content Standard 5.0: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree	Disagree
Do you agree that this standard is appropriate?	55 96%	1 2%

17. Do you feel these strands are appropriate for Content Standard 5.0?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Agree	Disagree
Self-responsibility	53 93%	2 4%
Social Interaction	55 96%	1 2%
Safety	53 93%	2 4%

18. Please provide comments or suggestions on Content Standard 5.0 and/or its supporting strands in the comment box

12 Responses

19. Do you consider the Nevada State Physical Education Standards to be a comprehensive curriculum document?

Yes	45
No	3
Please Explain.	9
Total	57

6. Please provide comments or suggestions on Content Standard 1.0 and/or its supporting strands in the comment box below.

Respondent #

Response

- 1 Nutrition is not a strand in this standard and is not to be it is in standard 3 this is either a trick question or someone who wrote the survey is looking at a different document.
- 2 having locomotor/nonlocomotor/manipulative AND motor skills is redundant. Loco, nonloco, and manip. are motor skills and develop in a progression. Nutrition does not belong in standard 1
- 3 Appropriate for encouraging the concept of staying active while learning specific skills or multiple activities.

- 4 The standards are useless unless their is mandatory Physical Education at the ES level taught by Highly Qualified Physical Education Professionals.
- 5 It should have more specifics related to the different types of activities, like dance; weight training; et.
- 6 Students should life skills for being physically fit.
- 7 Well written
- 8 i dont like the part... STUDENT KNOW AND ARE ABLE TO DO EVERYTHING REQUIRED IN PREVIOUS GRADES AND: that is to specific you talk 100%...we all know a parent send a letter telling you he/she don't want the kid to play...and they dont play...or you are in trouble.
- 9 I think that at the high school level students should focus on health and fitness instead of skills for sports and games.
- 10 everything looks appropriate
- 11 nutrition is NOT a movement skill or motor pattern
- 12 Is it o.k to say the students will know everything from previous years?
- 13 1.12.1 uses wording that is nonadvantagous to Physical Educators. (Show mastery in more than 1 sports activity). When writing lesson plans how many PE teachers are doing more than one sports activity? It should be written for one activity at a time thus allowing for us to add activities as needed but not limiting our planning. I know this may also be broken down to the various skills which make up a sport or activity. The standards should be written so that they may be used as a tool that helps educators and not hinder. I said above that I do not agree. Please note that the wording is my issue and not the concept of the standard. Sorry if this sounds negative, I am only trying to give honest feedback.
- 14 I feel ALL these standards are weak and quite frankly, embarassing as a representation of Nevada Physical Education professionals. Take a look at what Florida has as their standards. These are embarassing and vague.
- 15 Nutrition used be taught in health.

9. Please provide comments or suggestions on Content Standard 2.0 and/or its supporting strands in the comment box below.

Respondent #

Response

- 1 In order to demonstrate understanding, students need to identify, utilize, and analyze the strategies and tactics.
- 2 How is this different from standard 1?
Locomotor, non-loco and manipulative skills are defined in standard 2, but are the basis of standard 1. Again, redundant. The standards as they are currently, in my opinion, is redundant.
- 3 The standards are useless unless their is mandatory Physical Education at the ES level taught by Highly Qualified Physical Education Professionals.
- 4 Too generalized!
- 5 students should have an understanding of what physical activities they are doing.
- 6 Nice
- 7 None
- 8 2.2.2. Explain basic strategies and tactics in low organized activities. 2.5.2. Connect basic strategies and tactics in low organized activities. Not exactly sure what connect means, seems like it would be easier to connect than to explain strategies and tactics.
- 9 I feel ALL these standards are weak and quite frankly, embarassing as a representation of Nevada Physical Education professionals. Take a look at what Florida has as their standards. These are embarassing and vague.
- 10 I feel concepts and principals are very important.
- 11 We need more time with our students. Our school will be dropping seventh grade P.E. next year. Students need physical activity every day.

12. Please provide comments or suggestions on Content Standard 3.0 and/or its supporting strands in the comment box below.

Respondent #

Response

- 1 This is just like the National PE standards and strands support the standard.
- 2 This is the standard that incorporates nutrition
- 3 Excellent for incorporating the concepts of life-time fitness and health into activites that include those outside of school.

- 4 The standards are useless unless there is mandatory Physical Education at the ES level taught by Highly Qualified Physical Education Professionals.
- 5 EHAP: Kids that want to participate (get activity) do NOT want to analyze the why activity patterns change throughout life or set up strategies for their future. They do love to learn new skills in a variety of individual/duel sports; outdoor activities (et. walking, rock climbing/rapelling) and how to actually dance (social; line, et.) . Those accomplish the participation part and lead to adjusting their activities as they age.
- 6 These are key components to helping students become and maintain a fitness level.
- 7 Good
- 8 I really like the addition of self management skills and by 5th grade "Utilize opportunities at school and within the community for regular participation in physical activity that assist in meeting national physical activity guidelines." Good PE teachers do this any way, but never before has it been a standard. Great add!
- 9 This is the most important in high school PE
- 10 None
- 11 I like the strand but we are depending a lot on the family to provide this and that does not always happen.
- 12 My concern in this area is that in grades 6-8, students do not get regular PE class. It is either grade 7 or 8 that they do not get any physical education classes. If the purpose is to have regular physical education classes then ALL grades should have regular physical education classes
- 13 I agree, but kids don't have PE regularly. They need it daily.
- 14 I feel ALL these standards are weak and quite frankly, embarrassing as a representation of Nevada Physical Education professionals. Take a look at what Florida has as their standards. These are embarrassing and vague.
- 15 I think that Healthy activity patterns should be in a health class.

16 More time needed with students. It is important that students find some activities that they like so that they will continue some sort of activity for the rest of their lives.

15. Please provide comments or suggestions on Content Standard 4.0 and/or its supporting strands in the comment box below.

Respondent #

Response

- 1 Students need to understand these health related components and they will begin to understand how all ages apply the components to good health and daily activity.
- 2 Standards 3 and 4 could be combined. Regular physical activity leads to health-enhancing levels of physical fitness.
- 3 These seemed to be missing in previous standards. Nice way to include them.
- 4 The standards are useless unless there is mandatory Physical Education at the ES level taught by Highly Qualified Physical Education Professionals.
- 5 9-12 Again measurement of improvement should be an essential part of a P.E. program but to achieve real benefits there has to be a way to monitor (technology) each and every part on a regular time bases keeping every child active. Creating personal improvement plans based on fitness is an awesome idea but with kids getting only 39 minutes in a PE class that is inactivity as is having students analyzing the benefits. Let them actually achieve the benefits rather than indulge in the academic side. Learning and participation is critical to reaching the 60 minutes a day, and we do not have time to achieve this since only 2, but only 1 credit if you are in sports, credits are required in High School. Our educational system is currently pushing only academics without valuing the proven benefits to both the mind and body from exercise. We need more opportunities to promote healthy life styles and more examples (by teachers, administrators and staff) of the lifelong benefits of these healthy habits. Get soda's; junk food out of the school and limit the class parties to nutritional foods. Make coaches understand the importance of these things also.

- 6 How can you assess this?
- 7 More focus on developing fitness levels every day instead of playing sports. More development in life long skills.
- 8 Good
- 9 Not all schools have pedometers or heart rate monitors for accurate account. Taking your pulse is difficult task to teach and you need a chart for explanation. I think it is written vague enough.
- 10 very important
- 11 What about the Psychological Benefits & Effects?
- 12 Yes, I agree because if they know their are components of fitness maybe they can develop a plan to stay fit.
- 13 I feel ALL these standards are weak and quite frankly, embarassing as a representation of Nevada Physical Education professionals. Take a look at what Florida has as their standards. These are embarassing and vague.
- 14 I think Health related fitness components should be done in a health class.
- 15 We need to expose students to a variety of activities so that they will find some activities that they like. A positive attitude takes time to develop.

18. Please provide comments or suggestions on Content Standard 5.0 and/or its supporting strands in the comment box below.

Respondent #

Response

- 1 Our society needs more modeling of this standard and students should be accountable for this type of performance.
- 2 Also, seemed to be missing in previous standards. Nice way to include them.
- 3 The standards are useless unless their is mandatory Physical Education at the ES level taught by Highly Qualified Physical Education Professionals.

4 9-12 SR This is a lofty goal and it takes years to accomplish. Responsible decision making we all know is NOT easily achieved with teens and is the reason teens do not understand the safety issues. They don't have too we do to keep them safe. The teen brain is not fully developed (Health Lesson) like the adult brain especially the frontal lobe. Oh so-kids make mistakes or see possible risks - they must be taught and reinforced throughout all programs. Also Dance is one of the best ways to develop real social interaction but these standards push it into the background rather than embrace it. Teachers don't always have to like something for it to be successful.

5 Again, all important life skills!!!!!!!!!!!!!!

6 Great

7 Tough to measure. Standing in a group could be consider mastery (social and self-responsibility)

8 I believe this are great concepts that we should be engaging in as educators. But this cannot all be place on the teacher to implement. We need things like "does your class sizes, facilities, equipment provide an environment where your standards can implemented.

9 None

10 This is important because, at the high school level, I am noticing that students are not showing any respect or etiquette towards each other.

11 I feel ALL these standards are weak and quite frankly, embarassing as a representation of Nevada Physical Education professionals. Take a look at what Florida has as their standards. These are embarassing and vague.

12 All of them are impotent components to any sport unit that is being taught.

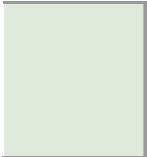
19. Do you consider the Nevada State Physical Education Standards to be a comprehensive curriculum document?

Respondent #

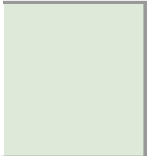
Response

- 1 Everything necessary is included, but could be combined
- 2 Covers all areas involved with PE.

- 3 To truly achieve the intended goal the sport model should be abandoned in favor of a personal fitness model. While considerably more economical the sport model is the lowest form of physical education. However cheap, easy, poorly thought out and implemented seems to be the general theme associated with Physical Education in the State of Nevada.
- 4 First, it does not align to the National Standards as it does not include # 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. I believe we have simplified to the point where we eliminated some very specific and sound teaching language that meant students could really accomplish all aspects of wellness: physical; mental; intellectual, and social health combined! Health could include more of the academic side but only if it were changed to a year long course and PE was required for 3 years instead of 2. We can make a difference if administrators and school boards actually believe our areas can help ALL kids really learn. Stop eliminating programs of activity, start making physical activity part of every student's everyday life. We need adults that are role models for our youth!
- 5 Comprehensive curriculum document should include lesson plans, assessments ideas, and suggested materials or methods. This document is merely standards.
- 6 Fitness and skill levels vary.
- 7 It's very simplified from what we had before. You have condensed it to a very short form.
- 8 The standards definitely meet the needs to provide the students with the necessary tools to become active, healthy adults. The problems lie within the limitations and restrictions on the teachers when they are faced with class sizes of 70 or more children. Until this problem is addressed (in ALL curricular areas) our children in Nevada will not receive the quality education that we desire them to have.
- 9 Yes, if we were given enough time with our students



81%
2%
0%
23%
0%
0%



4%
11%
86%
100%

f physical



No Opinion
2
4%

No Opinion
2
4%
2
4%
4
7%
2
4%

below.

apply to the
No Opinion
3
5%

No Opinion

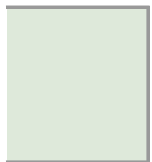
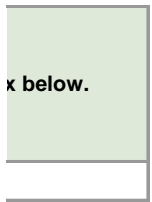
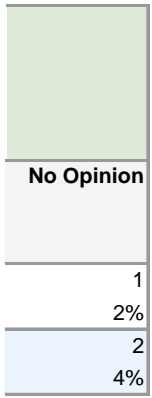
1
2%
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below.

No Opinion
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No Opinion
1
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x below.



No Opinion
2
4%
1
2%
2
4%

x below.

79%
5%
16%
100%