THE ROLE OF THE PHYSICAL EDUCATION COORDINATOR: A SYNTHESIS OF LITERATURE AND OF PERCEPTIONS IN ONE NEWFOUNDLAND SCHOOL DISTRICT

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THE ROLE OF THE PHYSICAL EDUCATION COORDINATOR: A SYNTHESIS OF LITERATURE AND OF PERCEPTIONS IN ONE NEWFOUNDLAND SCHOOL DISTRICT

by

© LYNNE VATCHER

A Thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Education

Department of Educational Administration
Memorial University of Newfoundland
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St. John's Newfoundland

ABSTRACT

The purpose of this study was to define the role of the physical education coordinator. More specifically, the study attempted to answer the following questions: (1) What ought the role of the physical education coordinator to be, as discussed in the literature? and (2) What do various personnel (physical education coordinator, principals, classroom teachers teaching physical education, and physical education teachers) with a school district in Newfoundland perceive the role of a physical education coordinator to be?

Two methods of gathering data were employed. Firstly, literature related to coordinators was analyzed to help define the role of the physical education coordinator. Secondly, data were obtained from responses to two questionnaires which were administered to principals, classroom teachers teaching physical education and physical education teachers with the Terra Nova Integrated School District in Newfoundland. An interview was conducted with the physical education coordinator with the same district. The questionnaires and interview consisted of eleven categories of task areas: (1) Developing Curriculum, (2) Organizing for instruction, (3) Providing Staff, (4) Providing Materials, (5) Providing Facilities, (6) Arranging for In-service Education, (7) Orienting New Staff Members, (8) Relating Special Pupil Services, (9) Developing Public Relations, (10) Evaluating,

and (11) Budgeting. The data from the questionnaires and interview were analyzed for each of the eleven categories of tasks. These data, along with data from related literature constituted the basis for analysis and resulted in the findings reported.

The findings from the study indicated that the principal purpose for the role of the physical education coordinator should be the coordination of effort to improve instruction. To meet this goal, the coordinator must provide leadership, create a productive instructional environment by providing staff, materials, and facilities, develop curriculum, and arrange for in-service education. The responsibilities for the physical education coordinator should vary from district to district depending on local needs but commonalities should exist throughout the province.

Findings of this study have implications for the Department of Education and school boards in Newfoundland and Labrador. Job descriptions should be written to provide the physical education coordinator and personnel related to his/her position with the duties and responsibilities for the role of the physical education coordinator.

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CHAPTER I

INTRODUCTION

The purpose of this study was to help clarify the definition of the role of a physical education coordinator by examining the various perceptions of school personnel in a Newfoundland school district, together with literature and research relevant to the role of the coordinator.

Defining the role of educational personnel is relatively easy in times when there is little change. However, the problem of role definition is more difficult in times of rapid and accelerating changes in education. This is particularly so when defining the role of the coordinator which has become rather complex in our Newfoundland educational system. One factor that may add to the confusion of definition of the coordinator's responsibilities is the variety of titles that have been associated with this position over the past years--consultant, supervisor, specialist, and director. The person tended to shape the position according to whatever the title may have been. Thus, it was difficult to define the role, functions, and responsibilities of these personnel.

The changes in titles came about as the number of schools grew and developed into large districts in Newfoundland and the administrative bureaucracies increased accord-

ingly. Professional personnel were hired to assist and supervise teachers in the development of instructional procedures and updating curricular offerings but, typically, no job descriptions were created for these positions.

Theoretically, the duties of the original supervisors or inspectors, as they were once known, were to visit all schools in their districts to ensure schools and teachers were keeping abreast of new trends in educational thought and practice. They reported on the individual schools to the superintendent of the denomination operating the schools. After 1956 and the development of the large regional high school systems, a board supervisor was appointed if the enrollment of the system was two thousand or more students. These board supervisors were delegated certain supervisory functions, especially in the area of evaluation. However, there were many weaknesses as to the extent of supervisory power. They had no formal authority to see that their recommendations were acted upon; they could make suggestions to the superintendent only with regard to school buildings and teachers in their system. The large number of schools in the district, the lack of authority and office space, together with low salaries also led to much dissatisfaction and a high turnover rate of these supervisors.

The Newfoundland Royal Commission on Education and Youth (1968) made several recommendations concerning the

employment of board supervisors. In 1969, with the consolidation of school districts, many board supervisors were hired at the district level and in some instances these were specialized in subject areas. In 1975 the provincial regulations were quite specific regarding the number of board supervisors permitted. The district superintendents were delegated to assign the duties to these personnel.

The Task Force on Education in Newfoundland, which reported in 1979, found considerable variation in school districts' use of supervisory staff. Some districts treated supervisors as administrators, while others saw them as program consultants. This caused many problems since there was a lack of clear, concise delineation of duties and responsibilities. In many cases there existed a gap between the supervisors' duties and how the teachers perceived the supervisors' role. This resulted in many teachers resenting supervisors and feeling they were superfluous.

The Task Force attempted to alleviate this situation by clarifying what the actual role should be. It was believed that in any school district, program responsibilities warrant deployment of personnel on a full-time basis and that such personnel should possess expertise in each particular area of assignment. The administrative duties assigned to these personnel should be restricted to those related directly to school programs and core curriculum. The Task Force argued that the program coordinators should

assume responsibility for implementing, adapting, and monitoring curriculum. They also recommended that program coordinators be removed from teacher evaluation and be assigned responsibilities in assisting teachers in the implementation of programs. They would be used more in a consulting role than a supervisory role.

The Task Force (1979:202) made two important recommendations concerning coordinators as follows:

> 10.25 That each school district have access to program coordinators in at least the following areas:
> - primary education
> - reading and language arts
> - music
> - physical education
> - social studies/religious education
> - special education
> - science/mathematics
>
> 10.26 That program coordinators be allocated to school districts on the following basis:

Regular Teachers	Program Coordinators
fewer than 250	7
250-349	8
350-449	9
450 or more	10

In reference to Recommendation 10.25 the Task Force suggested that in large districts, some areas, such as science and mathematics, be divided in order to avoid heavy workload. The Provincial government accepted these recommendations and provided salary units for use in hiring coordinators.

Most school boards use these coordinators in different subject areas where they perceive the need or in areas of high priority that require program development.

Physical Education does not seem to be considered important enough by some school boards to warrant a full-time or even a part-time coordinator who would be solely responsible for this area. Instead, these boards assign one coordinator to many different areas such as science/music/physical education. In some cases this person may have little or no expertise in the area of physical education. Although physical education is taught in every district, if not in every school throughout Newfoundland and Labrador, there are only three full-time physical education coordinators. The first full-time physical education coordinator in this province was hired in 1970; the other positions are relatively new.

The role of the coordinator is becoming less confusing since superintendents are establishing specific duties and responsibilities for these people, but there is still a problem with the lack of a clear, concise definition. Their roles tend to vary from district to district and are still viewed by administrators, coordinators and teachers in various ways.

PURPOSE OF THE STUDY

The major purpose of this study was to define the role of the physical education coordinator. More specifically, this study attempted to answer the following questions:

1. What ought the role of the coordinator to be as discussed in the literature?

2. What do various personnel (physical education coordinator, principals, classroom teachers teaching physical education, and physical education teachers) with a school district in Newfoundland perceive the role of a physical education coordinator ought to be?

SIGNIFICANCE OF THE STUDY

It is hoped this study will assist in developing a role definition for the physical education coordinator by identifying and analyzing the perceptions of various school personnel in one Newfoundland school district, together with literature and research relevant to the role of the coordinator. Since there is a lack of research concerning the role of the physical education coordinator in this province and even in Canada, this study may provide the physical education coordinators with some feedback as to expectations for their role. The need to study the role of the coordinator is more relevant, especially in a time of declining enrollment, teacher redundancy and the changing of the role of the coordinator. New needs for coordinators' services are emerging and it is necessary for significant responsibilities of the coordinator to be studied.

Data relevant to the role of the physical education coordinator are needed to help shape and clarify his role, especially as new positions emerge. This study can aid

those who make job descriptions and shape the roles of physical education coordinators and other subject area coordinators.

THEORETICAL FRAMEWORK

Since this study dealt with the perceptions held for the role of the physical education coordinator by four status groups--physical education coordinator, principals, physical education teachers, and classroom teachers teaching physical education--a theoretical basis for this study deals with role theory to help provide an insight into the complexity of understanding roles.

Role theory tries to explain the behavior of individuals in a social system in terms of the expectations associated with the positions they occupy. A person occupying the position of coordinator holds certain expectations of that position. He/she is aware of certain rights associated with the position and anticipates certain behaviors to be directed toward him/her by principals and teachers. These principals and teachers, with whom the coordinator interacts, hold certain expectations of the coordinator. They perceive certain obligations of the coordinator and anticipate certain performances from the coordinator as he/she performs his/her role.

Getzels-Guba Model

The Getzels-Guba Model helps in analyzing factors which influence the behavior of individuals in a social system. This model is based on the assumptions that the institution has a role expectation for an individual role incumbent and also that the individual has his/her own specific need disposition which influences how he/she perceives appropriate behavior.

There are two dimensions to the Getzel-Guba Model (Figure 1). The nomothetic dimension is concerned with the organization's goals and expectations of the role for the incumbent. The idiographic dimension or personal dimension consists of the individual's personality and need disposition. These two dimensions are constantly interacting. When the expectations of the system and the individual are congruent, effective and efficient results are more likely to occur.

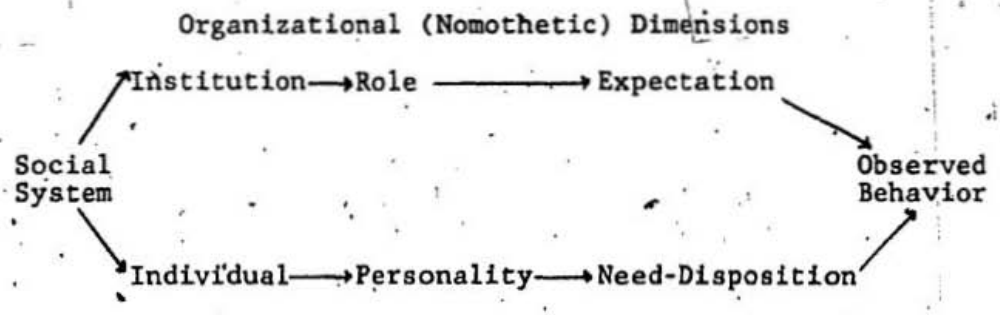


Figure 1 The Getzels-Guba Model
(Hoy & Miskel, 1982:58)

According to Getzel-Guba, roles are important and are defined in part by expectations. The following characteristics describe the nature of role: (Hoy & Miskel, 1982:59)

1. Roles represent position and status within the institution. . . .
2. Roles are defined in terms of expectations; or the normative rights and duties of the position. The expectations specify the appropriate behavior for a specific position. . . .
3. Roles are variable. Some expectations are critical and mandatory; others are more flexible. Many roles are not precisely described; in fact, the role expectation associated with most positions are wide ranging. . . .
4. Roles derive their meaning from others in the system and in this sense are complimentary. . . .

The institutional events of the social system, then, explains the behavior of individuals in terms of dominant roles and expectations aimed at meeting the goals of the system.

The normative dimension of activity in a social system (institution, role and expectation) conceive the role incumbents as actors, devoid of personality or individualizing characteristics. This leads one to believe that all incumbents are exactly alike and implement a given role in exactly the same way. But social systems are inhabited by real individuals and since no two individuals are alike, each individual stamps the role he/she occupies with his/her own unique style of behavior. The ideographic dimension adds the human element to the social system and can be analyzed in terms of personality and need-disposition as

the institutional dimension was analyzed in terms of role and expectations (Getzels, et al, 1968).

The Getzels-Guba Model helps explain the relationship between the organization and the individual. One can see from this model how a coordinator is influenced by the institutional expectations of his/her role as coordinator as well as by his/her own disposition. One can also see that behavior is determined by both the need of the institution and the need of the individual. It is a function of the interaction between unique personalities and pre-established goals.

Role Episode Model

Since the focus of this particular study will be on one individual in a social system, the physical education coordinator, there is a need to link the individual to the organization in which he holds a role. Katz and Kahn (1966:173) explain the role of an individual in an organization as:

> a relational concept, defining each position in terms of its relationship to others and to the system as a whole. Associated with each office is a set of activities or expected behaviors. These activities constitute the role to be performed, at least approximately, by any person who occupies that (role).

The role episode model by Katz and Kahn (1966) explains role behavior and role conflict that exists between a focal person (e.g., coordinator) and the members of his set--the other people in the organization (e.g., principals

and teachers). This model is shown in Figure 2.

There are four concepts constituting the role episode: (Katz and Kahn, 1966:182)

> role expectations, which are evaluative standards applies to the behavior of any person who occupies a given organizational office or position; sent role, which consists of communications stemming from role expectations and sent by members of the role-set as attempts to influence the focal person; received role, which is the focal person's perceptions of the role-sending addressed to him including those he "sends" to himself; and role behavior, which is the response of the focal person to the complex of information and influence he has received.

Role expectations and sent role have to do with the motivations, cognitions, and behaviors of members of the role set; received role and role behavior have to do with the cognitions, motivations, and behaviors of the focal person.

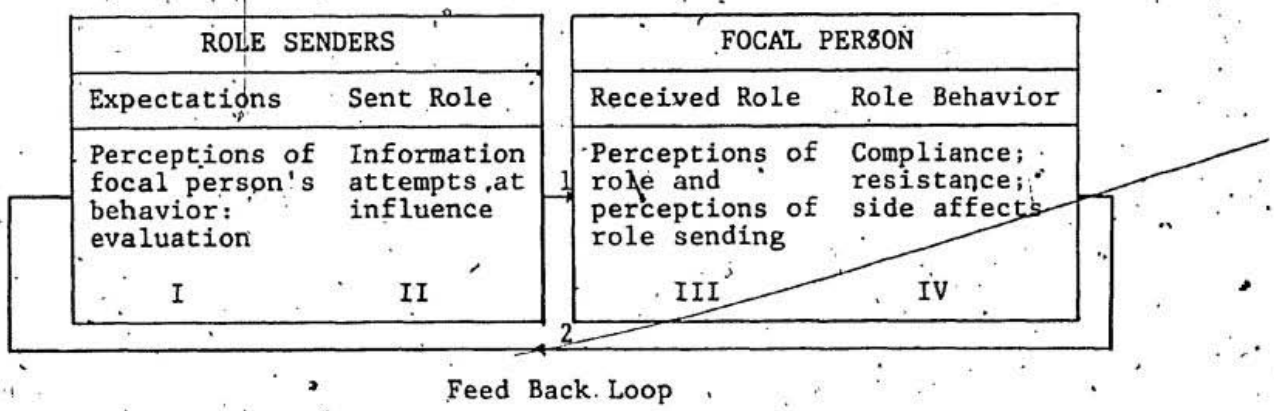


Figure 2 The Role Episode Model
(Katz and Kahn, 1966:182)

Boxes I and II represent processes of perceptions, cognitions, and motivation--processes internal to the

person, the role sender in Box I and the focal person in Box III. Boxes II and IV represent behaviors--acts undertaken in expression of cognitive and motivational processes.

Arrow 1 represents a direct relationship between the role senders and the focal person. Arrow 2 is the feedback loop; the degree to which a person's behavior conforms to the expectations held for him at one point in time may effect the state of those expectations at the next moment. Katz and Kahn (1966:183) point out that:

> the role episode is abstracted from a process which is cyclic and ongoing: the response of the focal person to role-sending feeds back to each sender in ways that alter or reinforce expectations and subsequent role-sending. The current role-sendings of each member of the set depends on his evaluations of the response to his last sendings, and thus a new episode begins.

In applying role concepts to a school system, a position, such as that of the physical education coordinator, can be analyzed by focusing on the duties and perceptions which define appropriate behavior for the particular position as seen by others who are related to the position as well as by the role performer.

Marchak (1969) states the following points that appear to be basic to the role of the coordinator:

1. all positions in the school system have certain rights and duties
2. the role of the coordinator is determined by behavioral norms and expectations held by the coordinator and his alter groups
3. a lack of consensus among groups or within any one group on the expectations held for

the coordinator is a state of conflict in fulfilling his role

4. the effectiveness of the coordinator is to a degree determined by the accuracy with which he perceives the expectations of his alter group

5. the accuracy with which the coordinator perceives the expectations of his reference groups is affected by the degree of consensus among these groups.

Although job descriptions for organizational roles may be very specific to operational conditions, they may not cover many problem areas met by the incumbent. This gives rise to individual variation in performance of the role and thus leads to ambiguity. The coordinator's behavior is a function of actions and reactions of other members of the social system in which he works.

The Getzels-Guba Model is used in this study to illustrate how the role performances of the coordinator are influenced by the nature of the organization. This model defines roles in terms of institutional role expectations. The expectations suggest normative rights and duties which define, within limits, what a person should or should not do under various circumstances as long as he is the incumbent of a particular position.

The role episode model is more specific in defining the role of a particular person, in that it suggests that the coordinator's role is shaped by the expectations held by the role occupant and the people with whom he interacts in the organization. Therefore, in applying role concepts

to a school system, a position such as that of the coordinator can be analyzed by focusing on duties and expectations which define appropriate behavior for that particular position as seen by the incumbent and others who are related to that position.

Task Areas

Role, in this study, shall refer to the particular function, activities, tasks, practices, or responsibilities carried out by or expected of an individual functioning in the position of physical education coordinator. Since there is no research available on the physical education coordinator's role, one has to rely on the study of other supervisors' and coordinators' roles to develop task areas in which the role incumbent may be involved.

The task areas of the coordinator can be categorized in various ways as will be seen in the review of literature. For the purpose of this study, Harris's (1975:11) general categories have been chosen with an additional Task 11, Budgeting. They are:

Task 1 Developing curriculum
Task 2 Organizing for instruction
Task 3 Providing staff
Task 4 Providing facilities
Task 5 Providing materials
Task 6 Arranging for inservice education
Task 7 Orienting staff members
Task 8 Relating special pupil services
Task 9 Developing public relations

Task 10 Evaluating instruction
Task 11 Budgeting

These major categories will be used to identify specific activities that will be included in the questionnaire. The review of literature section will give a more extensive account of various studies of the role of a coordinator.

Summary

The foregoing discussion has presented a theoretical framework for this study. Since the study is concerned with the coordinators' duties in a school system, literature pertaining to various aspects of behavior in a social system have been examined. The Getzels-Guba Model explained the relationship between the organization and the individual. This model discussed interpersonal behavior in the most general context of a social system. Since this model was so general a more specific model was needed. Therefore, the role episode model by Katz and Kahn helped explain social behavior more specifically by expanding upon the expectations component of the Getzels-Guba Model. Their model for understanding role behavior involves the relationships that exist between a focal person (the coordinator) and members of his role set (other people in the organizational setting--principals and teachers). In studying role one must examine the various operational areas since a coordinator must perform tasks in order to

achieve the goals of education. It was within the framework of Harris's general categories that the questionnaire statements were developed.

DELIMITATIONS

1. This study is concerned only with the perceptions of the role of physical education coordinator held by physical education coordinators, principals, physical education teachers, and classroom teachers teaching physical education.

2. The study is delimited to one school board in this province, the Terra Nova Integrated Board.

DEFINITIONS OF TERMS

1. Role is the set of activities which are more a function of a social setting than of the person's personality characteristics associated with each office. (Katz and Kahn, 1966:179)

2. Perceptions are an individual's concepts which represent preferential biases developed out of experiences. (Katz and Kahn, 1966:188)

3. Coordinator is defined in this study as a position occupant in the organization of a school system charged with the responsibility of improving instruction, throughout the district, in a designated subject area.

CHAPTER II

REVIEW OF RELATED LITERATURE

When examining the role of the coordinator one finds many titles used for this position in various school districts throughout Canada and the United States. These titles include supervisor, director, and consultant, with such words as instructional and curriculum used instead of the subject area.

The physical education coordinator is guided by the same principles and procedures as in other areas such as mathematics, science, etc. However, in some ways the nature of the physical education coordinators' job and the objectives established require different ways of working. Anyone entering the position of physical education coordinator soon becomes aware that there is limited research to define commonly accepted tasks, processes, and procedures.

Since there is limited research available on the physical education coordinator's role, this study used literature pertaining to supervisors to give insight into the role of a physical education coordinator since many of the tasks areas encompass the same duties and responsibilities. The literature related to this study is categorized into three sections: (a) literature related to role theory, (b) literature related to task areas, and (c) summary of

recent research in the area of coordinators' duties and responsibilities.

ROLE THEORY

Gross, Mason, and McEachern (1965:11) found that "many definitions of the term role have been presented in the social literature, representing different disciplines, different points of view within a single discipline, and, in some areas, different formulations of an individual author."

Linton, an anthropologist (Biddle and Thomas, 1966:7), proposed a classic distinction between status position and role:

> A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties. . . . A role represents dynamic aspects of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing a role. Role and status are quite inseparable, and the distinction between them is of only academic interest. There are no roles without status or statuses without roles. Just as in the case of status, the term role is used with double significance. Every individual has a series of roles deriving from various patterns in which he participates and at the same time a role, general, which represents the sum of these roles and determines what he does for his society and what he can expect from it.

Linton sees role as having reference to behavior standards, ". . . attitudes, values, and behavior ascribed by the society to any and all persons occupying this status." (Gross et al, 1965:12)

Role was described as the most important unit of the institute or social structure by Parsons and Shils who defined role as:

> a sector of the total orientation system of an individual actor which is organized about expectations in relation to a particular interaction context, that is integrated with a particular set of value-standards which govern interaction with one or more alters in the appropriate complimentary roles. (Gross et al, 1965:13)

Parsons viewed role as the concept which explains the actions of individuals functioning within an organization or social system.

Davis defined role as:

> How an individual actually performs in a given position, as distinct from how he is suppose to perform, we call his role. The role, then, is the manner in which a person actually carries out the requirements of his position. It is the dynamic aspect of status or office and as such is always influenced by factors other than the stipulations of position itself. (Gross et al, 1965:14)

Gross and others reviewed the definitions of roles presented by the above writers and established three categories for classifying the definitions of role. Linton's definition could be placed in the first category, Parson's in the second, and Davis' in the third category. The categories developed were:

1. Definitions of role which either equate it with or define it to include normative culture patterns. (Gross et al, 1965:11)
2. A role is treated as an individual's definition of his situation with reference to his and others' social position. (Gross et al, 1965:13)
3. . . . role as the behavior of actors occupying social position. (Gross et al, 1965:14)

While some authors define role in different terms, this does not mean that there are no common components. Gross, Mason and McEachern (1965:17) suggest that:

> Three basic ideas which appear in most of the conceptualizations considered, if not in the definitions of role themselves, are that individuals: (1) in social locations (2) behave (3) with reference to expectations.

The authors' contention seem to be that human conduct is in part a function of expectations, and that expectations are assigned to individuals on the basis of their locations or positions in social systems.

Role theory attempts to explain the behavior of individuals in a social system in terms of the expectations associated with the position which they occupy in that system.

Lucio and McNeil (1962:30) state the following:

> Role theory postulates that a school system is a miniature society in which administrators, supervisors, teachers, and pupils represent positions or offices within the system. Certain rights and duties are associated with each position. The actions appropriate to the position are defined as roles. It should be emphasized that a role in linked with the position, not with the person who is temporarily occupying the position. A person in a particular position learns to expect certain actions of others, and others expect a given behavior of him. The position of a supervisor can be described in terms of action expected of him and the action he expects of others. One cannot enact the supervisory role if he lacks the necessary role expectations. These expectations are learned both through intentional instruction and through incidental means. The ability to learn a supervisory role is probably limited by view of self as well as by previous experiences.

Lucio and McNeil (1962:31) go on to say: "When working with others, it sometimes seems to matter little what a supervisor actually does. It matters more that what others think the supervisor does is what they think he should do."

GENERAL LITERATURE ON THE ROLE OF THE COORDINATOR

Badcock (1965:50) wrote:

> School people today, in face of the ever-changing demands upon them, are finding it increasingly necessary to turn to curriculum specialists. The specialist . . . is a relative newcomer to the leadership team in many school systems. His role is not yet clearly defined. His relationship with the general administration, with the individual building principal, and the teaching corps as a whole are still in a state of confusion in many school systems.

Although Badcock wrote this nearly twenty years ago, much of what he said still holds true today. There still exists a gap between the amount of information needed to justify the continued existence of the position and/or to make the most effective use of the coordinator.

Badcock (1965:50) goes on to say: "The need for defining the role of the curriculum specialist, regardless of his title, in a functional organization of a school is imperative."

Kohr (1965:146) wrote an article which states:

> That there should be overlap among the functions carried out by individuals exercising leadership

> in a school, no one would deny. Yet when administrative functions are not clearly differentiated from what might be called technical or special functions for which the curriculum leader has unique responsibilities, there is danger of role diffusion. Such role diffusion, of course, limits the impact of the individual and his work.

Some well-known authors in the field of curriculum have identified many of the duties and responsibilities of the coordinator. These authors and researchers feel that a coordinator's primary function is to be responsible for the improvement of instruction in his speciality area. He must be influential in bringing about desired relationships, policies, and procedures that will result in an improvement in the total education program. Although there is much written about coordinators, the experts in the field recommend many and varied roles for the coordinator. The experts do not seem to agree on their responsibilities. Many school districts throughout Newfoundland and Labrador are attempting to write job descriptions for coordinators in their specific area. These job descriptions differ from one district to another but they have some common duties and responsibilities outlined that ensure some continuity of the activities of coordinators.

Many of the duties listed by various authors can be carried out by all coordinators but the list is unlimited and therefore must vary according to subject area and the school district. A definition of the role of physical education coordinator and the way he is to work must be a

decision involving all interested parties: the coordinator, the principal, the superintendent, and the teachers.

Harris's (1975:11) general categories, that have been used in this study, seem to give an adequate description of the tasks of the supervisors. They are:

> Task 1. Developing Curriculum. Designing or redesigning that which is to be taught by whom, when, where, and in what pattern. Developing curriculum guides, establishing standards, planning instructional units, and instituting new courses are examples of this task area.
>
> Task 2. Organizing for Instruction. Making arrangements whereby pupils, staff, space, and materials are related to time and instructional objectives in coordinated and efficient ways. Grouping of students, planning class schedules, assigning space, allocating time for instruction, scheduling planning events, and arranging for teaching teams are examples of the endeavours associated with this task area.
>
> Task 3. Providing Staff. Assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. Recruiting, screening, assigning, and transferring staff are endeavours included in this task area.
>
> Task 4. Providing Facilities. Designing or redesigning and equiping facilities for instruction. The development of space and equipment specifications is included in this task area.
>
> Task 5. Providing Materials. Selecting and obtaining appropriate materials for use in implementing curricular designs. Previewing, evaluating, designing and otherwise finding ways to provide appropriate materials are included in this task area.
>
> Task 6. Arranging for In-Service Education. Planning and implementing learning experiences that will improve the performance of the staff in instruction related ways. This involves workshops, consultations, field trips, and training sessions, as well as formal education.

Task 7. Orienting Staff Members. Providing staff members with basic information necessary to carry out assigned responsibilities. This includes getting new staff members acquainted with facilities, staff and community, but it also involves keeping the staff informed of organization developments.

Task 8. Relating Special Pupil Services. Arranging for careful coordination of services to children to ensure optimum support for the teaching process. This involves developing policies, assigning priorities, and defining relationships between services offered and instructional goals of the school.

Task 9. Developing Public Relations. Providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction.

Task 10. Evaluating Instruction. Planning, instrumenting, organizing, and implementing procedures for data gathering, analysis, and interpretation, and decision making for improvement of instruction.

Harris says: "It is important to recognize that these task areas--broad as they are--provide a framework for planning, guiding, directing, and evaluating supervisory services." He sees in-service as perhaps the most important of all these tasks because by changing the performance of people, one can help in the improvement of instruction. He believes that many aspects of instructional improvement programs demand central office staff personnel who have specialized techniques and knowledge, and who can devote major time and energy to instructional improvement.

Another listing of major areas of activity is given by Lucio and McNeil (1962:26):

1. Planning--individually and in groups; he helps to develop policies and programs in his field.

2. Administration--he makes decisions, coordinates the work of others, and issues necessary directions.
3. Supervision--through conferences and consultations, he seeks to improve the quality of instruction.
4. Curriculum Development--he participates directly in the formulation of objectives, selection of school experiences, preparation of teaching guides and selection of instructional aids.
5. Demonstration Teaching--he gives and arranges for classroom demonstrations of teaching methods, uses aids or other direct help to classroom teachers.
6. Research--through systematic surveys, experiments, and studies, he explores current conditions and recommends changes in practices.

Lucio and McNeil (1962) describe these six task areas as the responsibilities of the supervisor. If these task areas are achieved by the coordinator it should seek to promote an improved teaching-learning situation since the coordinator will work cooperatively with teachers in an assisting, sharing role.

The categories an author uses seems to depend upon his individual preference or how he perceives the role of coordinator. The task area most repeated by the various authors is that of curriculum and instruction. Many authors do not state general categories for the role of the coordinator but list specific roles or responsibilities that coordinators, or in many cases supervisors, ought to be performing.

Neagley and Evans (1980:107) do not divide their duties and responsibilities for a subject area coordinator

into categories but just list the tasks that should be performed:

1. Visits classrooms and works with teachers from K through 12 on instructional and curricular matters peculiar to the discipline or subject area.
2. Includes teachers in decision making and change.
3. Works with principals and coordinators of elementary and secondary education in a staff relationship and shares particular knowledge and competence as needed.
4. Reports to the assistant superintendent and informs this person of the developing curriculum and new trends and research in the area of specialization.
5. Chairs the district curriculum committees in the discipline or subject area.
6. Makes recommendations to the appropriate officials of instructional and curricular materials and resources.
7. Works closely with the appropriate curriculum consultants in the intermediate unit office or in the regional curriculum center, and keeps abreast of the latest research and trends in the field.
8. Conducts parent and community meetings for the lay public and interprets the latest methods and content in the subject area.
9. Prepares written materials for the lay public on topics related to the discipline.
10. Participates actively in the sessions of the curriculum council, especially when the coordinator's area of concern is on the agenda.
11. Meets and works with the other subject area coordinators, under the leadership of the assistant superintendent in charge of instruction, in order that a balanced curriculum may be developed.

Campbell et al (1977:317) states that supervisors perform a number of activities.

> Included among these are individual classroom visits and teachers' conferences; evaluating and selecting books and other instructional materials which can subsequently be recommended to individual teachers or to groups of teachers for use; helping individual teachers or groups of teachers develop resource or teaching units; organizing and working with groups in curriculum development or improvement programs, organizing and directing conferences or workshops for teachers; assisting individual teachers or groups of teachers in the administration of tests and interpretation and use of test data; preparing or assisting in the preparation of manuals and bulletins to aid teachers in instruction; assisting in the development and use of programs for the general evaluation of a school system or phases of a program; conducting demonstration teaching classes; performing as a consult for local facilities as they study instructional problems; or assisting in the development of plans for reporting pupil progress to parents.

Campbell adopted this list of activities from Lucio and McNeil and although "this list is by no means exhaustive, it indicates the scope of activities that may fall within the duties of the supervisor. The supervisor's main function is to improve instruction and if these activities are carried out, their objective should be obtained."

Krantz (1977) suggests the following lists of activities for the role of the coordinator:

1. Evaluate the performance of staff members and recommend for employment;
2. Maintain a current knowledge of research trends and new developments in programming;
3. Maintain a record system;
4. Provide and/or secure in-service training programs;
5. Communicate with district board level so that the

program is effectively understood and its purpose integrated into the school;

6. Interview and recommend for employment;
7. Assist instructors to modify their programs to meet the needs of their students;
8. Effectively organize and use advisory committees;
9. Establish formal communication channels within the districts;
10. Use styles of leadership appropriate to different situations in relation to delegation of authority, accountability and supervision;
11. Design and implement a program of evaluation process to monitor the operations of your program;
12. Mediate conflict within the staff;
13. Supervise the activities of professional personnel;
14. Design a student evaluation that will indicate student progress.

Gwynn (1961:27-31) states the supervisor should be prepared:

1. To aid the teacher and principal in understanding children better. . . .
2. To help the teacher develop and improve individually and as a cooperating member of the school staff. . . .
3. To assist school personnel in making more interesting and effective use of materials of instruction. . . .
4. To help the teacher to improve his method of teaching. . . .
5. To make the specialized personnel in the school system of maximum assistance to the teacher. . . .

6. To assist the teacher in making the best possible appraisal of the student. . . .
7. To stimulate the teacher to evaluate his own planning, work, and progress. . . .
8. To help the teacher achieve poise and a sense of security in his work and in the community. . . .
9. To stimulate faculty groups to plan curriculum improvements, and carry them out co-operatively, and to assume a major responsibility in co-operating this work and in improving teacher education in service. . . .
10. To acquaint the school administration, the teachers, the students, and the public with the work and progress of the school.

Some authors suggest that a supervisor assumes many roles. Marks et al (1978:624) state the supervisor must be:

1. An executive officer
2. A stimulator
3. An expert
4. An advisor
5. A coordinator
6. A mediator
7. An interpreter
8. An evaluator
9. An educational prophet.

Olivia (1976:414-415) states that "the responsibilities of the supervisor imply a number of roles." Similar to those of Marks, the supervisor is:

- A curriculum expert, informed about the curriculum and ways to improve it.
- An expert on instruction, knowledgeable about the latest and best methodology.
- A communicator, who can relate information and ideas to teachers and is a good listener.
- A master teacher, able to demonstrate good teaching as well as talk about it.
- A group leader, who knows how to work with groups and get the most out of them.
- An evaluator, who helps teachers evaluate the curriculum and themselves.

- A stimulator, who suggests ideas for teachers to consider.
- A coordinator, who seeks to achieve articulation between programs and levels and helps teachers to become aware of each other's problems.
- A consultant, on call to individual teachers and groups who wish to take advantage of his expertness.
- A public relations person, who may be invited to interpret the school's curriculum to the public either in written communications or in talks to lay groups.
- A researcher, who investigates research studies, particularly action research.
- A change agent, a catalyst for helping teachers to change and improve.

This section of related literature has included an almost unlimited list of duties. Regardless of the specific task areas the authors list for the role of the coordinator, the coordinators must first assert themselves as leaders in the instructional improvement process. How a coordinator achieves the goal of improving the instruction in his district should depend upon his duties and responsibilities.

RESEARCH ON THE ROLE OF THE COORDINATOR

The investigator could not find any study which attempted to deal with the role of a physical education coordinator. However, certain studies conducted by researchers, on other supervisory positions are either directly or indirectly related to the role of the physical education coordinator. A number of these studies deal with ascertaining the purpose and the actual and ideal roles of

the supervisor or the coordinator which are relevant to the role of the physical education coordinator.

Boska (1970) carried out a study to define and clarify the duties and responsibilities of the county supervisors of music in Florida schools. He accomplished this task by a comparison of expectation incidents to the role of the county music supervisor as these expectations are held by music supervisors, the general supervisor, school principals, and opinions of the extent to which the same groups perceive these expectations are being fulfilled in practice.

The instrument used to gather data was a partially open-ended modified activity analysis inventory divided into nine categories: (1) personnel and staffing, (2) scheduling, (3) budget and finance, (4) in-service education, (5) general administration, (6) public relations and promotion, (7) curriculum development, (8) equipment and materials, and (9) trends in supervision. The respondents were asked to evaluate each task in terms of the degree to which the supervisors engage in each task and also the degree to which the supervisors should engage in the activity if a change is indicated.

The study found that the music supervisors perceived their chief responsibility as the change in design, development, assessment and assistance in implementation of new and improved programs. Their most desired activities

were: all phases of personnel and staffing excluding rating of teachers; scheduling of county wide music meetings; securing funds for schools but not the allocation of same; developing programs for federal fundings; all phases of in-service education with particular emphasis on orientation of new teachers; all phases of general administration with particular emphasis on the overall evaluation of programs; advising on public relations aspects of music on a county wide basis only; all phases of curriculum development with particular emphasis on the development of philosophy, curriculum guides and innovative programs; and all aspects of the acquisition of equipment and materials with the exception of inventory and record keeping.

The administrators perceived the most desired activities of the music supervisor to be: work more closely with teachers and principals; decentralize and make supervisory services more available; assist in the evaluation of individual programs; help secure more materials and equipment; assist in securing more personnel; provide better communications; increase assistance in scheduling, selecting personnel, program development, orientation of new teachers, public relations, developing curriculum guides and in-service education of teachers.

Boska concludes that the position of music supervisor is seen as functional and important if it can be demonstrated that the position contributes to improving

teaching and teaching conditions. The duties of the music supervisors are varied throughout the school systems and the study found music supervisors to be functioning under different types of operation.

Carlton (1970) conducted a study to determine the role of instructional supervisors as perceived by teachers and principals in selected Florida elementary schools. The study examined their perceptions about the purpose of supervision, the actual and ideal role of supervisors and the occurrence of certain trends in supervision. A six page survey instrument was mailed to the elementary teachers and principals.

The major purpose of the supervisor was perceived to be the provision of assistance. This category was ranked first by both teachers and principals. A comparison of the ranking for each category by the teachers and principals is given below:

Rank by Teachers	Purpose	Rank by Principals
1	Provision of Assistance	1
2	Human Relations-Communications	7
3	Provision of Leadership	5
4	In-service Education	6
5	Instructional Improvement	2
6	Coordination of Effort	3
7	Curriculum Development	4

The data revealed that differences do exist between what was considered to be the actual and ideal role of the supervisor. The respondents perceived the following activities highest for the actual role of the supervisor: assist

in the development of programs for federal funding, routine administrative duties, participate in the formulation of policy, participate in in-service education programs and workshops, and assist textbook selection committees. The ideal role of the supervisor was seen as centering around the following activities: plan and arrange in-service visitations to observe promising practices, assist teachers in the location, selection and interpretation of materials, assist in the orientation of new and beginning teachers, coordinate instructional programs, visit and observe in the classrooms, teach demonstration lessons and hold conferences with teachers. The least ideal activities were: work with citizens and lay groups, conduct research and evaluation studies, assist textbook selection committees and assist in the development of programs for federal funding.

Smith (1971) investigated the normal duties and responsibilities of school supervisors who were employed in selected rural West Virginia school districts and evaluated these duties and responsibilities in terms of their essentiality to the function of school supervision.

This study employed a descriptive research method. The questionnaire was circulated to thirty-eight supervisors employed in twenty-four selected rural West Virginia school districts. The questionnaire was designed to ascertain the normal duties performed, the extent of involvement in the performance, whether or not the duties performed were con-

sidered essential to the supervisory function, most important and least important duties performed, recommendations for improving rural school supervision and professional characteristics of the study population.

The forty-eight duties were grouped into six areas: (1) program planning, instruction, resources and evaluation, (2) in-service, workshops, and teacher education, (3) administration and personnel, (4) studies, demonstrations and research, (5) school-community relations, and (6) conferences, professional meetings and organizations.

The findings showed the most important duties and responsibilities which the supervisors performed were related to program planning, instruction, resources and evaluation. The listing of most important duties included curriculum planning, visitations of classrooms, supervising instruction, instructional problems of teachers and principals, selecting materials and equipment, and making new information and materials available to teachers. Supervisors also considered in-service education, workshops, and teacher evaluation to be among the most important duties. Clerical work received the predominant rating as being the least important duty by supervisors.

When the supervisors were requested to make recommendations for improving school supervision they included such items as: the role of supervisors be clearly defined, that communications among staff, principals and supervisors

be improved, that the boards of education provide secretarial help, that teacher-supervisor ratio be reduced and the supervisors be permitted to specialize in a subject area.

Smith suggested that if the role of the supervisor was more clearly defined many of the other problems would be eliminated, such as communications between the supervisor and co-workers. He recommended that school districts make available job descriptions for supervisors and include activities which the supervisors consider essential and of major importance for performing their role.

Davies (1973) made still another approach to determine the perceived real and perceived ideal roles of supervisors. His study consisted of forty-seven selected mathematics supervisors from across the United States.

The questionnaire included one hundred and ten roles, divided into eighteen categories, which were rated on a six point scale both ideally and really. The mean of the mean ratings of the roles in each category were used to rank the roles as well as the categories.

The eighteen categories ranked in order from most important to least important, ideally, were: (1) training for mathematics supervisors, (2) developing philosophy, (3) arranging for in-service education, (4) developing curriculum, (5) evaluation, (6) providing facilities, (7) staffing, (8) providing professional assistance and

consultation, (9) conducting research, (10) organizing for instruction, (11) providing materials, (12) orienting new staff members, (13) developing public relations, (14) relating special services, (15) supervising programs for student teachers, (16) performing additional activities, (17) budgeting, and (18) performing clerical work. (Davies, 1973: 175-176)

There were twenty-one roles which received a mean ideal rating above 4.0 (4 - considerable importance, and 5 - most important). The fifteen most important roles in order of importance were: (1) serve as a resource person with regard to mathematics and mathematics education questions; (2) actively join national, state, and/or local mathematics, supervisory, and/or administrative organizations; (3) participate in policy making with regard to mathematics programs of the school system; (4) select and assist in the selection of textbooks, supplementary books, etc; (5) participate in determining what mathematics courses shall be taught in the school system; (6) read and study research in mathematics, education, and other fields related to the work of mathematics supervision; (7) hold group meetings for mathematics teachers at intervals during the year to encourage the exchange of ideas; (8) preview the various mathematics materials and visual aids and/or make it possible to examine these same materials; (9) hold departmental meetings; (10) encourage mathematics teachers

to participate in city, state, and national associations for mathematics teachers; (11) plan and hold meetings for new teachers for the purpose of orientation; (12) recommend and aid teachers in obtaining grants, fellowships or similar financial aid for course work and/or independent study in mathematics, mathematics education, or related fields; (13) develop plans for supervision programs; (14) attend institutes and workshops related to mathematics and/or supervision; (15) visit classrooms and in any other way evaluate teachers' abilities, success in teaching mathematics, and possible special talents as well as weaknesses. (Davies, 1973:176-178)

The review of literature summarized in this section presented studies which are related in nature to the functions and duties of coordinators. These studies presented data obtained from persons who were either performing coordinator's tasks or who were related to the position. Some studies investigated the duties which coordinators actually performed while others investigated perceptions of duties that should be performed. Although the supervisors or coordinators did not occupy the positions of physical education coordinators, many of the duties and responsibilities are common to all persons who hold this position, regardless of the subject area.

NEWFOUNDLAND STUDIES

In the past few years some studies on the position of coordinator have been conducted in the province of Newfoundland and Labrador. The Supervisor's Special Interest Council issued a special publication in 1981 entitled "The Program Co-ordinator: Who...From Where...and What." This publication gave a brief historical background on the coordinators, a profile of coordinators, 1980-81, and a model of what the role might be.

Babstock's article on profile of coordinators states the major tasks of coordinators to be:

> diagnosing and identifying curriculum needs; initiating, planning, organizing and carrying out inservice; working with teachers who request assistance with programs, or who have had problems identified by other personnel; coordinating subject offering in schools, systems, and district wide; inservicing programs introduced by the Department of Education, ensuring that these programs are properly followed, and helping to obtain suitable supplementary materials. (Babstock, 1981:18)

A survey conducted by Babstock found a significant change in the coordinator's role since the school boards in Newfoundland and Labrador adopted the term program coordinator to describe many supervisory personnel. The coordinators' role changed in areas of responsibility to, subject areas of responsibility, position (line or staff), teacher evaluation (summative), and input into hiring of teachers.

A Coordinator Model by Philip Patey, in the same special publication, provides an outline of what a coordinator ought to be. There are six basic tenets in this model: Premise No. 1: The role one of supportative leadership; Premise No. 2: You are what you are perceived to be; Premise No. 3: The realization of one's function is an evolving process, a dynamic state of disequilibrium; Premise No. 4: The coordinator's role in supervision is a shared function; Premise No. 5: Successful communications are at the heart of successful coordination; Premise No. 6: Don't try to change the world in a school year.

The model proposed has three basic types of coordination:

1. School Visitation Program
   - (a) Conferences with the principal
   - (b) Staff subject meetings
   - (c) Brief teacher contacts
   - (d) Teacher conferences
   - (e) Classroom visitation
   - (f) Workshops
   - (g) Surveys and questionnaires
2. District Committee Meetings
3. Meetings out of the District

In the fall semester of 1983, eleven graduate students in the Department of Educational Administration at Memorial University in Newfoundland conducted a prelim-

inary study to determine the perceptions of program coordinators and consultants of their role. The students interviewed all coordinators and consultants with the two school boards in the St. John's area.

The study found that the coordinators and consultants perceived their role to be chiefly assisting and in-servicing teachers in program implementation and development and coordinating subject offerings. The function of their role was that of helping teachers to develop the program within the particular area of instruction.

The Newfoundland Teacher's Association (1983) participated in the formulation of a role description for program coordinators in Newfoundland and Labrador. The following description was presented as a bona fide and accurate summary of the key functions which all Program Coordinators undertake.

A. General

Program coordinators possess expertise in curriculum, curriculum implementation, teaching methodology, and curriculum evaluation. Program Coordinators possess functional authority within the areas of curriculum, curriculum implementation, teaching methodology, and curriculum evaluation. This authority supercedes that of Department Heads and Curriculum Personnel functioning at the school and school system level. This authority in these areas is held jointly with School Principals.

B. Position in Administrative Structure

Program coordinators are responsible to the School Board through the District Superintendent. In the areas of curriculum, curriculum implementation, teaching methodology, curriculum evaluation, and administrative matters,

the Program Coordinator reports to and receives direction from the Superintendent or his designate.

C. Duties

Program Coordinators monitor, develop, refine, and adapt school curricula and services as directed by assessments of the needs of the school, school system, and district. Program Coordinators have administrative responsibility within the domain of their expertise.

Program Coordinators implement school curricula. They adapt and refine the content of the specific programs to meet the needs of students. They assist teachers in program placement, and in the development of teaching strategies for the delivery of programs to students. They demonstrate how programs serve student needs.

Program Coordinators' duties include: i. identifying, diagnosing, and assessing curriculum needs, ii. initiating, planning, organizing, and delivering inservice in response to these needs, iii. delivering initial and follow-up inservice for programs introduced by the Department of Education, and ensuring that these programs are implemented according to Department direction, iv. assisting teachers in curriculum delivery, v. coordinating program offerings at the district, system, and school levels, vi. assisting the superintendent or his designate in the formulation, and modification of district curriculum policy, vii. assisting principals and teachers in the identification, location, and acquisition of suitable supplementary materials for programs, viii. evaluating school, school system, and district programs, ix. assisting as required in the selection and formative evaluation of school staff.

In summary, Program Coordinators monitor and supervise school curricula to help ensure that their philosophy is clarified and developed through consistent classroom practice.

SUMMARY

The first section of this review of literature explored role theory as it relates to different disciplines and authors. The second part of this chapter was a summary of literature related to task areas of the coordinator. The literature examined was largely classified in the area of selection, assignment, and professional development of teacher personnel, the organization of programs at various grade levels, the development of curriculum, preparation of a financial budget, evaluation and working with other personnel to prepare or revise curriculum materials. The most important role, for any coordinator, was outlined as improving instruction.

The final section of this review of literature and research explored studies by various researchers in the area of supervisors or coordinators. Each of these studies was designed to determine specific role functions of the supervisor or coordinator. Common role functions included tasks related to providing in-service and professional growth opportunities, helping in developing curriculum, providing curriculum materials, consulting with teachers and principals, sharing information about programs and techniques, providing resource help to teachers and principals, demonstrating teaching, providing personal conferences with teachers, evaluating, providing teachers with

materials, and budgeting. These are but a few of the many functions listed by the various studies for the role of the coordinator.

Although the review of literature and research failed to identify the specific functions of the physical education coordinator, it did provide the researcher with an understanding of the various tasks expected for the role of subject area coordinators.

The researcher examined the literature and concluded that the principal purpose for the role of the coordinator was to improve instruction. The major factors involved in this goal include that of the provision of leadership, the creation of a productive instructional environment, curriculum development, and in-service education. The researcher feels the most important responsibilities of the coordinator should be to coordinate in-service education and workshops, to provide consultative help to teachers and principals and to coordinate all instructional matters.

CHAPTER III

METHODOLOGY

This study relied on two sources of data. One source of data was obtained from unpublished dissertations, professional publications, bulletins, and books written about the duties and functions of supervisors and/or coordinators. The other source of data was the responses to two questionnaires and an interview administered to various personnel with the Terra Nova Integrated School District in Newfoundland.

SECTION I

Data derived from books, bulletins, unpublished dissertations, and professional publications was admitted only if it was directly related to the purpose of this study. This data was included in Chapter II of this study on the review of related literature and research. The summary of Chapter II provides data on the duties and functions for the role of the coordinator. These duties and functions were mentioned by all authors and provide data related directly to the intent of this study.

SECTION II

The instruments used to gather data on the role of the physical education coordinator from the Terra Nova Integrated School District were in the form of two questionnaires and an interview.

Questionnaire I

Questionnaire I, a copy of which is contained in Appendix B, was completed by the principals, the classroom teachers teaching physical education, and the physical education teachers in half the schools with the Terra Nova Integrated School District.

The questionnaire items were developed from the review of literature and research using eleven categories of tasks areas. These categories were derived from Harris's (1975) task areas of supervision with the addition of the task area of budgeting. The eleven categories were: (1) developing curriculum, (2) organizing for instruction, (3) providing staff, (4) providing facilities, (5) providing materials, (6) arranging for in-service education, (7) orienting new staff members, (8) relating special services, (9) developing public relations, (10) evaluating, and (11) budgeting. The eleven categories were not labelled on the questionnaire so as not to influence the respondents on the importance of each item.

The questionnaire contained thirty-eight items and for each item the respondent was asked to indicate the

degree of importance he/she attached to each task for the physical education coordinator. The degree of importance was given on a five point scale consisting of:

no importance	(1)
very little importance	(2)
some importance	(3)
considerable importance	(4)
most important	(5)

Questionnaire II

Questionnaire II, a copy of which is contained in Appendix B, was for completion by the principals, classroom teachers teaching physical education, and physical education teachers in the other half the schools with the Terra Nova Integrated School District. Respondents gave their perceptions of the role of the physical education coordinator in the eleven categories used in Questionnaire I. The respondents were asked the question, "What do you think are the most important duties of the physical education coordinator?" This was an open-ended questionnaire and was used to help validate Questionnaire I in case any tasks had been omitted.

Interview

The interview, the schedule for which is contained in Appendix B, was conducted with the physical education coordinator with the Terra Nova Integrated School District.

The format of the interview was the same as Questionnaire II. The physical education coordinator was asked to give his perceptions of the role of the physical education coordinator in the eleven categories. He was asked to respond according to what he thought the role should be and not necessarily as he is performing the role in his district. The respondent was also asked the question, "What do you think are the most important duties of the physical education coordinator?" Responses were recorded in a summary form and later analysed.

POPULATION

The population for this part of the study was confined to one Newfoundland School District, the Terra Nova Integrated. The population was divided into four groups: (1) physical education coordinator, (2) thirty principals, (3) seventeen physical education teachers, and (4) ninety-four classroom teachers teaching physical education.

This district was chosen because it had a board policy that classroom teachers, in primary grades, teach their own physical education and is one of the few boards with a physical education coordinator. This allowed for more perceptions to be obtained for the role of the physical education coordinator from teachers directly related to the coordinator.

PILOT STUDY

Eight physical education teachers, three principals, two coordinators, three graduate students, and a physical education consultant with the Department of Education were selected for a pilot study of Questionnaire I. Respondents were asked to comment on its clarity, preciseness and appropriateness. They were also asked to delete or add items where appropriate. The questionnaire was then revised where necessary.

ADMINISTRATION OF QUESTIONNAIRES

The Superintendent of the district was contacted and permission was granted for the coordinator, principals, and teachers within his district to be included in the study.

A directory of teachers in the district was obtained from the School Board Office and a list of principals, primary teachers, and physical education teachers for all thirty schools was made by the researcher.

The names of the schools were randomly selected to determine which questionnaire each school would receive. The first school's name drawn received Questionnaire I, the second school's name drawn received Questionnaire II, and so forth until fifteen schools were selected to receive Questionnaire I and fifteen schools were selected to receive Questionnaire II. There were eighty-five copies of Questionnaire I sent and fifty-six copies of Question-

naire II sent to the various schools. The questionnaires were mailed, along with a covering letter, to each of the respondents in the population. Two weeks from the initial mailing a follow-up letter was sent to each respondent. Acceptable response rates were obtained from all three groups. Table I presents the response rates by the population.

TABLE I

Distributions, Returns and Percentage of Responses for Questionnaires I and II

	Principals	Classroom Teachers	P.E. Teachers	Total
Questionnaire I				
Questionnaires sent	15	58	12	85
Usable returns	14	34	9	57
Nonusable returns	0	11	0	11
Percentage of usable returns	93	59	75	67
Questionnaire II				
Questionnaires sent	15	36	5	56
Usable returns	6	8	5	19
Nonusable returns	1	8	0	9
Percentage of usable returns	40	22	100	34
Percentage of total returns	70	65	82	68

TREATMENT OF DATA

The data derived from books, bulletins, unpublished dissertations, and professional publications was analyzed to determine what these materials said about the role of a coordinator. An attempt was made to extract from these materials conclusions regarding the major functions which coordinators ought to perform.

Questionnaire I was analyzed by each of the thirty-eight tasks and then for each of the eleven categories of tasks. For each of the thirty-eight tasks the frequency, percentage, and mean was calculated for each of the three groups of respondents. Then each task was ranked with respect to each other by the mean rating score from highest to lowest, for each of the three groups of respondents. In order to summarize the ranking of the thirty-eight tasks, the eleven categories were also ranked. This was done by calculating the mean of the mean ratings of all tasks in each category and ranking the categories by the use of these mean of means (highest to lowest). This calculation was also applied when calculating the total group mean.

Questionnaire II and the interview were analyzed by summarizing the perceptions of the respondents and listing the most important tasks for each of the eleven categories. The final question asked gave a general perception of the most important duties of the physical education coordinator.

All the data derived from the various sources was taken to prepare a somewhat composite recommendation regarding what the role of the physical education coordinator ought to be.

CHAPTER IV

ANALYSIS OF QUESTIONNAIRES AND INTERVIEW

The purpose of this chapter is to present the data gathered from the two questionnaires and the interview. The questionnaires were sent to the principals, classroom teachers teaching physical education, and the physical education teachers employed with the Terra Nova Integrated School District. The interview was conducted with the physical education coordinator in the same school district.

The chapter is divided into three sections: (1) Questionnaire I, (2) Questionnaire II, and (3) the Interview. Each section will discuss the eleven categories of tasks separately as perceived by the respondents. The eleven categories of tasks are: (1) Developing Curriculum, (2) Organizing for Instruction, (3) Providing Staff, (4) Providing Facilities, (5) Providing Materials, (6) Arranging for In-service Education, (7) Orienting New Staff Members, (8) Relating Special Pupil Services, (9) Developing Public Relations, (10) Evaluating, and (11) Budgeting.

SECTION I: QUESTIONNAIRE I

The respondents who received this structured questionnaire were asked to circle, for each of the thirty-

eight duties listed, one of the five responses concerning their perceptions of the importance of that particular task for the physical education coordinator: 1 - no importance; 2 - very little importance; 3 - some importance; 4 - considerable importance; and 5 - most important. (See Appendix B) The data is presented in eleven tables corresponding to the eleven categories within the questionnaire. Each table is followed by a summary analysis.

Developing Curriculum

"Developing Curriculum" included tasks on planning, research, development, design and experimentation of the curriculum in physical education. Table 2 shows the mean score in each task in this area as perceived by principals, classroom teachers, physical education teachers and the total group. The mean score for each task, as given by the total group, indicates that all tasks received a mean score above 4. The tasks in this area were considered, by the total group, as being of considerable importance to most important.

The principals, classroom teachers, physical education teachers, and the total group perceived "keep abreast of the latest curriculum developments in physical education" as the most important task for the physical education coordinator in "Developing Curriculum."

The principals and the classroom teachers regarded Task 3, "inform teachers of current trends in the physical

TABLE 2

Mean Score on Each Task in the Area Developing Curriculum as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the Total Group

Tasks	Principals	Classroom Teachers	P.E. Teachers	Total
1. Work in committee with P.E. teachers in establishing objectives consistent with the school's philosophy of education.	4.143	4.059	3.889	4.030
2. Coordinate meetings with teachers and principals to plan a continuous program of P.E.	3.714	4.265	4.222	4.067
3. Inform teachers of current trends in P.E. programs.	4.714	4.294	4.111	4.373
4. Keep abreast of the latest curriculum developments in P.E.	4.857	4.529	4.333	4.571
5. Work with teachers in planning curriculum guides and courses of study needed for P.E. program.	4.429	4.088	4.000	4.172
6. Represent teachers' curriculum desires in conferences with administration personnel.	4.214	3.912	4.222	4.116

education program" as the second most important task. The physical education teachers perceived Task 6, "represent teachers' curriculum desires in conferences with administration personnel," as the second most important task in this area. The mean score of the total group, 4.373, shows that Task 3 was considered number two when ranking the tasks in "Developing Curriculum" in order of importance.

The two most important tasks in this area, as indicated by the mean scores of the total group, were "keep abreast of the latest curriculum developments in physical education" and "inform teachers of current trends in the physical education program."

Organizing for Instruction

"Organizing for Instruction" included tasks related to making organizational arrangements to implement the physical education program. Table 3 shows the mean score for each of the three tasks listed under "Organizing for Instruction" as perceived by principals, classroom teachers, physical education teachers, and the total group.

The mean score for the tasks in this area were between 3.111 and 4.286. The majority of mean scores indicate the respondents considered these tasks of some importance. Task 8, "assume responsibility for implementing new and revised curriculum," was the only task to receive a mean score above 4. The principals' mean score of 4.286 indicates that they perceive this task to be the most important task

TABLE 3

Mean Score on Each Task in the Area Organizing for Instruction as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the Total Group

Tasks	Principals	Classroom Teachers	P.E. Teachers	Total
7. Serve as consultant to principals in planning class schedules for P.E. teachers in various grade levels.	3.429	3.382	3.111	3.307
8. Assume responsibility for implementing new and revised curriculum.	4.286	4.000	3.889	4.058
9. Make recommendations on better working conditions for P.E. personnel.	3.286	3.971	4.000	3.752

in the area "Organizing for Instruction." The mean score of the classroom teachers, 4.000, shows that they also considered this task the most important in this area.

The physical education teachers perceived Task 9, "make recommendations to principals on better working conditions for physical education personnel," the most important task in "Organizing for Instruction." The mean score was 4.000. The classroom teachers' mean score of 3.971 indicates that this task was perceived as their second most important task.

The two most important tasks in "Organizing for Instruction," as perceived by the total group, were "assume responsibility for implementing new and revised curriculum" and "make recommendations to principals on better working conditions for physical education personnel."

Providing Staff

The category "Providing Staff" consisted of tasks to assume the availability of physical education teachers in adequate numbers with appropriate competencies for facilitating instruction. Teacher evaluation was also included in this category.

TABLE 4

Mean Score on Each Task in the Area Providing Staff as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the Total Group

Tasks	Principals	Classroom Teachers	P.E. Teachers	Total
10. Interview teacher applicants to screen and recommend to principals.	3.714	3.853	3.778	3.782
11. Work in committees with other personnel for development of policies relating to promotion, transfer, and dismissal of instructional staff.	2.643	3.235	3.222	3.033
12. Assist principals in regular conferences to evaluate the work of individual teachers.	3.357	3.206	2.778	3.114
13. Evaluate P.E. teacher for continued employment or dismissal.	2.571	3.253	2.667	2.864

Table 4 shows the mean score for each of the four tasks in the area "Providing Staff" as perceived by principals, classroom teachers, physical education teachers, and the total group. The mean scores for these four tasks range from 2.571 to 3.853. The tasks involving teacher evaluation received

lower mean scores which indicate the respondents considered these tasks of very little importance for the role of the physical education coordinator.

Task 10, "interview teacher applicants to screen and recommend to principals," was perceived by principals, classroom teachers, physical education teachers, and the total group as being the most important task in this area. The three groups had a mean score of above 3.500, which indicates this task to be of considerable importance.

The mean score of the classroom teachers, 3.235, and the mean score of the physical education teachers, 3.222, shows that Task 11, "work in committees with other personnel for development of policies relating to promotion, transfer, and dismissal of instructional staff," was perceived by both groups as the second most important task in "Providing Staff." The mean score of the principals, 3.357, indicates that they perceived Task 12, "assist principals in regular conferences to evaluate the work of individual teachers," as the second most important task in this area.

The two most important tasks in "Providing Staff" indicated by the mean score of the total group were "interview teacher applicants to screen and recommend to principals" and "assist in regular conferences to evaluate the work of individual teachers."

Providing Facilities

"Providing Facilities" included tasks on designing or redesigning and equipping facilities for physical education instruction. Table 5 shows the mean score for each of the four tasks in this area as perceived by principals, classroom teachers, physical education teachers, and the total group. The mean scores for the tasks in this area range from 3.778 to 4.429, which indicates the respondents perceived the tasks of considerable importance.

TABLE 5

Mean Score on Each Task in the Area Providing Facilities as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the Total Group

Tasks	Principals	Classroom Teachers	P.E. Teachers	Total
14. Confer with administration and architects in planning of new buildings and remodeling of older structures in terms of providing proper environment for good P.E. instruction.	4.429	4.441	4.333	4.401
15. Work with central office staff through committees to develop long range policies on planning school plants.	4.357	3.912	3.778	4.016
16. Make regular classroom visitations to gain ideas on equipment specifications and facility utilization.	4.214	3.794	3.778	3.929
17. Recommend the most effective type of school gymnasium and equipment.	4.357	4.471	4.000	4.276

The mean score of the principals, 4.357, and the mean score of the classroom teachers, 4.471, show that Task 17, "recommend the most effective types of school gymnasiums and equipment," was perceived the most important task in "Providing Facilities" by both groups. The physical education teachers perceived this task the second most important with a mean score of 4.000.

Task 14, "confer with administrators and architects in planning of new buildings and remodeling of older structures in terms of providing the proper environment for good physical education instruction," received a mean score of 4.333 from the physical education teachers. They perceived this task the most important of the four tasks in "Providing Facilities" and the principals and classroom teachers perceived this task as the second most important with mean scores of 4.429 and 4.441, respectively.

The two most important tasks as perceived by the total group in "Providing Facilities" were "confer with administrators and architects in planning new buildings or remodeling of older structures in terms of providing the proper environment for good physical education instruction" and "recommend the most effective types of school gymnasiums and equipment.".

Providing Materials

The category "Providing Materials" included tasks for selecting and obtaining appropriate materials for use

in implementing the physical education program. Table 6 shows the mean score for each of the two tasks listed under this area as perceived by principals, classroom teachers, physical education teachers, and the total group. The mean scores range from 3.222 to 4.286, which indicates the tasks are perceived to be of some importance to considerable importance by the respondents.

TABLE 6

Mean Score on Each Task in the Area Providing Materials as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the Total Group

Tasks	Principals	Classroom Teachers	P.E. Teachers	Total
18. Work in committees to establish systemwide curriculum materials which can be used by all teachers teaching P.E.	4.286	4.088	4.222	4.199
19. Prepare a list of P.E. equipment, resource people, and materials available in schools and community.	3.714	3.794	3.222	3.577

Task 18, "work in committees to establish systemwide curriculum materials which can be used by all teachers teaching physical education," was perceived the most important of the two tasks in "Providing Materials." The three groups had a mean score of above 4.000 for this task with a mean score of 4.199 for the total group.

"Prepare a list of physical education equipment, resource people, and materials available in school and community" received a mean score of 3.577 by the total

group. The principals and the classroom teachers considered this task of considerable importance while the physical education teachers perceived this task of some importance.

Arranging for In-Service Education

"Arranging for In-Service Education" included tasks for the planning and implementing of activities that will improve the performance of the physical education teachers in instructional related ways. Table 7 shows the mean score for each of the eight tasks in this area as perceived by principals, classroom teachers, physical education teachers, and the total group. The mean scores ranged from 3.618 to 4.647, which shows that the respondents perceived the tasks in "Arranging for In-Service Education" from considerable importance to most important.

The mean score of the principals, 4.500, and the mean score of the physical education teachers, 4.222, shows that both groups perceived Task 25, "select in-service topics in consultation with physical education teachers," as the most important of the eight tasks in this area. The classroom teachers perceived this task as the second most important task with a mean score of 4.206.

The mean score of the classroom teachers, 4.647, shows that this group perceived Task 20, "arrange for demonstration teaching to show teachers various teaching techniques and the use of various equipment," as the most important task. The principals and the physical education

TABLE 7

Mean Score on Each Task in the Area Arranging for In-Service Education as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the Total Group

Tasks	Principals	Classroom Teachers	P.E. Teachers	Total
20. Arrange for demonstration teaching to show teachers various teaching techniques and the use of various equipment.	4.286	4.647	4.111	4.348
21. Make regular classroom visitations, observe teaching activities, and offer suggestions to teachers on improved teaching procedures.	4.143	3.853	3.778	3.925
22. Take an active part in local, provincial, and national organizations for P.E.	3.714	3.618	3.778	3.703
23. Work in committees with central office staff in developing a continuous program for in-service education for all personnel.	4.214	3.971	3.667	3.951
24. Select in-service programs designed for P.E.	4.143	4.029	4.000	4.057
25. Select in-service topics in consultation with P.E. teachers.	4.500	4.206	4.222	4.309
26. Inform teachers of professional growth activities available.	4.071	3.676	3.778	3.842
27. Arrange individual conferences with teachers upon their request.	4.143	4.059	3.667	3.956

teachers perceived this task as the second most important of the tasks for the physical education coordinator in the area "Arranging for In-Service Education."

The other task in this area to receive a mean score about four by all three groups was Task 24, "select in-service programs designed for physical education." The classroom teachers and physical education teachers perceived this task as the third most important of the eight tasks with a mean score of 4.029 and 4.000, respectively. The principals' mean score ranking showed this task as fourth in order of importance of the eight tasks with a mean score of 4.143.

The three most important tasks in "Arranging for In-Service Education" as perceived by the total group, in order of importance, were "arrange for demonstration teaching to show teachers various teaching techniques and the use of various equipment;" "select in-service topics in consultation with physical education teachers;" and "select in-service programs designed for physical education."

Orienting New Staff Members

"Orienting New Staff Members" included one task that is related to providing new physical education teachers with the basic information necessary to carry out assigned responsibilities. Table 8 shows the mean score for the task in this area as perceived by principals, classroom teachers, physical education teachers, and the total group.

TABLE 8

Mean Score on Each Task in the Area Orienting New Staff as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the Total Group

Tasks	Principals	Classroom Teachers	P.E. Teachers	Total
28. Carry out orientation programs for new and beginning teachers.	4.428	4.471	4.222	4.326

Task 28, "carry out orientation programs for new and beginning physical education teachers," received mean scores from 4.222 to 4.471. This indicates that all respondents considered this task to be of considerable importance. The mean score for the total group was 4.326.

Relating Special Pupil Services

"Relating Special Pupil Services" included tasks for arranging for careful coordination of children to ensure optimum support for the teaching process. Table 9 shows the mean score for each of the three tasks in this area as perceived by principals, classroom teachers, physical education teachers, and the total group. The mean scores ranged from 2.286 to 4.706.

Task 29, "serve as a resource person to teachers and principals," was the only task in this area to be perceived as being of considerable importance for the role of the physical education coordinator. All three groups had a mean score of above 4 and the mean score for the total group,

4.450, indicates this task to be most important for the coordinator.

TABLE 9

Mean Score on Each Task in the Area Relating Special Pupil Services as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the Total Group

Tasks	Principals	Classroom Teachers	P.E. Teachers	Total
29. Serve as resource person to teachers and principals.	4.643	4.706	4.000	4.450
32. Coordinate student P.E. activities that use community facilities.	2.286	3.294	3.000	2.860
33. Develop policies and programs for intramural and extramural activities.	3.214	3.412	3.333	3.320

Task 33, "develop policies and programs for intramural and extramural activities," was perceived as the second most important task in this area. The three groups considered this task of some importance and the mean score for the total group was 3.320.

Developing Public Relations

"Developing Public Relations" included tasks for developing relationships with the public in relation to physical education matters. Table 10 shows the mean score for each of the two tasks in this area as perceived by principals, classroom teachers, physical education teachers, and the total group. The mean scores ranged from 2.889 to

3.529, which indicates the tasks in this area, were perceived by the majority of respondents to be of some importance.

TABLE 10

Mean Score on Each Task in the Area Developing Public Relations as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the Total Group

Tasks	Principals	Classroom Teachers	P.E. Teachers	Total
30. Serve as a liaison between schools and other educational agencies both in the community and outside the community.	3.504	3.529	3.222	3.417
31. Assist in explaining and interpreting school's P.E. program to community.	3.143	3.412	2.889	3.148

Task 30, "serve as a liaison between schools and other educational agencies both in the community and outside the community," was perceived to be the most important of the two tasks in this area. The mean scores were above 3.000 for all three groups with the mean score of 3.417 for the total group.

Evaluating

"Evaluating" included tasks for evaluating the physical education program and students. Table 11 shows the mean score for each of the three tasks in this area as perceived by principals, classroom teachers, physical education teachers, and the total group. The mean scores range

from 3.333 to 4.286, which indicates the respondents perceived these tasks of some importance to considerable importance.

TABLE 11

Mean Score on Each Task in the Area Evaluating as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the total group

Tasks	Principals	Classroom Teachers	P.E. Teachers	Total
34. Select, organize, and direct committees of teachers and principals to evaluate on regular basis the entire P.E. program.	3.643	3.912	3.333	3.629
35. Help teachers develop techniques for evaluating students.	4.286	3.824	3.444	3.851
36. Evaluate and select books and instructional materials for teachers' references.	4.000	3.765	4.000	3.922

The principals perceived Task 35, "help teachers develop techniques for evaluating students," as the most important of the three tasks with a mean score of 4.286. The mean score of the classroom teachers, 3.824, and the mean score of the physical education teachers, 3.444, indicates that both these groups perceived this task as the second most important task in this area.

The classroom teachers perceived Task 34, "select, organize, and direct committees of teachers and principals to evaluate on a regular basis the entire physical education

program," to be the most important task in "Evaluating" with a mean score of 3.912. The other two groups thought this was the least important of the three tasks.

The physical education teachers' mean score of 4.000 shows that they perceived Task 36, "evaluate and select books and instructional materials for teachers' reference," to be the most important task for the physical education coordinator in this area.

The mean scores for the total group shows the two most important tasks in the area of "Evaluating" to be "evaluate and select books and instructional materials for teachers' reference" and "help teachers develop techniques for evaluating instruction."

Budgeting

"Budgeting" included tasks to help provide monies for the physical education program. Table 12 shows the mean score for the two tasks in this area as perceived by principals, classroom teachers, physical education teachers,

TABLE 12

Mean Score on Each Task in the Area Budgeting as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the Total Group

Tasks	Principals	Classroom Teachers	P.E. Teachers	Total
37. Help plan a budget for P.E.	3.857	3.941	4.444	4.081
38. Establish policies regarding purchase of P.E. supplies	3.786	3.882	3.667	3.778

and the total group. The mean score ranged from 3.667 to 4.444, which indicates that respondents perceived these tasks to be of considerable importance for the role of the physical education coordinator in the area of "Budgeting."

The three groups of respondents perceived Task 37, "help plan a budget for physical education," as the most important of the two tasks in this area. The mean score for the total group in Task 38, "establish policies regarding the purchase of physical education supplies," was 3.778.

Summary

Table 13 shows the mean score for each of the eleven categories of task areas of the physical education coordinator as perceived by the principals, classroom teachers, physical education teachers, and the total group. The mean scores for each category of tasks were calculated by the mean of the mean scores of the individual tasks within each category.

"Orienting New Staff Members" was perceived by the classroom teachers and physical education teachers as being the most important category of tasks. The mean scores were 4.471 and 4.222, respectively. The principals' mean score, 4.286, indicates the principals perceived this category as the third most important of the eleven categories of tasks.

The principals perceived "Developing Curriculum" as the most important of the categories of tasks with a mean

TABLE 13

Mean Score for Each of the Eleven Categories of Tasks as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the Total Group

Categories	Principals	Classroom Teachers	P.E. Teachers	Total
1. Developing Curriculum	4.345	4.191	4.130	4.222
2. Organizing for Instruction	3.667	3.784	3.667	3.706
3. Providing Staff	3.071	3.412	3.111	3.198
4. Providing Facilities	4.339	4.155	3.972	4.156
5. Providing Materials	4.000	3.941	3.722	3.888
6. Arranging for In-Service	4.152	4.007	3.825	4.011
7. Orienting New Staff Members	4.286	4.471	4.222	4.326
8. Relating Special Services	3.381	3.804	3.444	3.543
9. Developing Public Relations	3.322	3.834	3.259	3.473
10. Evaluating	3.976	3.727	3.699	3.801
11. Budgeting	3.822	3.912	4.056	3.930

score of 4.339. The classroom teachers and the physical education teachers perceived "Providing Facilities" as the third and fourth most important category of tasks, respectively. The physical education teachers considered "Budgeting" the third most important category of tasks with a mean score of 4.056.

The mean scores of the total group showed the five most important categories of tasks, in order of importance, to be: "Orienting New Staff Members" (4.326); "Developing Curriculum" (4.222); "Providing Facilities" (4.156);

"Arranging for In-Service Education" (4.011); and "Budgeting" (3.930).

Table 14 shows the mean score ranking of the thirty-eight tasks as perceived by principals, classroom teachers, physical education teachers, and the total.

The tasks that were considered most important (above 4.000) by the mean ranking of the total group (mean of the means), from highest to lowest, were:

1. Task 4 - Keep abreast of the latest curriculum developments in physical education (4.573)
2. Task 29 - Serve as a resource person to teachers and principals (4.450)
3. Task 14 - Confer with administrators and architects in planning of new buildings and remodeling of older structures in terms of providing the proper environment for good physical education instruction (4.401)
4. Task 3 - Inform teachers of current trends in the physical education curriculum (4.373)
5. Task 20 - Arrange for demonstration teaching to show teachers various teaching techniques and the use of various equipment (4.348)
6. Task 28 - Carry out orientation programs for new and beginning physical education teachers (4.326)
7. Task 25 - Select in-service topics in consultation with physical education teachers (4.309)
8. Task 17 - Recommend the most effective types of school gymnasiums and equipment (4.276)

TABLE 14

Mean Score Ranking for Each of the Thirty-eight Tasks as Perceived by Principals, Classroom Teachers, Physical Education Teachers, and the Total Group

Tasks	Principals	Classroom Teachers	P.E. Teachers	Total
1	17	12	17	16
2	25	8	4	13
3	2	7	9	4
4	1	3	2	1
5	5	10	11	10
6	14	19	4	11
7	31	34	34	33
8	9	15	17	14
9	33	15	11	27
10	25	23	19	25
11	36	37	31	36
12	32	38	37	35
13	37	35	38	37
14	5	6	2	3
15	7	19	19	17
16	14	26	19	20
17	7	4	11	8
18	9	10	4	9
19	25	26	31	30
20	9	2	9	5
21	17	23	19	21
22	25	30	19	28
23	14	17	25	19
24	17	14	11	15
25	4	9	4	7
26	21	29	19	24
27	17	12	25	18
28	9	4	4	6
29	3	1	11	2
30	30	31	31	31
31	35	32	36	34
32	38	36	35	38
33	34	32	39	22
34	29	19	29	29
35	9	25	28	23
36	22	28	11	22
37	23	18	1	12
38	24	22	25	26

9. Task 18 - Work in committees to establish system-wide curriculum materials which can be used by all teachers teaching physical education (4.119)
10. Task 5 - Work with teachers in planning curriculum guides and courses of study needed for the physical education program (4.172)
11. Task 6 - Represent teachers' curriculum desires in conferences with administration personnel (4.116)
12. Task 37 - Help plan a budget for physical education (4.081)
13. Task 2 - Coordinate meetings with teachers and principals to plan a continuous program of physical education (4.067)
14. Task 8 - Assume responsibility for implementing new and revised curriculum (4.058)
15. Task 24 - Select in-service programs designed for physical education (4.057)
16. Task 1 - Work in committees with physical education teachers in establishing teaching objectives consistent with the school's philosophy of education (4.030)
17. Task 15 - Work with central office staff through committees to develop long range policies on planning of school plants (4.016)

Table 14 indicates that the order of importance for the thirty-eight tasks was perceived differently by prin-

cipals, classroom teachers, and physical education teachers. There seems to be something of a consensus among groups for Task 4, "keep abreast of the latest curriculum developments in physical education." This task received mean score rankings of 1, 3, and 2 from principals, classroom teachers, and physical education teachers, respectively.

Task 29, "serve as a resource person to teachers and principals," showed consensus between principals and the classroom teachers, but was perceived differently by the physical education teachers. The mean score ranking for principals was 3. The classroom teachers perceived this task as the most important, while the physical education teachers indicated a mean score ranking of 11.

Task 14, "confer with administrators and architects in planning of new buildings and remodeling of older structures in terms of providing the proper environment for good physical education instruction," was given a higher mean score ranking by the physical education teachers than the other groups. The physical education teachers perceived this task to be the second most important of all the tasks. The principals and classroom teachers showed more of a consensus with a mean score ranking of 5 and 6, respectively.

Task 3, "inform teachers of current trends in physical education," was perceived by the principals as the second most important task. The mean score rankings of classroom teachers were 7 and 9, respectively.

Task 20, "arrange for demonstration teaching to show teachers various teaching techniques and the use of various equipment," was perceived to be the most important task by the classroom teachers. The mean score ranking for principals and physical education teachers was 9, which indicates a consensus between the principals and physical education teachers on the importance of this task.

Task 37, "help plan a budget for physical education," was perceived as the most important of the thirty-eight tasks by the physical education teachers. This task showed a major difference in mean score ranking between the physical education teachers and the other two groups. The mean score rankings of principals and classroom teachers were 23 and 18, respectively. Another task which indicated a major difference in mean score ranking among groups was Task 35, "help teachers develop techniques for evaluating students." This task received a mean score ranking of 9 from the principals and showed something of a consensus between the other two groups. The mean score rankings of classroom teachers and physical education teachers were 25 and 28, respectively.

The differences in the mean score rankings among groups indicates that the role of the physical education coordinator must be such that all groups have their individual needs met.

Appendix A, Table 15, shows the frequency and

percentage of responses for each task given by principals, classroom teachers, and physical education teachers.

SECTION II: QUESTIONNAIRE II

Questionnaire II, a copy of which is contained in Appendix B, was an open-ended questionnaire responded to by the principals, the classroom teachers teaching physical education, and physical education teachers in fifteen of the schools in the Terra Nova Integrated School District. This questionnaire received a lower percentage of responses than Questionnaire I. The respondents were asked to give their perceptions of what they thought the role of a physical education coordinator should be in the eleven categories: (1) Developing Curriculum, (2) Organizing for Instruction, (3) Providing Staff, (4) Providing Facilities, (5) Providing Materials, (6) Arranging for In-Service Education, (7) Orienting New Staff Members, (8) Relating Special Pupil Services, (9) Developing Public Relations, (10) Evaluating (evaluating instructional program, informal teacher evaluation, and formal teacher evaluation), and (11) Budgeting. The respondents were also asked, "What do you think are the most important duties of the physical education coordinator?"

This section will be analyzed in twelve parts corresponding to the categories and questions in the questionnaire. Each part will contain responses of the prin-

cipals, the classroom teachers, and the physical education teachers to the particular category and question.

Developing Curriculum

The six principals who responded to this questionnaire all perceived "Developing Curriculum" as a very important role of the physical education coordinator. The following tasks were perceived by the principals as being important in "Developing Curriculum": keeping abreast of current thought and innovation in physical education; developing and implementing guidelines that are flexible enough to accommodate the various schools but have commonality to reflect the district's philosophy; being available to teachers in all areas of instruction; being involved in curriculum design and implementation; and being knowledgeable in planning, research, development and program design. These tasks are very similar to those used in the structured questionnaire. The principals who responded to Questionnaire I perceived Task 4, "keep abreast of the latest curriculum developments in physical education," as the most important of the thirty-eight tasks listed, as seen in Table 14. The principals who responded to Questionnaire II also perceived this as a most important task.

The eight classroom teachers teaching physical education perceived the most important task in the area "Developing Curriculum" to be that of developing curriculum guides. These guides should be explained to the teachers, suitable

for classroom situations, and developed in cooperation with the teachers. This task is similar to Task 5 in Questionnaire I, "work with teachers in planning curriculum guides and courses of study needed for physical education program." The classroom teachers in Questionnaire I ranked Task 5 as fourth in the "Developing Curriculum" category, and tenth of all thirty-eight tasks. Other duties which the classroom teachers listed as being important were: keep in close contact with teachers and students in the district to be aware of their needs; share new information concerning the physical education program with the teachers; and advise classroom teachers on the skills that are important for students to develop.

The five physical education teachers perceived the main role of the physical education coordinator in "Developing Curriculum" as: be aware of new developments in the curriculum and inform the physical education teachers of these developments; be on or work closely with the provincial curriculum planning committee; and interpret, develop, and design curriculum that is suitable for individual schools, especially where there are no physical education programs set down. The physical education teachers perceived "Developing Curriculum" as an important role of the physical education coordinator, as did the physical education teachers in Questionnaire I. In Questionnaire I, the physical education teachers' mean score indicates a ranking

of Task 4, "keep abreast of the latest curriculum developments in physical education," the most important in the area "Development Curriculum."

Organizing for Instruction

Five of the six principals perceived "Organizing for Instruction" as an important part of the role for the physical education coordinator. The most important task in this area was seen as developing guidelines for instructional time for physical education at the various school levels. Other duties that were perceived as important were: implementing physical education programs in small schools; providing program delivery to students; and working with administrators to suggest proper organization schemes for physical education. All these tasks center around setting up guidelines for instructional time for the physical education program. The principals in Questionnaire I perceived the most important task in "Organizing for Instruction" to be "assume responsibility for implementing new and revised curriculum."

Only one of the classroom teachers thought that the physical education coordinator should not be involved in "Organizing for Instruction." Another classroom teacher thought that the physical education coordinator should become involved in "Organizing for Instruction" only if problems arise or upon a school's request. In Questionnaire I, the classroom teachers perceived Task 8, "assume

responsibility for implementing new and revised curriculum," as the most important task in "Organizing for Instruction."

Four of the five physical education teachers perceived that the physical education coordinator should be involved in "Organizing for Instruction." The following tasks were perceived by the physical education teachers as part of the coordinator's role: to become involved if there are problems; to be involved in organizing a physical education program in a school for the first time or if the school is unable to meet the requirements needed to carry out a successful program; to explain the value of physical education to administrators and teachers; and to work with administrators to maintain a viable program. Questionnaire I showed the most important task perceived by the physical education teachers to be "make recommendations to principals on better working conditions for physical education personnel." This task was not mentioned by the physical education teachers who responded to Questionnaire II.

Providing Staff

It should be noted that this Questionnaire did not include teacher evaluation in the category "Providing Staff" as did Questionnaire I.

The principals saw "Providing Staff" to be an important role of the physical education coordinator but thought the coordinator should work with the principals and/or superintendent in the assignment of staff. The principals

see the physical education coordinator in an assisting or advisory role. "Interview teacher applicants to screen and recommend to principals," in Questionnaire I, concerning "Providing Staff," was perceived by principals to be of considerable importance. This task is somewhat similar to the task mentioned by the principals in Questionnaire II.

Five of the eight classroom teachers thought the physical education coordinator should be involved in interviewing and selecting physical education teachers. The tasks mentioned by these teachers, as part of the physical education coordinator's role were: to encourage the school board to have full-time physical education teachers on staff; to have the final decision when selecting and assigning physical education teachers; to advise superintendents on how many physical education teachers are needed in the district; to select candidates to be sent to principals for hiring and to assist the school board in making selections. In Questionnaire I, the mean score for classroom teachers was 3.853 (3 - some importance, 4 - considerable importance) on the task "interview teacher applicants to screen and recommend to principals." The respondents to Questionnaire II seem to feel that the physical education coordinators should make the selection of physical education teachers for their districts.

The physical education teachers perceived "Providing Staff" to be an important role for the physical education

coordinator. Those responding to this questionnaire cited the following tasks as being important: to hire physical education teachers in consultation with the administrator of the school; to give his/her consent before any new hiring; to keep informed of the availability of university students to have an idea of suitable candidates for a particular area; to make sure physical education teachers are fully qualified; and to obtain qualified teachers for K-3 program. The physical education teachers did not mention that the physical education coordinator should be solely responsible for the selecting of physical education teachers but their tasks did coincide with the perceptions of the physical education teachers on Task 10 in Questionnaire I.

Providing Facilities

The principals who responded to this questionnaire perceived the following tasks as important for the role of the physical education coordinator in "Providing Facilities": to set minimum requirements such as size, location, and dressing facilities for new buildings and renovations, and help administrators in designing or redesigning facilities; to work in cooperation with physical education teachers in designing or redesigning facilities and to assist local personnel in providing facilities. In Questionnaire I, the principals perceived Task 14, "confer with administrators and architects in planning new buildings and remodeling older structures in terms of providing proper equipment for

good physical instruction," to be the most important task in "Providing Facilities." The perceptions of the principals in Questionnaire I are in agreement with the perceptions of the principals in Questionnaire II, as to what the role of the physical education coordinator should be in "Providing Facilities."

The classroom teachers thought that the physical education coordinator should work closely with the physical education teachers in "Providing Facilities." If there are no physical education teachers available, then the coordinator should be responsible for recommending the needed facilities. The classroom teachers perceived an important task of the physical education coordinator to be assisting in designing, redesigning, and equipping facilities to meet the school's needs. Questionnaire I showed Task 17, "recommend the most effective types of school gymnasiums and equipment," as the most important task in "Providing Facilities" as perceived by the classroom teachers.

The physical education teachers perceived the following tasks of the physical education coordinator to be the most important in "Providing Facilities": to work in consultation with teachers; to have a broad knowledge on the latest equipment and layouts of gymnasiums; to be an expert advisor to the board and be given authority to design, redesign, and equip facilities; to be a consultant to designers; and to act as liaison between physical education

teachers and designers. In Questionnaire I, the physical education teachers perceived Task 14, the same as the principals, to be of considerable importance for the role of the coordinator in "Providing Facilities." The physical education teachers thought that they should be consulted by the physical education coordinator when planning facilities.

Providing Materials

The six principals who responded to this questionnaire thought the following tasks should be the role of the physical education coordinator in "Providing Materials": to work with schools to make a list of equipment needed for new programs; to constantly check the adequacy of equipment in schools; to lobby at the board level for adequate funds for physical education equipment; to be involved in the selection of standardized equipment for the district; to select materials in consultation with teachers and school principals; to assist teachers in making a good selection of materials; and to obtain materials that can be shared with various schools in the district.

Questionnaire I showed that Task 18 in "Providing Materials" was perceived to be of considerable importance for the role of the physical education coordinator, "work in committees to establish systemwide curriculum materials which can be used by all teachers teaching physical education." The principals, in Questionnaire II, thought the above task should be carried out in consultation with teachers.

The majority of classroom teachers perceived "Providing Materials" as an important role for the physical education coordinator. The tasks they thought the coordinator should be involved in were: to provide and recommend materials; to assist teachers where necessary; to offer assistance to teachers who are not qualified to select appropriate materials; to make teachers aware of the materials available that would help develop students' skills; to select proper materials for teachers to implement the physical education program; to inform teachers on new information available; to suggest easily obtainable materials; and to have input in provincial-wide materials. The tasks listed by the classroom teachers in this questionnaire are in agreement with those perceived as important by the classroom teachers in Questionnaire I.

The physical education teachers perceived the following tasks important for the role of the physical education coordinator in "Providing Materials": to provide all the latest magazines containing the newest equipment and materials to the teachers; to make sure materials are available when needed and to ensure that schools have equal opportunity to use shared equipment; and to help in providing materials to inexperienced physical education teachers. Although the physical education teachers who responded to this questionnaire did not mention tasks lists in Questionnaire I, the availability of materials for all teachers' use

was considered an important aspect of the physical education coordinator's role.

Arranging for In-service Education.

The principals perceived "Arranging for In-service Education" to be a major role for the physical education coordinator. The following tasks were perceived as very important by the principals in order for the physical education coordinator to carry out the task in the area "Arranging for In-service Education." The tasks are: to ensure that teachers are adequately in-serviced in areas in which they are deficient; to bring needed expertise to the district; to bring people together to fulfill the needs of the teachers; and to plan in-service in consultation with teachers to meet teachers' needs. The most important task perceived by the principals in Questionnaire I was "select in-service topics in consultation with physical education teachers." The tasks mentioned in Questionnaire II correspond with those perceived to be important by the principals in Questionnaire I.

The classroom teachers who responded to this questionnaire thought "Arranging for In-Service Education" was a very important role of the physical education coordinator. They perceived the following tasks to be important in this area: provide in-service programs for regular classroom teachers on how to teach certain physical education activities; provide workshops on new ideas at various grade

levels for classroom teachers; and provide workshops for the needs of physical education teachers and classroom teachers teaching physical education. The classroom teachers felt that since they were not qualified physical education teachers, their needs will be different from those of a physical education teacher; thus, they will need more in-service programs. In Questionnaire I, the classroom teachers perceived "arrange for demonstration teaching to show teachers various teaching techniques and the use of various equipment" as the most important task in "Arranging for In-service Education." This task received a mean score ranking of two in the thirty-eight tasks listed.

The physical education teachers also perceived "Arranging for In-service Education" as a major role for the physical education coordinator. Their tasks for carrying out this role consisted of: to emphasize the needs of the physical education teachers in the district; to provide new ideas, advanced practices, and updated information; to provide the best available resource persons to conduct workshops; to plan district conferences as well as have input into provincial conferences; to obtain feedback from teachers on workshops and implement their suggestions. The tasks mentioned by the physical education teachers in this questionnaire coincide with the tasks perceived important by the physical education teachers in Questionnaire I.

Orienting New Staff Members

The principals perceived "Orienting New Staff Members" as an important part of the physical education coordinator's role. The principals thought the coordinator should acquaint new physical education teachers with district philosophy and objectives and with classroom management, and organize an orientation session prior to school opening. Another task mentioned was the need for the coordinator to spend more time with new teachers, especially early in the year. The task in Questionnaire I "carry out orientation programs for new and beginning teachers" in "Orienting New Staff Members" was given a mean rating of 4.428 by the principals. This mean score rating corresponds to the perceptions the principals hold for the area "Orienting New Staff Members" in this questionnaire.

The classroom teachers perceived "Orienting New Staff Members" to be a definite role for the physical education coordinator. Only one of the eight classroom teachers did not perceive it as an important role. The following are tasks in which the classroom teachers perceive that the coordinator should be involved: familiarize teachers at the beginning of the school year with the physical education program; in-service and/or brief new staff members to make them aware of the possibilities and limitations with the system; introduce new staff members to the basic requirements of their job as they relate to the immediate classroom

environment; and inform the new teachers of the physical education program to be used, the facilities available and the other teachers with whom they will be working. In Questionnaire I, the majority of classroom teachers rated Task 28 a four or five on the rating scale. They perceived this task to be of considerable importance or most important. "Carry out orientation programs for new and beginning teachers" received a ranking of four by the classroom teachers for the thirty-eight tasks listed in Questionnaire I.

One of the five physical education teachers perceived "Orienting New Staff Members" as a joint role for the physical education coordinator and the principals. They should both be responsible for introducing old and new teachers. The majority of physical education teachers who responded to this questionnaire thought "Orienting New Staff Members" was an important role for the physical education coordinator and perceived the following tasks as important: orient new teachers to facilities, programs, types of classes, availability of equipment, etc.; and acquaint new teachers with every available resource in the area that will benefit the students in physical education. The perceptions of these physical education teachers are in agreement with those in Questionnaire I.

Relating Special Pupil Services

"Relating Special Pupil Services" was not considered an important role of the physical education coordinator by

the principals. They thought the coordinator should assume the role of leader or a resource person for teachers and principals when needed. The perceptions of the principals in this questionnaire are consistent with the principals' perceptions in Questionnaire I, where the most important task for the coordinator was perceived to be "serve as a resource person to teachers and principals."

The classroom teachers' perceptions were very similar to those of the principals. They perceived the physical education coordinator in an advisory capacity or as a consultant. If no physical education teacher was available, then the classroom teachers thought the coordinator should perform this role. In agreement with the principals, the classroom teachers perceived Task 29 as being the most important in "Relating Special Pupil Services" in Questionnaire I.

The physical education teachers' perceptions for "Relating Special Pupil Services" were consistent with those of the principals and the classroom teachers. This area was not considered an important role for the physical education coordinator. The tasks mentioned by physical education teachers in this questionnaire were: to function as a liaison and provide some direction on resources and services available in the immediate area as well as from outside the district; and to develop policies concerning budgeting and travelling. The physical education teachers also considered the coordinator as a resource person.

Developing Public Relations

The principals perceived "Developing Public Relations" as a role to be undertaken at the school level and the physical education coordinator should be available when needed by the principal or physical education teacher at a particular school. Questionnaire I showed "Developing Public Relations" to be one of the least important of all the categories.

The classroom teachers perceived "Developing Public Relations" to be a part of the physical education coordinator's role in the following tasks: to explain the physical education program to parents at meetings; to assist teachers, when required, especially in schools where no physical education teacher is available; to influence the public on the needs and benefits of a good physical education program; and to work with physical education teachers to inform the public of the events occurring in their district. The classroom teachers perceived "Developing Public Relations" as number ten in the mean rankings of the categories for Questionnaire I.

The majority of physical education teachers perceived "Developing Public Relations" as part of their role and saw the physical education coordinator's role in the following tasks: to have an overall philosophy on public relations; to make suggestions to teachers to play a leading role in making the public aware of the concerns of physical

education teachers; to hold workshops for the public on physical education programs; and to ensure the public is aware of physical education programs available. In Questionnaire I, the physical education teachers perceived "Developing Public Relations" as the least important role of the physical education coordinator.

Evaluating

This questionnaire divided "Evaluating" into three parts: evaluating instructional program, informal teacher evaluation, and formal teacher evaluation. Therefore, this questionnaire cannot be compared with the tasks in "Evaluating" of Questionnaire I since Questionnaire I had tasks on teacher evaluation in "Providing Staff."

Evaluating instructional program was perceived by the principals as an important role for the physical education coordinator. The principals thought the coordinator should work in cooperation with the teachers to develop an evaluation instrument and arrange for its implementation.

The majority of principals perceived the coordinator's role in informal evaluation as important but should be confined to a consultant/teacher level or that of assisting teachers. In formal evaluation the physical education coordinator's role was perceived as not being important and he/she should be involved only when official evaluators need assistance in clarifying or verifying some aspect of teaching directly related to physical education.

The classroom teachers perceived the evaluation of the instructional program as a part of the physical education coordinator's role but should be performed in consultation with teachers.

On the task of informal evaluation, the classroom teachers perceived it as part of the coordinator's role but thought the physical education coordinator should be a helper first and not an evaluator. Informal evaluation should be one of constructive benefit to the teacher. Some classroom teachers thought the coordinator should inform the principal on the type of informal evaluation carried out or should evaluate only upon request or in conjunction with the principal.

Five of the eight classroom teachers did not perceive the physical education coordinator to be solely responsible for formal teacher evaluation. Two of the classroom teachers thought the coordinator should be available upon request, while one classroom teacher perceived the physical education coordinator the best person to formally evaluate the physical education teacher.

The following tasks for evaluating instructional program were perceived by the physical education teachers as being an important part of the physical education coordinator's role: to ensure all aspects of the physical education are evaluated; to continually evaluate the physical education program; to keep abreast of physical education

teachers' evaluating techniques; to distribute data sheets to teachers and send results to all teachers in the district; and to evaluate in consultation with physical education teachers.

The physical education teachers perceived the physical education coordinator as the most competent person to informally evaluate the physical education teachers. They felt the physical education coordinator should accomplish this task by talking with the teachers and observing their classes.

The majority of physical education teachers perceived the physical education coordinator as the most competent person to formally evaluate physical education teachers since the coordinator is aware of the methods and all aspects of physical education. One respondent felt that formal evaluation should be done in conjunction with the principal and/or the superintendent.

Questionnaire I listed tasks associated with teacher evaluation in "Providing Staff." Task 13, "evaluate physical education teachers for continued employment or dismissal" received one of the lowest ratings of the thirty-eight tasks. The mean score ranks were 32, 38 and 37 by principals, classroom teachers, and physical edueation teachers, respectively. Questionnaire II indicated that physical education teachers perceived this task area to be an important role of the physical education coordinator.

Budgeting

"Budgeting" was perceived by the principals as part of the physical education coordinator's role. The following tasks were indicated by the principals as being important: to provide sources of monies from the school board to implement the physical education program; and to assist schools in preparing a physical education budget. These tasks are somewhat related to the two tasks listed under "Budgeting" in Questionnaire I. The principals gave these two tasks a mean score rating between some importance and considerable importance.

The classroom teachers perceived the physical education coordinator's role to involve the following tasks in "Budgeting": to determine the monies to be allocated for physical education within the district; to help set up a budget and indicate to the teachers items most essential to carry out programs if there is not enough money available for all items; and help inexperienced teachers to use their physical education budget in the most economical way. Questionnaire I showed that classroom teachers perceived "Budgeting" as eight in the mean ranking of categories. This ranking would appear to be similar to the perceptions of the classroom teachers in this questionnaire.

The physical education teachers perceived "Budgeting" to be an important role of the physical education coordinator, especially at the district level. They thought

the following tasks should be carried out by the coordinator: to be aware of the needs for all schools in the district and provide money according to these needs; and to allocate money for new programs. In Questionnaire I, the physical education teachers perceived "help plan a budget for physical education" as the most important task of the thirty-eight tasks listed. They also perceived "Budgeting" as third in the mean ranking of categories. The physical education teachers perceived "Budgeting" as a more important role of the physical education coordinator than principals or classroom teachers.

WHAT DO YOU THINK ARE THE MOST IMPORTANT DUTIES OF THE PHYSICAL EDUCATION COORDINATOR?

The principals listed the following duties as being the most important:

- to ensure that a progressive educational program is in every school and there is uniformity from school to school;
- to help, organize, coordinate, and lobby for recognition of physical education throughout the district;
- to make frequent visitations to schools to support and share ideas with teachers, especially new teachers;
- to provide professional leadership;
- to provide adequate personnel, space, and equipment and assist in the overall evaluation of school programs;

- to organize and conduct workshops;
- to give assistance to smaller schools without specialists or gymnasiums;
- to help plan new facilities or redesign older structures;
- to assist schools with selection and ordering of equipment;
- to provide new materials and teaching aids for Boards.

The classroom teachers perceived the following duties to be the most important for the physical education coordinator.

- to help classroom teachers not qualified in physical education by demonstrating lessons and by gearing workshops to the classroom teacher teaching physical education;
- to be available to teachers to answer questions, offer suggestions, and provide materials to help non qualified personnel teach the physical education program;
- to develop a more structured, organized program with definite guidelines and objectives for each grade level, particularly from K-6;
- to provide ample space for the physical education program to be carried out;
- to provide qualified personnel to teach the physical education program;

- to provide a physical education program in each school best suited for the school's particular needs.

The duties that were perceived most important by all classroom teachers were to provide in-service for classroom teachers teaching physical education and to provide qualified physical education teachers to teach the program.

The physical education teachers listed the following duties as the most important for the physical education coordinator:

- to help physical education teachers to implement quality physical education programs;
- to provide ample instructional materials;
- to organize workshops;
- to evaluate physical education teachers, programs, and facilities;
- to inform teachers of new ideas in sports and/or new games;
- to visit schools and take part in the actual teaching of classes throughout the district;
- to coordinate the use of board equipment throughout the district;
- to provide a budget for physical education;
- to provide a physical education program in all schools in the district;
- to act as liaison between teacher and school board;
- to ensure that qualified personnel are teaching physical education in all schools in the district;

- to assist in the selection and hiring of physical education teachers;
- to help develop a curriculum including evaluation procedures for the school system.

The majority of physical education teachers mentioned in-service, developing programs, providing materials, providing a budget, and informing teachers of new teaching techniques and ideas as being the most important duties of the physical education coordinator.

SECTION III: INTERVIEW

The physical education coordinator was asked what he thought the role of the physical education coordinator should be in the eleven categories outlined in Questionnaire II and what he thought were the most important duties of the coordinator.

Developing Curriculum

The physical education coordinator mentioned that since school boards have limited financial and professional resources, they cannot assume the major role in the development and design of curriculum. The major role of the physical education coordinator in this area is to work with teachers in the selection and implementation of curricula to meet local needs. Equally as important is the need for the coordinator to monitor and evaluate the success of the curriculum in achieving specified objectives and where

necessary make changes or modifications.

The physical education coordinator emphasized the same tasks that were considered important by the other reference groups. The physical education coordinator perceived all tasks in "Developing Curriculum" as important for the role of a physical education coordinator.

Organizing for Instruction

The physical education coordinator stated that the role in "Organizing for Instruction" is primarily one for the school administration. The coordinator should establish district guidelines in conjunction with the teachers; the responsibility for the organizational items rests with the school administration.

The perceptions of the coordinator in "Organizing for Instruction" coincides with the perceptions of the principals, classroom teachers, and physical education teachers in that the coordinator's role should be to establish district guidelines.

Providing Staff

The physical education coordinator responded to this category by stating that since the major role of the coordinator involves working very closely with the teacher and since the teacher is the vital key to successful implementation of curriculum, it is essential that the coordinator be very much involved in the screening, selection,

and assignment of staff. He felt that the superintendent, physical education coordinator, and the school principal would make an effective staffing committee.

The physical education coordinator, principals, and teachers are in agreement on the importance of "Providing Staff" as part of the role of the physical education coordinator.

Providing Facilities

The physical education coordinator perceived "Providing Facilities" as a most important function for the coordinator and one for which the coordinator should be prepared to conduct adequate research and study on equipment quality and facility design. District standards should be established by the coordinator and safety equipment and facility guidelines should be included.

All reference groups are very much in agreement on the role of the physical education coordinator in "Providing Facilities." They all perceived this category to be most important as a role function for the coordinator.

Providing Materials

"Providing Materials" was seen as an essential part of the physical education coordinator's role. The selection, purchase, and distribution of instructional resource materials for use in curriculum should be the task undertaken by the coordinator.

The physical education coordinator did not perceive "Providing Materials" to be one of the most important functions of the role but was considered a part of the coordinator's role. His perceptions are comparable with the other reference groups who showed a mean ranking of six for this category.

Arranging for In-service Education

In-service education, in all facets, was perceived by the physical education coordinator as probably the most important role of the coordinator. The challenge is to provide the type of in-service which best meets the needs of the individual teachers and results in improved instruction. He went on to say that arranging for and conducting in-service requires long term planning and knowledge of new curriculum trends.

The physical education coordinator's statements are very much in agreement with those made by the principals and teachers. "Arranging for In-service Education" was regarded as one of the most important roles of a physical education coordinator by all groups.

Orienting New Staff Members

The physical education coordinator perceived "Orienting New Staff Members" as a most important function in late August and early September. He thought it should be done on a group, as well as an individual, basis.

"Orienting New Staff Members" was mean ranked one by principals and teachers as a group. Most respondents thought this function should be on-going for new and beginning teachers in their first year with the district. The physical education coordinator stated that it was an important function but specified the months of August and September.

Relating Special Pupil Services

This area was perceived by the physical education coordinator to be the responsibility of each teacher. He felt the coordinator should function as a liaison and provide some direction on resources and services which are available in the immediate area as well as from outside the district. Budgeting and travel considerations should be the concern of the coordinator and the development of some policies related to this area.

The tasks mentioned by the physical education coordinator for this area were very similar to those stated by the principals and teachers. Questionnaire I shows "Relating Special Pupil Services" to have a mean group ranking of eight for the categories.

Developing Public Relations

"Developing Public Relations" should be a major concern of the physical education coordinator. The coordinator in this interview felt that a physical education

coordinator has a responsibility to inform the general public of good programs and effective teaching and to secure their assistance in maintaining these.

"Developing Public Relations" was perceived by the principals and teachers as being one of the least important roles for the physical education coordinator. The physical education coordinator in this study stated that this area is not a major role but said it should be a concern of the coordinator.

Evaluating

The most important function of the physical education coordinator in the area of evaluating instructional programs was to ensure that the objectives are being achieved. This function requires carefully planned program evaluation procedures to be developed in conjunction with the teachers. The philosophical base and criteria for evaluating the instructional program should be clearly stated and expounded by the physical education coordinator.

The physical education coordinator viewed informal evaluation as an unavoidable part of the coordinator's role. Every conversation, meeting, or visit to the school leaves a coordinator with an impression. The physical education coordinator stated that to be effective in this role, the coordinator must establish with the teacher credibility and trust. The improvement of instruction was seen as the main purpose of informal evaluation.

The physical education coordinator interviewed did not perceive formal teacher evaluation as a role of a physical education coordinator. The principal and teacher should request, if necessary, the assistance of the coordinator. He felt it was important that communication between the coordinator and principal be an on-going process and that both be fully aware of each other's assessment of the teacher program.

Some teachers felt that the physical education coordinator should be solely responsible for the formal evaluation of teachers but the majority of respondents perceived formal evaluation as the least important role of the coordinator.

Budgeting

The physical education coordinator cited the following tasks as the role of a physical education coordinator in the area of "Budgeting":

- operating a central resource pool of equipment;
- providing specialized equipment;
- establishing minimum standards for supplies and equipment and ensuring all schools achieve these standards;
- supporting special projects;
- establishing guidelines for selecting and purchasing;
- presenting budgetary concerns to the appropriate school personnel;
- establishing a teacher in-service budget;

- establishing an IMC budget (Instructional Material Centre).

The physical education coordinator mentioned that time does not permit the coordinator to control all ordering by schools. The principals and teachers felt that the schools should be responsible for the ordering but listed tasks equivalent to those listed by the physical education coordinator as being part of the coordinator's role. In Questionnaire I, the mean score ranking showed "Budgeting" to be ranked seven, six, and three by the principals, classroom teachers, and the physical education teachers, respectively.

WHAT DO YOU THINK ARE THE MOST IMPORTANT DUTIES OF THE PHYSICAL EDUCATION COORDINATOR?

When the interviewer asked the physical education coordinator what he thought the most important duties of the physical education coordinator were, he responded with: selecting, implementing, and evaluating the instructional program; arranging for in-service education; providing for staff, facilities, and materials; developing public relations; and budgeting.

These duties differ slightly from those of the principals and teachers. The principals and teachers perceived "Orienting New Staff Members" to be a much more important role than "Developing Public Relations." The physical education coordinator did not include "Orienting

New Staff Members" in his list of duties for the physical education coordinator.

CHAPTER SUMMARY

The principals with the Terra Nova Integrated School District perceived the most important role of the physical education coordinator to be in the areas of developing curriculum, providing facilities, orienting new staff members, arranging for in-service education, and providing materials.

The most important role of the physical education coordinator as perceived by the classroom teachers teaching physical education with the Terra Nova Integrated School District was in the areas of orienting new staff members, developing curriculum, providing facilities, and arranging for in-service education.

The physical education teachers with the Terra Nova Integrated School District perceived the most important role of the physical education coordinator to be in the areas of orienting new staff members, developing curriculum, budgeting, and providing facilities.

The physical education coordinator with the Terra Nova Integrated School District perceived the role of the coordinator to be in the areas of selecting, implementing, and evaluating the instructional program, arranging for in-service education, providing for staff, facilities, and materials, developing public relations, and budgeting.

The principal's main concerns for the role of the coordinator were in the area of providing leadership to all personnel involved in the physical education program and developing curriculum. The classroom teachers focused their attention on arranging for in-service education while the physical education teachers put emphasis on budgeting.

The perceptions of the respondents also show that the role of the physical education coordinator is very important in providing instructional improvements to all personnel involved in the physical education program.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is divided into two major sections. The first summarizes the purpose, procedures, findings, and conclusions. The second contains the recommendations.

I. SUMMARY

Purpose

The major purpose of this study was to define the role of the physical education coordinator. More specifically, this study attempted to answer the following questions:

1. What ought the role of the coordinator to be as discussed in the literature?
2. What do various personnel (physical education coordinator, principals, classroom teachers teaching physical education, and physical education teachers) with a school district in Newfoundland perceive the role of a physical education coordinator ought to be?

Procedure

Methods used in this study are described in Chapter III.

Data derived from books, bulletins, unpublished dissertations, and professional publications was analyzed to answer question one. This data is included in Chapter II of this study. The summary of Chapter II and each section of the chapter provides the duties and responsibilities for the role of the coordinator as indicated by the various authors as being the most important. The duties and responsibilities summarized were directly related to this study.

The Terra Nova Integrated School District was chosen by the researcher as the school district to provide the answer for question two. A directory of the teachers was obtained and questionnaires were administered to thirty principals, ninety-four classroom teachers, and seventeen physical education teachers. An interview was used to acquire the perceptions of the physical education coordinator.

By means of random selection from the teacher directory, fifteen schools received Questionnaire I and fifteen schools received Questionnaire II. On Questionnaire I, the structured questionnaire, the respondents were asked to rate the degree of importance for each task using a rating scale from 1 (no importance) to 5 (most important). On Questionnaire II, the open-ended questionnaire, the respondents were asked, "What do you think the role of the physical education coordinator should be in the following areas?" After the eleven categories, the respondents were asked,

"What do you think are the most important duties of the physical education coordinator?" The interview comprised the same format as used in Questionnaire II. Questionnaire II was used to validate Questionnaire I in case any important tasks were omitted.

The data was analyzed to determine the perceptions of the physical education coordinator, the principals, the classroom teachers teaching physical education, and the physical education teachers for the role of the coordinator.

Questionnaire I was analyzed by frequency, percentage, and mean for each reference group on the thirty-eight tasks. Each task was then ranked with respect to each other by the mean rating score from highest to lowest. The eleven categories were also ranked by calculating the mean of the mean score of all the tasks in each category. The mean of the mean score was used to calculate the group mean.

Questionnaire II and the interview were analyzed by summarizing the perceptions of the respondents for the eleven categories and the most important duties by each reference group.

Findings

Analysis and synthesis of all data from the literature and research led to the following findings:

1. The principal purpose for the coordinator is the coordination of efforts to improve instruction. Major factors involved in this goal include the

provision of leadership, the creation of a productive instructional environment, curriculum development, and in-service education.

2. The responsibilities most often reported for coordinators were: to provide consultative help and instructional services; to coordinate all instructional matters; and to coordinate in-service education and workshops.

Analysis and synthesis of all data from the perceptions of principals, classroom teachers teaching physical education, physical education teachers, and the physical education coordinator with the Terra Nova Integrated School District led to the following findings:

1. Among principals the most important tasks of the physical education coordinator were in the areas of developing curriculum, providing facilities, orienting new staff members, arranging for in-service education, and providing materials. The majority of principals thought the role of the coordinator should be providing leadership.
2. Among classroom teachers the most important tasks for the physical education coordinator were in the areas of orienting new staff members, developing curriculum, providing facilities, and arranging for in-service education. The majority of classroom teachers stressed the importance of in-service education.

3. Among physical education teachers the most important tasks for the physical education coordinator were in the areas of orienting new staff members, developing curriculum, budgeting, and providing facilities. The majority of physical education teachers put emphasis on budgeting as an important role for the coordinator.

4. The physical education coordinator perceived the most important tasks of the coordinator in the areas of selecting, implementing, and evaluating instructional program, arranging for in-service education, providing staff, facilities, and materials, developing public relations, and budgeting.

Although the perceptions of the various groups varied slightly, according to their individual needs and desires, commonalities did exist in the following areas: developing curriculum, orienting new staff members, providing facilities, and arranging for in-service education.

The perceptions of the various groups are very much in agreement with the findings from the literature and research.

Conclusions

The present study is pedagogically important because it has identified and described tasks which are significant for the physical education coordinator. The identification of the role of the physical education coordinator must be

made in conjunction with the needs and desires of principals, classroom teachers teaching physical education, and physical education teachers.

The findings reflect the principals' perceptions of the role of the physical education coordinator as that of providing leadership to school personnel. This could be due to the fact that they themselves are in a leadership position and feel it necessary that the coordinator provide leadership in his/her field.

The classroom teachers teaching physical education emphasized the importance of in-service education for the role of the physical education coordinator especially the task of demonstrating lessons. The majority of classroom teachers have no special training in physical education and, therefore, may feel it important that the coordinator provide the necessary help in order to teach the program adequately. The classroom teachers also thought the coordinator should ensure that qualified physical education teachers should be hired to teach the program since the majority of classroom teachers have no qualification in physical education and may not feel competent in this area.

The physical education teachers perceived the area of budgeting as a very important role for the physical education coordinator. The physical education teachers are more involved with the purchasing of equipment and materials for the program than the other groups. Therefore, they are

more concerned with the acquisition of money to operate a good program.

As outlined in the theoretical framework, the coordinator's role reflects the demands and expectations of others. What a coordinator does or does not do is influenced by these demands and expectations of others. Therefore, it is necessary that the coordinator understand what others expect from him/her and match these requirements with the situation. To perform the duties of coordinator, one must meet the needs of the individual groups as well as the group as a total.

The role of the physical education coordinator should vary from district to district depending on the needs for that particular district. However, commonality should exist throughout the province.

A job description for the role of the coordinator should begin with a statement of the scope and purpose of the job. It should indicate to whom the coordinator is responsible. It should list, in order of importance, the responsibilities and duties of the coordinator and how he/she is to carry out these responsibilities and duties. The job description should be periodically re-examined and redefined when necessary.

The researcher feels that the role of the physical education coordinator is one of the most important positions in today's school system if its main purpose, the improve-

ment of instruction, is carried out. The coordinator must concentrate on areas that are perceived to be important by school personnel in order to accomplish this goal. The areas of importance are providing leadership, arranging for in-service education, developing curriculum, providing staff, facilities, and materials, and budgeting. The physical education coordinator should be able to plan, make decisions, organize, coordinate, communicate, influence, and evaluate with the intentions of accomplishing the goals and objectives of the physical education program. Most important, the coordinator must try to improve instruction in the physical education program to facilitate the education of our children and youth.

II. RECOMMENDATIONS

The researcher highly recommends that the Department of Education in Newfoundland and Labrador define the role of the physical education coordinator, setting forth as specifically as possible their duties and responsibilities. These duties and responsibilities should be prefaced by a philosophical statement. It was the researcher's conclusion that such a document should serve to clarify the role of a physical education coordinator and improve the communications among the various co-workers with whom he or she works.

The researcher identifies the main role of the

physical education coordinator to be the development, implementation, monitoring and evaluation of the physical education curriculum in the schools within the district. To accomplish this goal, the duties and responsibilities of the coordinator should be:

1. The Provision of Leadership:
   a. to serve as a resource person to principals and teachers;
   b. to be available to teachers and principals upon request;
   c. to furnish democratic leadership in the improvement of instruction to adequately meet the educational needs of the student;
   d. to lead physical education personnel into a more effective role of instruction.
2. The Creation of a Productive Instructional Environment:
   A. To Provide Staff
      a. to assist with personnel recruitment and selection;
      b. to ensure that qualified personnel are teaching the physical education program.
   B. To Provide Facilities
      a. to confer with administrators and architects in planning of new buildings and remodeling of older structures in terms of

providing the proper environment for good physical education instruction;

b. to recommend the most effective types of school gymnasiums and equipment;

C. To Provide Materials

a. to work through committees to establish systemwide curriculum materials which can be used by all teachers teaching physical education;

b. to work closely with physical education teachers in updating and improving the instructional program;

c. to assist in the selection, distribution and evaluation of materials.

D. To Provide a Budget

a. to help plan a budget for physical education.

3. The Development of Curriculum

a. to keep abreast of the latest curriculum developments in physical education and inform teachers of current trends in the physical education program;

b. to work with teachers in planning curriculum guides and courses of study needed for the physical education program;

c. to help evaluate and revise the physical educa-

tion curriculum where necessary;

d. to assume responsibility for implementing new and revised curriculum.

4. The Provision of In-service Education

a. to provide assistance to new teachers and carry out orientation programs;

b. to arrange for demonstration teaching;

c. to select in-service topics designed for physical education;

d. to select in-service topics in consultation with teachers teaching physical education;

e. to arrange individual teachers' conferences with teachers upon their request;

f. to make regular classroom visitations, observe teaching activities and offer suggestions to teachers on improved teaching procedures.

The researcher highly recommends that the role of the physical education coordinator as identified by the Department of Education be examined by the school boards and expanded to meet the specific needs of their district. The school boards should develop a role description to meet the needs of their particular district. The document should then be made available to all school personnel involved with the physical education coordinator. This will inform teachers and principals of the duties and responsibilities they can expect from the physical education coordinator.

The researcher recommends that further research be conducted throughout the province as follows:

1. The questionnaires from this study should be replicated on a provincial wide basis to determine if principals and teachers in other school districts hold the same perceptions of the role of the physical education coordinator as those held by the Terra Nova Integrated School District.
2. This study should be replicated using other subject area coordinators to determine if differences exist for the role of the coordinator, depending upon the district and/or subject area.
3. A study should be conducted to determine if any differences exist between the actual and ideal role of the physical education coordinator or other subject area coordinators.

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APPENDICES

APPENDIX A

TABLE 15

TABLE 15

Frequency and Percentage of Responses for Each of the Thirty-Eight Tasks as Perceived by Principals, Classroom Teachers, and Physical Education Teachers

Task		f 1	%	f 2	%	f 3	%	f 4	%	f 5	%
1	P			1	3	1	7	10	71	3	21
	C			1	3	6	18	16	47	11	32
	PE					3	33	4	44	2	22
2	P			3	21	3	21	3	21	5	36
	C			1	3	4	12	14	41	15	44
	PE					2	22	3	33	4	44
3	P							4	29	10	71
	C					5	15	14	41	15	44
	PE					3	33	2	22	4	44
4	P							2	14	12	86
	C					1	3	14	41	19	56
	PE			1	11	1	11	1	11	6	67
5	P					1	7	6	43	7	50
	C			1	3	4	12	20	59	9	27
	PE					1	11	7	78	1	11
6	P							11	79	3	21
	C					9	27	19	56	6	18
	PE					1	11	5	56	3	33
7	P			1	7	8	57	3	21	2	14
	C	1	3	3	9	16	47	10	29	4	12
	PE			3	33	3	22	4	44		
8	P			1	7	1	7	5	36	7	50
	C					6	18	22	65	1	11
	PE					2	22	6	67	1	11
9	P			2	14	6	43	6	43		
	C					10	29	15	44	9	27
	PE			1	11	1	11	4	44	3	33
10	P					7	50	4	29	3	21
	C	1	3	1	3	9	27	4	41	9	27
	PE			1	11	3	33	2	22	3	33
11	P	2	14	3	21	7	50	2	14		
	C	1	3	5	15	16	48	9	27	3	9
	PE	1	11	1	22	3	33			3	33

TABLE 15 (continued)

Task		f 1	%	f 2	%	f 3	%	f 4	%	f 5	%
	P			2	14	6	43	5	36	1	7
12	C	2	6	3	9	17	50	10	29	2	6
	PE	1	11	2	22	4	44	2	22		
	P	3	21	5	36	2	14	3	21	1	7
13	C	1	3	6	18	10	29	14	41	3	9
	PE	1	11	3	33	4	44			1	11
	P					1	7	6	43	18	53
14	C			1	3	1	3	14	41	18	53
	PE							6	68	3	33
	P							9	64	5	36
15	C			1	3	1	3	14	41	18	53
	PE			1	11	2	22	4	44	2	22
	P					2	14	7	50	5	36
16	C	1	3	1	3	9	27	16	47	7	21
	PE	1	11			1	11	5	[illegible]	2	22
	P							9	43	5	36
17	C					2	6	14	41	18	60
	PE					2	22	5	57	2	22
	P							10	71	4	29
18	C					7	21	17	50	10	29
	PE							7	78	2	22
	P			1	7	3	21	9	64	1	7
19	C			1	3	12	35	14	41	7	21
	PE			3	33	2	22	3	33	1	11
	P					1	7	8	57	5	36
20	C					1	3	10	29	23	68
	PE					2	22	4	44	3	33
	P					3	21	6	43	5	36
21	C	1	3	1	3	6	18	20	59	6	18
	PE					2	22	7	78		
	P	1	7			5	36	4	29	4	29
22	C			2	6	13	38	15	44	4	12
	PE			2	22	1	11	3	33	3	33
	P					2	14	7	50	5	36
23	C			1	3	7	21	18	53	8	24
	PE					4	44	4	44	1	11

TABLE 15 (continued)

Task		f 1	%	f 2	%	f 3	%	f 4	%	f 5	%
24	P					2	14	8	57	4	29
	C			2	6	3	9	21	62	8	24
	PE					2	22	5	56	2	22
25	P					1	7	5	36	8	57
	C			1	3	4	12	16	47	13	38
	PE					2	22	3	33	4	44
26	P					1	7	11	79	2	14
	C	1	3	1	3	11	32	16	47	5	15
	PE					3	33	5	56	1	11
27	P					2	14	8	57	4	29
	C			2	6	6	18	14	41	12	35
	PE			1	11	2	22	5	56	1	11
28	P					1	7	8	57	5	36
	C					3	9	12	35	19	56
	PE					1	11	5	56	3	33
29	P					1	7	3	21	10	71
	C							10	29	24	71
	PE			1	11	1	11	4	44	3	33
30	P					8	57	5	36	1	7
	C			1	3	17	50	13	38	2	9
	PE			1	11	6	67	1	11	1	11
31	P	1	7	2	14	5	36	6	43		
	C			3	9	17	50	11	32	3	9
	PE			4	44	3	33	1	11	1	11
32	P	4	29	4	29	4	28	2	14		
	C			6	18	13	38	14	41	1	3
	PE	1	11	2	22	3	33	2	22	1	11
33	P	1	7	1	7	6	43	6	43		
	C			4	12	14	41	14	41	2	6
	PE			1	11	1	11	4	44		
34	P			1	7	3	21	6	43	3	21
	C	1	3			10	29	17	50	7	21
	PE			1	11	5	56	2	22	1	11
35	P					2	14	6	43	6	43
	C	1	3			8	24	20	59	5	15
	PE			1	11	3	33	5	56		

TABLE 15 (continued)

Task		f 1	%	f 2	%	f 3	%	f 4	%	f 5	%
36	P					3	21	8	57	3	21
	C			13	38	16	47	5	15		
	PE					1	11	7	78	1	11
37	P			1	7	2	14	9	64	2	14
	C					12	35	12	35	10	29
	PE					2	22	1	11	6	67
38	P			1	7	3	21	8	57	2	14
	C	1	3	1	3	7	21	17	50	8	24
	PE					4	44	1	11	1	11

P - principals
C - classroom teachers
PE - physical education teachers

1 - no importance
2 - very little importance
3 - some importance
4 - considerable importance
5 - most important

APPENDIX B

QUESTIONNAIRES AND INTERVIEW

QUESTIONNAIRE I

The following items are concerned with different task areas in which the physical education coordinator might be involved in order to carry out his duty.

Circle the number to the right of each item to indicate the degree of importance you believe should be given to each activity performed by the physical education coordinator.

There are no right or wrong answers and you should respond according to the perceptions you hold for the role of the coordinator and not necessarily as the role is performed in your district.

Rating Scale
1 -- no importance
2 -- very little importance
3 -- some importance
4 -- considerable importance
5 -- most important

Indicate your position

1. _____ Principal
2. _____ Physical Education Teacher
3. _____ Classroom Teacher Teaching Physical Education

1.	Work in committees with physical education teachers establishing teaching objectives consistent with the school's philosophy of education.	1 2 3 4 5
2.	Coordinate meetings with teachers and principals to plan a continuous program of physical education.	1 2 3 4 5
3.	Inform teachers of current trends in the physical education curriculum.	1 2 3 4 5
4.	Keep abreast of the latest curriculum developments in physical education.	1 2 3 4 5
5.	Work with teachers in planning curriculum guides and courses of study needed for the physical education program.	1 2 3 4 5
6.	Represent teacher's curriculum desires in conferences with administration personnel.	1 2 3 4 5
7.	Serve as a consultant to assist principals in planning class schedules for physical education teachers in the various grade levels.	1 2 3 4 5

8.	Assume responsibility for implementing new and revised curriculum.	1 2 3 4 5
9.	Make recommendations to principals on better working conditions for physical education personnel.	1 2 3 4 5
10.	Interview teacher applicants to screen and recommend to principals.	1 2 3 4 5
11.	Work in committees with other personnel for the development of policies relating to the promotion, transfer, and dismissal of instructional staff.	1 2 3 4 5
12.	Assist principals in regular conferences to evaluate the work of individual teachers.	1 2 3 4 5
13.	Evaluate physical education teachers for continued employment or dismissal.	1 2 3 4 5
14.	Confer with administrators and architects in planning of new buildings and remodeling of older structures in terms of providing the proper environment for good physical education instruction.	1 2 3 4 5
15.	Work with central office staff through committees to develop long range policies on the planning of school plants.	1 2 3 4 5
16.	Make regular classroom visitations to gain ideas on equipment specifications and facility utilization.	1 2 3 4 5
17.	Recommend the most effective types of school gymnasiums and equipment.	1 2 3 4 5
18.	Work in committees to establish systemwide curriculum materials which can be used by all teachers teaching physical education.	1 2 3 4 5
19.	Prepare a list of physical education equipment resource people, and materials available in the schools and community.	1 2 3 4 5
20.	Arrange for demonstration teaching to show teachers various teaching techniques and the use of various equipment.	1 2 3 4 5

21.	Make regular classroom visitations, observe teaching activities, and offer suggestions to teachers on improved teaching procedures.	1 2 3 4 5
22.	Take an active part in local, provincial, and national organizations for physical education.	1 2 3 4 5
23.	Work in committees with central office staff in developing a continuous program of in-service education for all personnel.	1 2 3 4 5
24.	Select in-service programs designed for physical education.	1 2 3 4 5
25.	Select in-service topics in consultation with physical education teachers.	1 2 3 4 5
26.	Inform teachers of professional growth activities available.	1 2 3 4 5
27.	Arrange individual teacher conferences with teachers upon their request.	1 2 3 4 5
28.	Carry out orientation programs for new and beginning physical education teachers.	1 2 3 4 5
29.	Serve as a resource person to teachers and principals.	1 2 3 4 5
30.	Serve as a liaison between schools and other educational agencies, both in the community and outside the community.	1 2 3 4 5
31.	Assist in explaining and interpreting the school's physical education program to the community.	1 2 3 4 5
32.	Coordinate student physical education activities that use the community facilities.	1 2 3 4 5
33.	Develop policies and programs for intramural and extramural activities.	1 2 3 4 5
34.	Select, organize, and direct committees of teachers and principals to evaluate on a regular basis the entire physical education program.	1 2 3 4 5

35.	Help teachers develop techniques for evaluating students.	1 2 3 4 5
36.	Evaluate and select books and instructional materials for teachers' reference.	1 2 3 4 5
37.	Help plan a budget for physical education.	1 2 3 4 5
38.	Establish policies regarding the purchase of physical education supplies.	1 2 3 4 5
39.	Other (specify).	1 2 3 4 5

QUESTIONNAIRE II

THE ROLE OF THE PHYSICAL EDUCATION COORDINATOR

Please indicate your position

1. _____ Principal
2. _____ Physical Education Teacher
3. _____ Classroom Teacher Teaching Physical Education

The following questions are concerned with the different task areas a physical education coordinator might be involved in order to carry out his/her duty. Please answer the following questions. There is no right or wrong answer and you should respond according to what you think the role should be and not necessarily as the role is performed in your district.

1. WHAT DO YOU THINK THE ROLE OF THE PHYSICAL EDUCATION COORDINATOR SHOULD BE IN THE FOLLOWING AREAS?

1. DEVELOPING CURRICULUM (Planning, research, development, design, and experimentation of the curriculum in physical education. Developing curriculum guides and developing instructional units or courses are examples of this area.)

2. ORGANIZING FOR INSTRUCTION (Making organizational arrangements to implement the physical education program. Planning class schedules, assigning space, and allocating time for instruction are examples.)

3. PROVIDING STAFF (Assuring the availability of physical education teachers in adequate numbers and with appropriate competencies for facilitating instruction. Recruiting, screening, selecting, assigning, and transferring staff are examples.)

4. PROVIDING FACILITIES (Designing or redesigning and equipping facilities for physical education instruction.)

5. PROVIDING MATERIALS (Selecting and obtaining appropriate materials for use in implementing the physical education program.)

6. ARRANGING FOR IN-SERVICE EDUCATION (Planning and implementing activities that will improve the performance of the physical education teachers in instructional related ways.)

7. ORIENTING NEW STAFF MEMBERS (Providing new physical education teachers with the basic information necessary to carry out assigned responsibilities. This can include getting new teachers acquainted with facilities, staff and community.)

8. RELATING SPECIAL PUPIL SERVICES (Arranging for careful coordination of services to children to ensure optimum support for the teaching process. This can involve developing policies, assigning priorities, and organizing for the maximum utilization of special service staff and community resource people.)

9. DEVELOPING PUBLIC RELATIONS (Developing relationships with the public in relation to physical education matters. This can include informing, securing assistance and avoiding undesirable influences from the public.)

10. EVALUATING (Planning, organizing, and implementing activities for the evaluation of all facets of the educational process directly related to physical education instruction.)

    a. Evaluating instructional program.

    b. Informal teacher evaluation (assist the principal or superintendent upon request)

    c. Formal teacher evaluation (solely responsible)

11. BUDGETING

WHAT DO YOU THINK ARE THE MOST IMPORTANT DUTIES OF THE PHYSICAL EDUCATION COORDINATOR?

INTERVIEW QUESTIONNAIRE FOR PHYSICAL EDUCATION COORDINATOR

1. WHAT DO YOU THINK THE ROLE OF THE PHYSICAL EDUCATION COORDINATOR SHOULD BE IN:

   a. Developing Curriculum

   b. Organizing for Instruction

   c. Providing Staff

   d. Providing Facilities

   e. Providing Materials

   f. Arranging for In-service Education

   g. Orienting New Staff Members

   h. Relating Special Pupil Services

   i. Developing Public Relations

   j. Evaluating

      i. the instructional program

      ii. informal teacher evaluation

      iii. formal teacher evaluation

   k. Budgeting

2. WHAT DO YOU THINK ARE THE MOST IMPORTANT DUTIES OF THE PHYSICAL EDUCATION COORDINATOR?

APPENDIX C

CORRESPONDENCE

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
ST. JOHN'S, NEWFOUNDLAND, CANADA A1B 3X8

March 22, 1984

Dear

As part of the requirements for the Master of Education in Educational Administration at Memorial University, I am currently involved in a study to help define the role of the physical education coordinator.

In this study, I am asking for your help in finding the answer to the following question, "What do you think the role of the physical education coordinator should be?" This study is chiefly interested in your perceptions of this role and not necessarily the role the physical education coordinator is performing in your district. In no way will an attempt be made to evaluate a particular physical education coordinator nor will any attempt be made to identify particular respondents.

Thank you in advance for your cooperation which is greatly appreciated.

Yours truly,

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
ST. JOHN'S, NEWFOUNDLAND, CANADA A1B 3X8

Dear

Two weeks ago I mailed you a questionnaire to gather information on the role of the physical education coordinator. I realize that there are many demands upon your valuable time; however, since you are the only district to receive the questionnaire, your response will provide important and much needed information. For this reason, I would be grateful if you would complete your questionnaire and return it within the next week. If you have returned your questionnaire please disregard this reminder and accept my thanks for your cooperation.

Sincerely yours,