



SECTION 5

Program  
Evaluation

# PROPS Program Evaluation: PROPS Leader

3 = All of the time

2 = Sometimes

1 = Never

Circle One

- |  |   |   |   |
|--|---|---|---|
| 1) Do the students enjoy the activities?           | 1 | 2 | 3 |
| 2) Do all the PROP leaders work cooperatively?     | 1 | 2 | 3 |
| 3) Are safety concerns addressed during the games? | 1 | 2 | 3 |
| 4) Do the students play fairly?                    | 1 | 2 | 3 |
| 5) Do you feel confident as a PROPS leader?        | 1 | 2 | 3 |
| 6) Which PROPS activities are most popular?        |   |   |   |

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- 7) Which PROPS activities do the students like the least?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

- 8) What did you learn from being involved in the PROPS program?

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- 9) Would you recommend being a PROPS leader to someone? Why or why not?

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# PROPS Program Evaluation: Supervisor

The success of PROPS is dependent upon an effective mix of both human and physical resources. Ongoing evaluation and communication with staff, students and parents will assist in achieving success. PROPS involves getting the necessary resources and using them to their fullest potential. Ideally, every playground will be a place where students are voluntarily participating in physical activity.

1. Were the PROPS leaders inserviced?      YES    "    NO    "  
If yes, was it: All day    "    Half day    "    Lunch hour/after school    "
2. Who played the key role in organizing the initiative?  
" Teacher: \_\_\_\_\_  
" Parent: \_\_\_\_\_  
" Administrator: \_\_\_\_\_  
" Other: \_\_\_\_\_
3. Which game is most popular on your playground?  
" Tag games                      " Hopscotch                      " Four Squares  
" Parachute                      " Group games                      " Wall games                      " Skipping
4. Were the games taught to physical education classes? If so, by whom?  
" Teacher                              " Student                              " Both
5. In which areas were the PROPS leaders trained?  
" Conflict resolution                      " Leadership                              " Communication  
" Safety                                      " Games
6. Are the PROPS leaders taking responsibility for the equipment they use for each activity?  
" YES                                      " NO
7. Are the students using the equipment responsibly?  
" YES                                      " NO
8. Did your school establish playground rules and fair play codes (Appendix G and H)  
" YES                                      " NO

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9. Do the students respect the PROPS leaders while playing the activities?

" YES

" NO

10. List the challenges encountered when implementing the program. (i.e., conflict, respect, fair play...)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

11. What time of year is your playground most active?

" Fall

" Winter

" Spring

12. Are children with disabilities finding opportunities for activity?

" YES

" NO

13. Are the following groups active on the playground? Why? Why not?

" Primary: \_\_\_\_\_

" Junior: \_\_\_\_\_

" Intermediate: \_\_\_\_\_

" Boys: \_\_\_\_\_

" Girls: \_\_\_\_\_

14. Did the initiative increase activity levels on the playground?

" YES

" NO

15. Who were the biggest supporters of the initiative? \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# PROPS Leader Evaluation: Supervisor

PROPS Leader: \_\_\_\_\_ PROPS Supervisor: \_\_\_\_\_

		Needs Improvement		Excellent
<b>Organization:</b>				
Runs activity/station effectively	1	2	3	4
Prepares for activity/station	1	2	3	4
Participates in Planning Workshops	1	2	3	4
<b>Leadership Style:</b>				
Manages time for activity/station to run smoothly	1	2	3	4
Leads demonstration effectively	1	2	3	4
Encourages safe use of equipment	1	2	3	4
Speaks with confidence	1	2	3	4
Manages conflict effectively	1	2	3	4
Displays enthusiasm	1	2	3	4
<b>Desire to Improve</b>				
Participates in “Booster” workshops	1	2	3	4
Willing to take risk (create/try new games, make suggestions for improvement in program...)	1	2	3	4
Develops positive relationships with fellow leaders...	1	2	3	4
Demonstrates positive relationships with parents, teacher...	1	2	3	4
Demonstrates positive relationships with students (establishes student rapport)...	1	2	3	4

# PROPS Program Evaluation: School Administrator

SCHOOL: \_\_\_\_\_ ADMINISTRATION: \_\_\_\_\_

**Evaluate on a scale of 1 to 5 with 1 being the lowest and 5 the highest.  
Please add personal comments wherever you like.**

Did the Playground Leadership Program promote and/or enhance:

	Low		High		
<b>1. Fair Play:</b>					
Do the students now know and understand the principles of fair play?	1	2	3	4	5
Were the principles of fair play/playground rules established on the play areas:					
• by the PROPS Leaders?	1	2	3	4	5
• by the students?	1	2	3	4	5
Is there more “inclusion” now than prior to PROPS?	1	2	3	4	5
Are there less complaints by the children of unfair play by other children?	1	2	3	4	5
<b>2. Respect for people and property:</b>					
Has harmony on the play areas increased?	1	2	3	4	5
Have there been less incidents of inappropriate verbal aggressive behaviour?	1	2	3	4	5
Has vandalism decreased?	1	2	3	4	5
<b>3. Safe Activities:</b>					
Has there been a reduction in injuries during the program implementation?	1	2	3	4	5
Is equipment being used properly and safely?	1	2	3	4	5
Have activity levels increased?	1	2	3	4	5

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**PROPS Program Evaluation, continued**

4. To what extent did you observe the PROPS Program? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. What were some of the positive aspects of the program that you saw? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Should this program be continued? Explain why or why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
7. Do you have any future recommendations, suggestions or comments? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
8. How would you rate the usefulness of the PROPS Program? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
9. How well does the program meet the following goals?

	<b>Low</b>				<b>High</b>
Students became independent in directing their own play activity	1	2	3	4	5
Students returned to class ready to learn	1	2	3	4	5
Students became physically active every day	1	2	3	4	5
Students cooperated better with their peers	1	2	3	4	5
Students demonstrated less aggressive behaviour on the playground	1	2	3	4	5
Students developed leadership skills	1	2	3	4	5
PROPS decreased incidents of bullying	1	2	3	4	5
PROPS decreased suspension rates	1	2	3	4	5

*Adapted: CIRA (Canadian Intramural Recreation Association), Ottawa, Playground Leadership Program: Facilitators Guide pg. 86-88.*

## Quantitative Statistics: School Administrator

School: \_\_\_\_\_ Administrator: \_\_\_\_\_

<b>Behaviour</b>	<b>Average number of occurrences per month <u>before</u> the program</b>	<b>Average number of occurrences per month <u>during</u> the program</b>
<b>Aggressive behaviour: Verbal</b> (e.g. name calling, swearing)		
<b>Aggressive behaviour: Physical</b> (e.g. fighting, shoving)		
<b>Playground injuries:</b> (e.g. due to rough play, improper use of equipment, or lack of proper training)		
<b>Vandalism:</b>		
<b>Suspensions due to inappropriate playground activity.</b>		

How effective was the program in addressing these issues of aggressive behaviour, playground injuries, vandalism and suspensions? \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

*Adapted: CIRA (Canadian Intramural Recreation Association) Ottawa, Playground Leadership Program: Facilitators Guide pg. 89-90.*