

Teacher Preparation Program Secondary, Elementary and Masters in School of PE

Overview of teacher preparation program in the School of
PE and Review of student comments
Oct 2005

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Undergraduate e-mail survey on Secondary PE program 2004.



1. Introduction and summary comments on data

This report represents a compilation of data on the Secondary B.Ed degree in PE as well as interpretation of survey data on the elementary PE courses. The Secondary B. Ed degree is a 5 year degree where students are interviewed to enter into the B.Ed route in year 2 of their program. On average 40 students are admitted each year. At any one time there will be approximately 160 students in the Secondary program with a PE focus. Students have to take a second subject with PE to complete their degree in English, Math, Social Studies, Geography, History or Science. In the Pro year (5th year of B. Ed degree) PE students make up approximately 20% of the middle and secondary school student teacher body. Included in section 2 are the program goals.

Section 3 offers an overview of the B.Ed program in the School of PE, showing the connections the B.Ed program has with the Kinesiology program (B.Sc) and the Recreation Health Education program (B.A). After four years the students in the B.Ed PE program then combine with students in the PDP program and B.Ed degrees in Art and Music.

In section 4 there is a report on the summary of feedback from senior undergraduates in the School of PE. The survey was conducted in two stages, (1) an e-mail survey (Fall 2004) was sent out to 30 students, and (2) a focus group meeting (Nov 2004) of 15 students. The data indicates that from the students' perceptions areas of strength and areas to improve in the B.Ed program. It should be noted that 3 of the 5 teaching team in the B.Ed program have received teaching awards and all members regularly receive high ratings from students. As the students indicated they felt they had been taught well but also felt there were some structural changes that were needed for the program to grow and develop further. Four of the issues they raised are being addressed in the following manner:

- (1) PE352 now includes a field experience with students from local schools coming to the university to be taught by our student teachers.
- (2) Practicum report is now using satisfactory/unsatisfactory rating (motion passed Council meeting March 2005). Now have a pass/fail rating system and detailed comments describing student growth and achievement.
- (3) Sport Performance Analysis (SPA) classes are now being coordinated with meetings arranged with instructors to discuss evaluation, assignments and course scheduling.
- (4) School of PE now has an EDSA rep who is actively connecting School of PE undergraduates with the rest of the Education Faculty i.e. EDSA volleyball tournament ran in Sept with 18 teams from the Faculty run by PE students.

Section 5 is a summary of the survey on the PE courses in the elementary program. The survey showed a very positive response from the generalist undergraduate students. This positive response is despite many students voicing a dread to teaching PE before taking the PE courses. Of particular note in this survey was the positive impact the School Integrated Teacher Education program has had on the student teachers perception of teaching PE and confidence in teaching PE. The abstract in section 5a, due to be published in The Physical Health Education journal, offers a more rigorous quasi-experimental study on the SITE project. The results of this study show that all PE304 classes have a significantly positive affect on student teachers attitude and confidence to teach PE. However, this study provides support that the SITE experience offering a systematically and progressively integrating experiences in a university class within a school setting, augments this positive development further, resulting in student teachers' indicating they have even higher levels of aptitude to teach PE.

Section 6 reports the survey data on students completing our program. This data is collected each year. As can be seen from 2005 graduates the majority want to stay locally and so sign

up for the Teacher-On-Call (TOC) list in the local school districts. This is a concern especially if graduates from are program are unable to secure a permanent position. Graduates that travel do not have any difficulty getting a permanent posting.

The data on time to complete B.Ed. degree indicates that we effectively mentor students through the four year route to complete the five year degree; however most students take 7 years to complete the 5 year degree. This is an area that needs to be examined to help make our program most cost-effective for students. It should be noted that the B.Ed program in recent years has witnessed a drop in the application pool from around 120 applicants in 2002 to now 78 applicants in 2005. However in 2005 only 48 of the 78 applicants actually met the criteria to apply for the program. We may have one of the best teacher preparation programs for PE in the province but if it takes 7 years to complete a degree it may become increasingly difficult to attract students who can afford the escalating cost of completing a university degree.

Finally, the Masters of Arts (PE) is included with the new revised program. In recent years there has been an increase in Masters Students studying PE pedagogy and curriculum development (3 graduated in 2003-04, presently 5 in MA program). This a promising trend that shows that Teacher Preparation group in the School of PE are helping to generate the next generation of leaders in the field of PE in Canada.



2. Updated from School of Physical Education Retreat (December 9, 2003)

B.Ed. Secondary Curriculum Program Goals (updated from external review document)

The B.Ed. program will provide students with the opportunity to develop:

(1) **Knowledge and understanding of the sub-disciplinary content within the field of human movement.**

Learning outcomes embedded within the following courses meet this goal: PE 141, PE 241b, PE 143, PE 341, PE 245, PE 346, PE 344.

(2) **Pedagogical knowledge required planning, implementing, and evaluating a physical education program (secondary).**

Learning outcomes embedded within the following courses meet this goal: PE 352, PE 452, PE 443, PE 144, PE 360, PE 764, ED-D 337c

Students in the B.Ed. program are also required to develop a functional level of performance and basic analysis skills in a broad range of physical activities (6.5 units)

(3) **Pedagogical skills through a series of planned, developmental field experiences.**

The following experiences are included to meet this goal:

PE 452 – teaching four lessons assignment in local schools

Pe352 – teaching grade 5 to 8 students from local schools

PE 361 – coaching practicum (one season) with a school athletic team

ED-P 498 – Two-week teaching practicum in fourth year

In addition, PE 144, PE 352, PE452, ED-D 337c, PE 764 and PE461K include a variety of different peer teaching exercises. Professional year (yr.5) practicum requirements include the following: A two-week observation during fall term, and a sixteen-week practicum in January through April.

(4) **Critical reflective skills associated with effective teaching practices within different learning contexts.**

Learning outcomes embedded within the following courses meet this goal: PE 144, PE 352, PE 361, PE 452, PE 764, ED-D 337c, ED-P 498, ED-P 780

In addition to the above requirements, graduates of our B.Ed. Secondary Curriculum program (75 unit degree) in the School must complete the requirements for a second approved teaching area (21-24 units), general degree requirements (e.g. 3.0 units of approved English), and a variety of general B.Ed. degree requirements (e.g. ED-D 401 & ED-D 406).

3. Overview of Secondary PE program in Secondary Program and within the School of PE

POST DEGREE PROFESSIONAL PROGRAM – MIDDLE SCHOOL (10 MONTHS)

Previous Degree	July - August	Sept - December	January - April
	ED-D 406 3.0	ED-D 401 1.5	ED-P 798 3.0
	EDCI 748 3.0	ED-D 430 1.5	
	EDCI 756 2.0	EDCI 431/2 3.0	
		EDCI 7xx 1.5 or 3.0	
		ED-D 337 1.5	
		ED-P 780	ED-P 780 1.5
	8.0 units	9.0 – 10.5 units	4.5 units

TOTAL 21.5 – 23 UNITS

COURSE DESCRIPTIONS

ED-D 337A,B,C,D	Evaluation of Student Achievement	1.5
ED-D 401	Introduction to Psychology of Classroom Learning	1.5
ED-D 406	Psychology of Adolescence	1.5
ED-D 430	Organization and Administration of Education in B.C.	1.5
EDCI 336	Introduction to Instructional Technology	1.0 or 1.5
EDCI 352	Literacy for Learning in Secondary Classrooms	1.5
EDCI 431	Philosophy and Education	3.0
EDCI 432	History of Education	3.0
EDCI 433	Anthropology of Education	3.0
EDCI 434	Sociology of Education	3.0
EDCI 7xx	CI in Secondary School SUBJECT AREA	1.5
EDCI 748	Lang. And Literacy in Elem. School (Int Grade Focus)	3.0
EDCI 756	CI in Mathematics in Elementary School	2.0
ED-P 498	Fourth Year Secondary Seminar	1.5
ED-P 780	Student Teaching Seminar Secondary	1.5
ED-P 790	Secondary Teaching Skills Seminar	1.5
ED-P 798	Student Teaching Practicum	3.0

SECONDARY – FIVE YEAR REGULAR PROGRAM

(PE, Art, Music)

60 units

Minimum 12 units for admission

Year 1	Year 2	Year 3	Year 4		Year 5 (PROFESSIONAL YEAR)
	ENGL 115 or 135 AND 125 or 145 ED-D 401 ED-D 406 ED-P 498 Approved Academic Electives Co-Requisite: Engl 200 level SUBJECT AREA COURSES		3.0 1.5 3.0 1.5 3.0 3.0 45.0 units	Ed-P 498 cont. Two Wee k Spri ng Practic um (May)	EDCI 352 1.5 EDCI 421/2/3/4 3.0 EDCI 706 or ED-D 337A 1.5 ED-D 430 1.5 EEUCATION ELECTIVE 1.5 SUBJECT AREA CI 1.5 ED-P 780 1.5 ED-P 798 3.0 (January – April practicum)
12.0 units	60 units				15.0 units

TOTAL 75 UNITS

POST DEGREE PROFESSIONAL PROGRAM – REGULAR (10 MONTHS)

Previous Degree	July - August	Sept - December	Jan - April
	ED-D 401 1.5 ED-D 406 3.0 ED-P 790 1.5	EDCI 7xx 1.5 or 3.0 EDCI 352 1.5 ED-D 337 1.5 ED-D 406 or EDCI 431/2/3/4 3.0 ED-D 430 1.5 ED-P 780	ED-P 798 3.0 ED-P 780 1.5
	6.0 units	9.0 – 10.5 units	4.5 units

TOTAL 19.5 – 21 UNITS

POST DEGREE PROFESSIONAL PROGRAM – INTERNS (12 MONTHS)

Previous Degree	June - August	September - December	January - June
		ED-P 798 3.0 ED-D 430 1.5	EDCI 352 1.5 EDCI 336 1.5 ED-P 780 1.5
	10.5 – 12.0 units	1.5 units	7.5 units

TOTAL 19.5 – 21 UNITS

Teacher Preparation Courses and Connections to RHED and KINES programs

Prog	Course	Title	Units
TP	PE 106	Track and Field	0.5
TP	PE 107	Gymnastics: I	0.5
TP	PE 120	Basketball	0.5
TP	PE 122	Volleyball	0.5
TP	One of: PE 109 PE 114 PE 119	Recreational Dance Creative Dance Contemporary Dance	0.5
TP	One of: PE 116 PE 117	Badminton Tennis	0.5
TP	One of: PE 121 PE 123 PE 124 PE 125	Soccer Rugby Field Hockey Softball	0.5
TP RHED & Kin 3	4 courses from: PE 104 - PE 135 (students must have Bronze Medallion or take PE 105)		2.0
All	PE 141	Introductory Human Anatomy	1.5
All	PE 143	Scientific, Philosophic, Historical & Psycho-Sociological Bases of Physical Activity	1.5
	PE 144	Active Health	1.5
All	PE 241B	Introduction to Human Systemic Physiology	1.5
TP Kin	PE 245	Motor Learning	1.5
TP Kin	PE 341	Biomechanics	1.5
TP Kin	PE 344	Care and Prevention of Athletic Injuries	1.5
	PE 346	Motor Development & Physical Maturation	1.5
	PE 352	Instructional Techniques in Individual Activities Secondary	1.5
All	PE 360	Exercise Prescription	1.5
	PE 361	Coaching Studies	1.5
	PE 443	Organization & Administration of Physical Education	1.5
	PE 452	Teaching Strategies for Games in Physical Education	1.5
	1 of: PE 461 A-M	Advanced Skills & Officiating	0.5
TP Kin	One of: PE 342 , PE 347 , PE 348 , PE 351 , PE 355 , PE 357 , PE 441 , PE 445 , PE 449 or PE 455		1.5
	Approved second teaching area plus electives		21.0
		Total	60.0

KIN & RHED - PE 253 Units: 1.5 (3-0) Program Planning. An analysis and application of theoretical and practical approaches for developing effective recreation/leisure services, sport, fitness, wellness, and health promotion programs.

School of PE Programs 2004

YEAR	Teacher Preparation	Recreation and Health Education	Kinesiology
1	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #90EE90; padding: 5px; margin: 2px;">PE 143</div> <div style="border: 1px solid black; background-color: #FFD700; padding: 5px; margin: 2px;">PE 141</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #00FFFF; padding: 5px; margin: 2px;">PE 142</div> <div style="border: 1px solid black; background-color: #00FF00; padding: 5px; margin: 2px;">PE 143</div> <div style="border: 1px solid black; background-color: #FFD700; padding: 5px; margin: 2px;">PE 141</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #00FF00; padding: 5px; margin: 2px;">PE 143</div> <div style="border: 1px solid black; background-color: #FFD700; padding: 5px; margin: 2px;">PE 141</div> </div>
2	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #FFDAB9; padding: 5px; margin: 2px;">PE 245</div> <div style="border: 1px solid black; background-color: #FF0000; padding: 5px; margin: 2px;">PE 241B</div> <div style="border: 1px solid black; background-color: #00CED1; padding: 5px; margin: 2px;">PE 144</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #FF0000; padding: 5px; margin: 2px;">PE 241B</div> <div style="border: 1px solid black; background-color: #FFFFFF; padding: 5px; margin: 2px;">PE 252</div> <div style="border: 1px solid black; background-color: #90EE90; padding: 5px; margin: 2px;">PE 253</div> <div style="border: 1px solid black; background-color: #FFFFFF; padding: 5px; margin: 2px;">PE 243</div> <div style="border: 1px solid black; background-color: #FFFFFF; padding: 5px; margin: 2px;">PE 244</div> <div style="border: 1px solid black; background-color: #FFFFFF; padding: 5px; margin: 2px;">PE 270</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #FFFF00; padding: 5px; margin: 2px;">lact</div> <div style="border: 1px solid black; background-color: #FF0000; padding: 5px; margin: 2px;">PE 241B</div> <div style="border: 1px solid black; background-color: #FF4500; padding: 5px; margin: 2px;">PE 24A</div> <div style="border: 1px solid black; background-color: #FFDAB9; padding: 5px; margin: 2px;">PE 245</div> <div style="border: 1px solid black; background-color: #90EE90; padding: 5px; margin: 2px;">PE 253</div> </div>
3	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #8B4513; padding: 5px; margin: 2px;">PE 341</div> <div style="border: 1px solid black; background-color: #008080; padding: 5px; margin: 2px;">PE 344</div> <div style="border: 1px solid black; background-color: #008000; padding: 5px; margin: 2px;">PE 360</div> <div style="border: 1px solid black; background-color: #654321; padding: 5px; margin: 2px;">PE 346</div> <div style="border: 1px solid black; background-color: #FFD700; padding: 5px; margin: 2px;">PE 352</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #FFFF00; padding: 5px; margin: 2px;">lact</div> <div style="border: 1px solid black; background-color: #008000; padding: 5px; margin: 2px;">PE 360</div> <div style="border: 1px solid black; background-color: #FFFFFF; padding: 5px; margin: 2px;">PE 354B</div> <div style="border: 1px solid black; background-color: #FFFFFF; padding: 5px; margin: 2px;">PE 354A</div> <div style="border: 1px solid black; background-color: #FFFFFF; padding: 5px; margin: 2px;">PE 356</div> <div style="border: 1px solid black; background-color: #FFFFFF; padding: 5px; margin: 2px;">PE 351</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #FFFF00; padding: 5px; margin: 2px;">lact</div> <div style="border: 1px solid black; background-color: #8B4513; padding: 5px; margin: 2px;">PE 341</div> <div style="border: 1px solid black; background-color: #008080; padding: 5px; margin: 2px;">PE 344</div> <div style="border: 1px solid black; background-color: #008000; padding: 5px; margin: 2px;">PE 360</div> <div style="border: 1px solid black; background-color: #DDA0DD; padding: 5px; margin: 2px;">PE 380</div> <div style="border: 1px solid black; background-color: #DDA0DD; padding: 5px; margin: 2px;">PE 300 - 400 3 units</div> </div>
4	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #DDA0DD; padding: 5px; margin: 2px;">PE 300 - 400</div> <div style="border: 1px solid black; background-color: #FFD700; padding: 5px; margin: 2px;">PE 443</div> <div style="border: 1px solid black; background-color: #FFFFFF; padding: 5px; margin: 2px;">PE 361</div> <div style="border: 1px solid black; background-color: #FFFFFF; padding: 5px; margin: 2px;">PE 452</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #FFFF00; padding: 5px; margin: 2px;">2 activity</div> <div style="border: 1px solid black; background-color: #FFFFFF; padding: 5px; margin: 2px;">PE 454</div> <div style="border: 1px solid black; background-color: #FFFFFF; padding: 5px; margin: 2px;">PE 445</div> </div>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #FFFF00; padding: 5px; margin: 2px;">lact</div> <div style="border: 1px solid black; background-color: #DDA0DD; padding: 5px; margin: 2px;">PE 447</div> <div style="border: 1px solid black; background-color: #DDA0DD; padding: 5px; margin: 2px;">PE 441</div> <div style="border: 1px solid black; background-color: #DDA0DD; padding: 5px; margin: 2px;">PE 444</div> <div style="border: 1px solid black; background-color: #DDA0DD; padding: 5px; margin: 2px;">PE 300 - 400 4.5 units</div> </div>
5	<div style="border: 1px solid black; background-color: #FFFF00; padding: 5px; margin: 2px; width: fit-content;">PE 764 and ED.D 337 assessment</div>		
	<p>27 units in school of PE 21 units in second subject area 60 units total</p>	<p>25.5 units in school of PE 34.5 units outside school of PE</p>	<p>27.5 units in school of PE 33.5 units outside school of PE</p>

Elementary Program - 2004 - 2005

6 x PE304 (2.0) = 12.0 units. 2 x EDUC 435 & 445 (1.5) = 3.0 units.

4. Summary Report - PE undergraduates meeting Nov 29, 2004

16 students in the 4th or 5th year of the program completed an on-line survey from September to November in 2004. Surveys on included in appendix A.

15 students came to a focus group meeting in regards to the program on Nov 29 in the Mck 155. Also present was 1 grad student who had graduated from the Secondary B .Ed program in 2001. Faculty members present were Luanne Krawetz and Tim Hopper.

Students indicated that over all they were very pleased with Pe program, in particular the courses they focused upon in preparing them to teach PE (PE352, PE452, PE361, PE 764) were seen as critical to their sense of confidence and commitment to teaching PE. The following is a summary of students' comments after completing the on-line survey.

SPORT PERFORMANCE ANALYSIS (SPA) courses

There was mixed feelings about the SPA classes. Content offered was seen as important but the students felt that the focus on skill performance detracted from their learning. In general, SPA courses contradicted the ideas and philosophy taught consistently in the senior courses listed above. After discussion around the idea of the purpose of SPA classes and use across all 3 programs the group acknowledge that skill performance was needed but that it was the way skills were assessed that did not reflect skill development or learning. Skill testing simply reflected the ability of the student entering the course. Consequently, this caused students to select courses they were already proficient at and not courses they needed to develop their ability to teach PE. Several 5th year students voiced regret at how they selected courses when entering the School of PE program. For example one student said, "I was more focused on my personal training for sport then preparing myself to be a teacher."

SELECTING SPA COURSES

To encourage students to take SPA courses which they were less skilled it was suggested that maybe a system of best 6 grades count in SPA classes could be used. Or, assessment could be less totally focused on skill level. Courses like yoga and tennis offered alternatives that the students who had taken these courses said was better. As one student said, "You got a grade based on your learning."

ADVANCED LEVEL SPA COURSES

In relation to advanced level SPA classes (PE461) the students wondered if 400 students could teach 100 in the same sport. This would really create a mentoring process and way for the senior students to pass on advice, ideas and learn from doing. Again, the new 2-hour SPA class structure makes this possible because both 100 and 400 students would be free in the same university timeslot with the two-hour class crossing two time-slots. This would mean that 461 would need to be timetabled with 2 100 level courses. Something to consider.

SCHOOL EXPERIENCE EARLIER IN PROGRAM

Another critical element of discussion was the need to get into school earlier in the program. Students felt that some colleagues needed to experience the 'real' role of a teacher to decide if this was the right career for them. In addition, experiences with children would cause you to think differently about course selection and learning in courses. Without experiences with children one tends to just do the work in courses rather than consider how the ideas in the courses contributed to their future role as a teacher and physical educator. Key idea was to get out into schools earlier in the program.

The new SPA timetable idea of two-hour classes once a week might create the opportunity for this to happen with the potential to bring children in to be taught by students.

REPETITION WHEN COMBINED WITH PDP

The 5th year students voiced a major concern about repetition as they entered into 5th year. Mixing with PDP students in education courses caused huge problems when the technical skills of teaching were addressed. PDP were very anxious about classroom management. Lesson planning was totally foreign to them and without students in a school to teach they just did not get it. Unit planning was also now something that the PE grads felt confident at doing and something they wanted to experiment with, but for the PDP students unit planning was addressed at a very low level which many seemed to struggle to grasp. The key problem here was repetition of ideas without challenges to take concepts further.

Observation in school for 2 weeks in the 5th year was another concern. PDP students did not want to teach, just wanted to watch. PE grads wanted to get involved, to get to know the students by teaching them. Though some observation was good they really wanted to know the class by teaching students at least a few lessons. Key idea is that the PE students are at a different stage in their development as teachers and therefore need a different focus from the PDP in this 2-week practicum.

BUILDING COMMUNITY

One student wondered if the term could start with a Rockie camp with new students taken on a leadership experience with 4th and 5th students. This would be a way of connecting the student body. This was seen as a very successful program at U of A by one of the students who had experienced it.

The issue of EDSA was raised and the lack of PE students involvement. The students felt they were not informed but acknowledge they had not made an effort, did not see the reason to do so. After it was pointed out that EDSA was not just for Elementary student teachers, that EDSA had resources to spend on workshops and events, and that EDSA had a voting role on committees about program development, several students indicated they would try to liaison between PE grads and EDSA. Volunteers to try to get connected were Jason, John, Carl, Neil and Jonathan.

ACADEMIC ELECTIVES

In relation to academic courses in the PE program - Anatomy, physiology, biomechanics, and exercise prescription - students had mixed feelings. The knowledge was seen as important and added more substances to the degree. The complaints were focused on use on the content as a teacher, but as one student said "we are here to be educated in the general sense as well as to be a teacher."

GRADING PRACTICUM

The final issue to address was raised by a 5th year student. "Why is the practicum in secondary graded - Excellent to Unsatisfactory?"

After much debate the students agreed that this did give them concern.

"If you do not get an 'Excellent' will that mean you have less chance to be hired?" This concern raised issues regarding taking risks on the practicum, doing teaching differently from the co-operating teacher and ratings being consistent across contexts. It was suggested that students e-mail Dave Blades with their concerns.

The meeting adjourned with students indicating appreciation for this opportunity to voice concerns and strengths about the program. Overall, they felt they were taught well in the School of PE and felt confident to start a teaching career.

5. Analysis of PE questions on Elementary Program Evaluation Team questionnaire: PE 304 Preparation of Generalist teachers in PE

RE: Questions 22 (Break down movement tasks), 23 (Instructional strategies) and 24 (PE activities).

Quantitative Statistics

In all cases the PE304 course seem to have been effective. There was no significant difference noted between the TRANS (2001) course, PDPP (2001 to 2003) and 5YR (2003 and 2004). The number of respondents varies considerably (7 to 80) making it hard to compare the results (see below number in bracket after year for respondents).

This data speaks to the effective collaboration between instructors in these courses and the support offered to the instructor in the East Kootenay program.

Qualitative comments

Comments below are examples of key ideas in comments from students. The term SITE refers to School Integrated Teacher Education. All 5th year Uvic course in PE304 were in the SITE model, some Trans 2001 were in SITE model.

Transitional 2001 (67)

22 (Breakdown mov. tasks)	23 (Instructional strategies)	24 (PE activities)
Key idea was experience at Frank Hobbs school – Integrated course for some students. Comments about instructors, refer to excellent instructor or indifferent to instructor. Might be same instructor or different instructor, who knows. Overall course was well received.	Lots of positive comments Again integrated idea comes up as critical.	One comment was “tried ideas...did not work so scraped.” Or “not well covered.” Generally comments focused on well covered,

PDPP (2001 (26), 2002 (7) 2003 (37))

22 (Breakdown mov. tasks)	23 (Instructional strategies)	24 (PE activities)
No PDPP 2001 One ‘very good’ comment about instructor 2003 2 negative about an instructor. Rest very positive in regards to process of learning and wonderful teacher.	No comments 2001 and 2002. Mostly very positive but some comments about too much note taking and not enough of alternative content like Yoga and orienteering.	No comments 2001 and 2002. Lack of application of knowledge indicated.

5 Year Victoria (2003 (76) to 2004 (80))

22 (Breakdown mov. tasks)	23 (Instructional strategies)	24 (PE activities)
Overall very positive with a strong focus on the SITE	Excellent learning process. Privileged to visit schools as	Observed and participated in activities – understand

course really making a difference. Some critique of an instructor but mostly very positive about experience. All course in 2003 in PE were SITE courses.	learning to teach PE. Feel very confident in PE. Please note +++++ and +++ are fantastic teachers. Not enough practical resources – one comment. Some negative about an instructor in 2004.	content for PE. Excellent resources. Very helpful – strengthened during practicum. Still need help dealing with different levels
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5 Year East Kootenay (2003 (11) to 2004 (12))

22 (Breakdown mov. tasks)	23 (Instructional strategies)	24 (PE activities)
No comments 2003 Observed 2 classes with children noted as highlight.	No Comments 2003 Enjoyed course, got a lot peer teaching	No Comments 2003 Model. Experienced PE for variety of ages.

Conclusion

What is content? Some students seemed focused on content as different activities not focused on the how to teach content, whatever it is. Hard to tell from this data but our SITE research indicates that until student teachers learn in a context with children they see content as something they must master before they can teach. Student teachers in a SITE course realize that they can teach any content if they know how to break it down and create a learning environment for the children.

Seems to be problems with how questionnaire administered. Why low response. Why did some student teachers not offer any comments and other offered a lot?

Overall the SITE experience seems to have a very positive influence on how the student teachers understand and feel comfortable about their ability to teach PE.

Supervisors Comments: Difference not noted

Some indicated that impressed by PE lessons taught and felt the students were well prepared. Limited number of comments and a mixture of groups (5th and PDPP) in presentation of comments makes it hard to track any difference. Some indicated “Did not observe much in this area.”

However, Luanne’ name was used and associated with very well prepared students.

“I was so impressed with their dance/movement units!” Example comment.

In this data limited insights from Supervisors. However, in recent focus group meetings on Elementary program there was a clear messages of volunteered by several supervisors about being very impressed with student teachers who had experienced SITE PE program.

Mentor teachers

“Wide range” “Would appear so” comments not offering much. For PDPP, PE seemed to be an area that was a little bit more challenging. For the regular 5th year student teachers there were no comment or positive comments. Most 5th year students teach PE in 3rd year so may not have done PE in 5th year.

Overall Conclusion

Looking at this data is like looking at different pieces of different puzzles. We need more data based on interviews and focus groups that gives us insights on the experiences and ideas of student teachers, teachers and instructors in our program.

5a Abstract on survey about the SITE program in PE 304 courses.

Augmenting the aptitude of learning how to teach physical education: Situated learning and an application of the theory of planned behaviour

Tim F. Hopper, Assistant Professor,
School of Physical Education, University of Victoria
Shane G. Brown, Sessional Instructor,
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Ryan E. Rhodes, Assistant Professor
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Data reported here are from a two-year quasi-experimental study investigating how school integrated teacher education (SITE) courses influenced elementary generalist teachers ability in teaching PE (PE 304 course). SITE refers to systematic incorporation of school experiences into the teaching and learning of core concepts within university courses (Hopper and Sanford, 2003). A goal of the study was to examine if the SITE course had any influence on student teachers aptitude (motivation, confidence, attitude) to teach PE. Typically, generalist teachers do not select physical education as a subject they feel confident at or feel they possess the necessary skill to teach effectively (Faulkner & Reeves, 2000).

Expanding on Hopper and Stogre (2004), the Theory of Planned Behaviour (TPB) was used to assess students' motivation to teach PE. TPB suggests that influences on human motivation are attitudes (based on evaluations of a behaviour), subjective norms (perceived social influence), and perceptions of control (skills, opportunity and resources to perform a behaviour). Based on TPB it was hypothesized that:

1. All courses (SITE & Campus) will increase the students' attitude, subjective norm and perceived behavioural control in teaching PE.
2. SITE based students will increase their attitude, subjective norm and perceived behavioural control in teaching PE more than Campus based students.

The questionnaire was administered over a two-year period to nine separate classes (N = 195) of elementary education students. Five different instructors taught nine classes, with one instructor teaching both SITE and Campus based courses. Of the nine classes four were SITE (n=92) and five were Campus based (n=83). A 2 x 3 (treatment/control x pre/mid/post-test) repeated measures analysis of variance (RM ANOVA) was conducted with variables (attitude, social normative scale and perceived behaviour control) serving as the dependent variables. Main effects ($p < .05$) were examined in order to determine the influence of time and time by course type on the dependent variables. For all classes a statistically significant positive effect over time was found; both the Campus and SITE courses significantly influenced students' motivation and confidence to teach PE. Importantly, SITE students scored significantly higher on both social normative and perceived behavioural control measures in comparison to Campus based classes. Notably, although not significant ($p=0.65$) attitude had a meaningful effect size ($\eta^2 = .04$), indicating a possible ceiling effect. In essence, the SITE courses seemed to augment the positive influence of the campus based PE courses.

The results demonstrated from all nine classes offers empirical evidence that well designed university courses are foundational in developing student teachers' aptitude to teach PE. Furthermore, this study provides support that systematically and progressively integrating

lessons from a university class into a school setting augments the positive development of student teachers' aptitude to teach PE.

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6. SURVEY STATISTICS ON STUDENTS ENTERING AND COMPLETING B. Ed. PE PROGRAM

Employment of B.Ed. PE Class of 2005 (as of the end of September 2005) Total of 51 grads

The following is data we have on the current employment of 2005 graduates from our B. Ed PE program.

Teacher On-Call lists

- 4 TOC in Saanich
- 9 TOC in Victoria (several of these have "short term" replacement positions)
- 2 TOC in Hilliwack (one already has a replacement position in a middle school)
- 2 TOC in Sooke
- 4 TOC in Kelowna
- 1 TOC in Cowichan District
- 2 TOC in Surrey and Langley districts
- 2 TOC in Courtenay/Comox district
- 1 TOC in Nelson
- 1 TOC in Burnaby/Coquitlam
- 1 TOC Red Deer Alberta

Currently 29 are working on the Teaching On-Call waiting list.

Working Abroad

- 2 Teaching English in Japan
- 1 JET program (Japan)
- 1 Maple Leaf School (China) - PE/Science
- 3 Traveling in Australia...and looking for teaching positions during their travels
- 1 Teaching France
- 1 Teaching in England

We have 9 students who graduates from our program working abroad.

Teaching Contracts

- 1 Chemainus Secondary - Full time PE/Socials Studies
- 1 Cowichan Secondary (Duncan) Math 10-11 (50%)
- 1 North Peace Secondary (Ft. St. John) Full time PE/Biology

- 1 Discovery School (Victoria independent school)
- 1 Queen of Angels Middle School (independent) in Duncan - Full time PE
- 1 Sands Secondary (North Delta) full time PE/Social Studies
- 1 Meadow Ridge School (Maple Ridge) Full time French
- 1 Sylvan Learning Centre (Surrey)
- 1 Okanagan Mission Secondary (Kelowna) - Full time Math
- 1 Queen Margarets School (Duncan, independent) - PE/Biology and Head of Athletics dept.
- 1 St Michael's University school (local independent)...Volleyball program coordinator and PE teaching

At present 11 graduate students from 2005 have continuous teaching contracts in a variety of independent and public schools.

Further Education

- 1 Nursing School (UBC)

Of the 51 graduates we cannot account for what 1 student is currently doing in relation to employment after completing our B. Ed. degree. All students apart from one have gained employment with their teaching degree, however it is concerning to see that 57% of our graduates remain on the TOC list to start their teaching careers.

Second Teaching Areas for class of 2005

- 16 PE/Social Studies (Geography focus)
- 10 PE/Social Studies (History focus)
- 9 PE/Biology
- 5 PE/English
- 5 PE/Math
- 4 PE/French
- 2 PE/Chemistry

Over 50% of our students select Social Studies as their second teaching area. Students come to UVIC to do a PE degree and often select Social Studies as a default second teaching area.

May 2005 UVic graduates from the 5 year B. Ed program with a Physical Education Teaching area

#	UVic start date	Units of Transfer credit	P E Refusals	P E admit year	Years at UVic	Yrs of post sec ed
1	2002	36.0		2002	3	5
2	2002	34.5		2002	3	5
3	2001	21.0		2002	4	6
4	2001	27.5		2001	4	7
5	2001	28.5		2001	4	6
6	2001	21.5		2001	4	6
7	2001	23.0		2001	4	6
8	2001	27.5		2001	4	7
9	2001	31.0		2001	4	8
10	2001	27.0		2002	4	7
11	2001	31.5		2002	5	6
12	2000	10.5	2001, 2002	2003	5	6
13	2000	12.0		2001	5	6
14	2000	12.0		2001	5	6
15	2000	26.0		2001	5	7
16	2000	34.5	2001	2002	5	8
17	2000	27.0		2001	5	7
18	2000	20.0		2000	5	7
19	2000	37.5	2001	2002	5	9
20	2000	11.0	2001	2002	5	6
21	2000	3.0	2001	2002	5	6
22	2000			2002	5	5
23	2000			2002	5	5
24	2000	10.5		2002	5	6
25	2000	18.0		2001	5	7
26	2000	12.0		2002	5	7
27	2000	25.5		2001	5	8
28	1999	14.0		1999	6	7
29	1999	39.0		1999	6	10
30	1999		2000, 2001	2002	6	6
31	1999			2000	6	6
32	1999			2001	6	6
33	1999	31.5		2001	6	9
34	1999			2001	6	6
35	1999			2001	6	6
36	1999			2001	6	6
37	1999		2000	2002	6	6
38	1999	30.0		1999	6	12
39	1999			2000	6	6

40	1999			2000	6	6
41	1999		2001	2002	6	6
42	1999			2001	6	6
43	1999			2001	6	6
44	1999	10.5	2000, 2001	2002	6	7
45	1999	27.5	2000, 2001	2002	6	8
46	1999	16.5		2001	6	7
47	1998		1999, 2000	2001	7	7
48	1998			2001	7	6
49	1998			2002	7	7
50	1998	12.0		1999	7	8
51	1997			2000	8	8

Summary of time spent by B.Ed PE students in higher education

2000 - 2005 UVic graduates from the 5 year BEd program with a Physical Education Teaching area

Grad Year		Years at UVic	Yrs of post sec ed	Years in PE prog	No. Grads	Quota 40
2000	Mean	5.53	7.83	4.13	29	
	SD	1.23	1.85	1.38		
2001	Mean	6.12	7.27	4.58	39	
	SD	1.32	1.61	1.25		
2002	Mean	5.24	7.37	3.90	40	
	SD	1.37	1.92	0.94		
2003	Mean	5.44	7.42	3.88	42	
	SD	1.52	1.64	0.85		
2004	Mean	5.09	6.83	3.77	34	
	SD	1.58	1.38	0.91		
2005	Mean	5.35	6.73	3.84	50	
	SD	1.04	1.30	0.92		
Average		5.46	7.24	4.02	39.00	

This data shows that when students enter into the B. Ed PE program they take on average the expected length of time to complete the degree (4 years). However, on average our students are taking 7 years to complete a 5 year degree.

7. CURRENT - Master of Arts in Physical Education (MA)

This degree provides the students with the opportunity to develop a program with a specific focus on curriculum development or instructional strategies. Course work provides the knowledge and skills to complete a required thesis.

Course of Studies (Total = 18 units)

Course	Title	Units
ED-D 560	Statistical Methods in Education	1.5
ED-D 562	Advanced Statistical Methods in Education	1.5
PE 573	Research Methods in Kinesiology	3.0
PE 599	Thesis - Physical Education	Variable
Electives	to be determined	Variable

NEW Master of Arts in Physical Education (MA) - 2006

This degree provides the students with the opportunity to develop a program with a specific focus on curriculum development or instructional strategies *with an inquiry focus*. Course work provides the knowledge and skills to complete a required thesis.

PE 573	Research Methods in Kinesiology	3.0 *
	*Recommend Choose 2 of the following courses:	3.0
-PE 580	Physiological Issues in Physical Activity and Health	(1.5)
-PE 581	Psychological Issues in Physical Activity and Health	(1.5)
-PE 582	Neuroscience in Physical Activity and Health	(1.5)
-PE 583	Issues in Health Promotion and Wellness	(1.5)
-PE 584	Pedagogical Issues in Physical Activity and Health	(1.5)
	**Complementary courses in research techniques	3.0 *
	***Electives	3.0-6.0
PE 599	Thesis - Physical Education	4.5-6.0
	Total unit requirement.	18.0

* Indicates where 6.0 units of coursework in research methods could be taken.

NB. In one academic year 4 of PE580 to PE585 courses will be offered.

**Undergraduate Program Review:
Teacher Preparation in PE survey results**

Nov, 2004

Undergraduate Program Review – Teacher Preparation in PE

From Dr Tim Hopper

thopper@uvic.ca

Dear PE student

In July 2004 I am becoming the School of PE teacher preparation co-ordinator for the secondary PE program. Though I feel we have a strong program I would be interested in reading any reflection you have on the program based on your experience being a student. Please fill in any ideas you have in the boxes below then e-mail back to me. I would appreciate if you entered your name below so that I could follow-up on any helpful comments you make. Write as much as you like.

1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

- I like that there seems to be a good sense of community within the faculty, that was probably the first thing I noticed when I started taking PE classes. It just makes the whole university experience more pleasant when you get to know the people in your program.
- I've noticed over the class few years that a wider variety of activity classes have been offered at the lower level, which I think is great. I know that as a future teacher I would like to have experience with non-traditional sports/activities to teach my classes and maybe encourage a larger number of students to get active outside of class.
- I've found most of my professors to be very approachable and willing to give extra help/discuss issues outside of class time.
- Fairly small class sizes compared to other faculties.
- We seem to get a lot of experience in lesson planning in a wide variety of classes, and along with my logs from the activity classes I feel that I am at least starting to have a good base to draw from once I start teaching.
- I think it is beneficial that we do a lot of group/partner work in PE classes because as teachers we will always be working with our peers.

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

- I'm not sure if it is possible number-wise but it would have been nice to have had more classes offered in the summer and more classes offered more than once a year. In my last year nearly all my PE classes are only offered in the spring semester. I would have also liked a greater selection of upper level activities to choose from, this coming year especially the choices were fairly limited and I was surprised that both soccer and basketball are not offered. I know that I plan possibly coaching basketball and am disappointed that I can't take the upper level course.

Undergraduate Program Review – Teacher Preparation in PE

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

I felt that the program was fairly comprehensive- I finished feeling confident with the subject area. I value the friendships that I made with the group of students I 'moved through' with. The faculty was awesome and made the early morning classes bearable!

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

I feel a major lack of knowledge when it comes to 'work politics'. We spend 5 years immersed in content- which is vital- however, I think that we need to learn more about the dynamics of a school, department, etc. and how to succeed. Also, aside from 452, I would have liked another practical experience. A couple of days teaching with a partner was not enough of a warm up for the final 16 week practicum. In hindsight, I also regret not sharing more materials with classmates earlier on. In Pro-year, we made copies of each resource package, assignment, evaluation/assessment (that we produced) for the rest of the class. So helpful!

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well would be appreciated.

Personally, my final practicum was a great success. I was lucky to be placed at a great school where I was able to learn A LOT! My only issue (this may be directed to the Faculty of Education) is related to evaluation/university supervisors. Consistency was lacking as was the chance to see 'eye to eye' on many topics. Very frustrating at times....

Undergraduate Program Review – Teacher Preparation in PE

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

-Excellent instructors
-Good background courses in PE (Care and Prevention, Anatomy, History of Phys Ed, Coaching Studies, Active Health, PE 143, PE). Although I criticize the program below for being too geared towards the needs of kinesiology students, I do believe strongly in developing a sports science background in PE teachers. I just feel that many of the courses' scopes go far beyond our needs.
-Excellent methods courses (PE 352, PE 452)

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

-Some of the courses are geared more towards the Kinesiology students, and do little or nothing to help education students. These courses are: PE 360 Exercise Prescription (very useless for PE teachers), Physiology (could be useful but not focussed on PE teachers' needs enough), Human Growth and Development (some of the course is on the right track dealing with PE issues, but too much physiology that is beyond our needs), and Biomechanics (absolutely useless for a PE teacher, not a single thing that can be used. This course could be geared more towards learning movements and teaching movements). The problem lies in the fact that the courses attempt to cater to both PE and Kinesiology students, and this is next to impossible due to the different objectives of the programs.
-Another major problem is in the activity courses. Although skilled professionals teach them, they generally have no idea how to teach PE. It is evident when we take courses such as 352 and 452 that this is the case. Many of these courses' grades rely heavily on skill testing (and usually to a ridiculously high standard), and not participation, or how skilled we are at TEACHING the subjects, which makes much more sense. This should especially be the case since we learn over and over again not to grade students on how talented they are.

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3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well would be appreciated.

-Practicum experience for 452 was very good. I would, in fact, strongly recommend this for 352, and possibly even an observation practicum in first year to see whether this is really what students want to do.
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Undergraduate Program Review – Teacher Preparation in PE

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

Practical opportunities – (2 week practicum, 452 teaching, Hopper and Smith activities (upper level tennis was great! Although if every activity was like that we would be swamped, log books for reference). I feel like I could be a competent coach in both tennis and volleyball, and I have little back ground in both.
The classes we take that are more in the kineses avenue (physiology, anatomy, exercise prescription), this allows a broad education and opens doors to other opportunity other than teaching if one chooses, and I believe are necessary if we are going to be promoting a life long active lifestyle to students.
Group work, teachers work together in schools, we need to learn to work together before we get there.

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

Repetitive classes, I felt by the end of my fourth year I would go insane if I had to take another PE class. However that is also a reflection on EDD 401 and 406, 401 being the biggest waste of time and money I have ever spent! It is also very frustrating to spend 4 years learning how to teach, and some watch some random person take the PDP program internship and go teach a full year with a few Education classes and no practical experience, it undermines our degree big time. We also spend 5 years and end up with one degree, PDP program students will come out with 2 degrees, less practical experience, but an entire avenue with their undergrad degree we may not have (very debatable though!).
I think we should be preparing teachers to be able to teach a broad range of activity, UVic does to an excellent job of this in terms of games. Although I think traditional PE classes in high school are a horror story for at least half of the students, and PE teachers should have more options to give their students. For example more options between games, fitness activities, and alternative sports, I know this costs money, and is dependent on each schools PE department, but we need to be aware.

Some of the activities taught by the varsity coaches are horrible. Advanced basketball and advanced soccer were two of the worst taught activities I took, I do know the basketball situation was an exception, and my lower level basketball class was excellent. We need to learn to coach in these activities at a basic level, so everyone can take something from the class, the basketball stars will become the senior level coaches in high school, but someone like me should come out of this degree and feel competent in coaching at the junior level. My upper level experiences in these courses were way above mine and many of my peers levels, we were taught complicated skills, and plays that would never be used at a basic high school level, never mind a PE class, and then tested on skills in soccer. I felt like the horrible athlete that hates PE in upper level soccer, and I was one of the top athletes in school who loved PE. Soccer completely contradicted everything I learned in 452.

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well would be appreciated.

I did the 2 week practicum, 452, tennis, and coaching studies practicums. The 2 week practicum was fantastic; I loved the school, loved the kids, and loved my secondary teaching area. It was nice to actually get out of MCK 150 where we had been talking about very similar things for the past 3 years and apply it to my own teaching style, where I could learn from practical mistakes no one could teach me in a classroom. I believe the 452 practicum is imperative in preparation for the 2 week practicum, fun and offers insight to what a being a teacher entails. I think we need these practicum experiences, and would benefit from more in our program earlier on. As a whole I believe I will be confident and prepared to teach, I already feel I could start teaching now, which is a reflection of the program. I do however believe that the Hopper classes I took were a significant part of the confidence I have to teach now, and the degree would have been much different if you didn't give us the practical experience and opportunity we had.

Undergraduate Program Review – Teacher Preparation in PE

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

The strengths of the PE Program are that you get to build useful, relevant, and thought out unit plans that are very professional. You also get to have a means of retrieving these unit plans from others, from a variety of different people.

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

More time spent on practicing the lessons that you intend on teaching
More time spent on teaching units that you have no experience in teaching
More time watching professionals teaching a class so you can learn from them
More time spent on classroom control of a PE class. Reality is different than theory.

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well, would be appreciated.

All of the practicums are invaluable. They all work great, and they gradually build you to become involved into the classroom. It should be done sooner; third year is way to long of a time to get the opportunity.

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

I feel that there is a substantial variety of classes available to students, the subjects ranging. The activity classes are a perfect example of this. The only problem with such variety is that there are only a few occasions where we have the choice, as most classes we take are mandatory, not “choose 1 of these 3” for example. However, I do understand the necessity of some of our classes and how they should be mandatory.

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

I would really like to see more field experiences. There are very few classes we take where a field experience is in the curriculum, and I think that in order to prepare future teachers to be as effective as possible, we must know what we are going into (at the very least). It is all fun and games when teaching peers... they are the perfect, forgiving class! I know that my biggest problem about being a teacher, is getting out there and actually teaching! I am nervous and don't feel totally prepared as of yet to enter a class and be in charge. We need to offer more real life training in order for us as teachers to feel comfortable and confident in the class/gym.

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well would be appreciated.

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

I feel that the courses with mini practicums (PE 361, 452, 352, etc) were the strengths of the PE program. I tended to absorb the material we learned in class better when I was actually applying it to real situations or circumstances.

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

I feel that the activity courses (individual/team sports) could be improved. I felt that I was not being taught how to break these activities down and how to teach them, I felt we just played and went over the rules. They need to be more hands on. These activity classes did not prepare me how to divide my class into teams, how to distribute the equipment, and when to transition from warm-up activity to learning the skill to playing a game. We learn this later on, but I feel that if we continuously practice these strategies early on, it won't be an issue.

Not all activity courses were like that. When I was doing my final practicum, I used a lot of the material we did in our gymnastic class and adapted it for my classes. I would have to say that gymnastics was the only activity class that I really benefited from.

My suggestions for improvement would be perhaps creating a more realistic teaching environment? Having to teach a unit in each of these activities. Creating a unit plan and teaching your classmates a few of the lessons from that unit.

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well would be appreciated.

My mini practicums were very successful. I enjoyed these the best because I got to work

with my classmates and got to experience their teaching styles and was able to reflect on my teaching styles and what I needed to change or adapt. Some of my classmates had different ways of teaching and it inspired me to try those styles or techniques and it also gave my classmates a chance to try mine. My Final practicum was successful, but I had a supervisor that was not a PE specialist and she thought that everything I did was fabulous (nice at the time), but I did not receive the feedback that I needed in order to improve as a teacher. My sponsor teachers were fabulous but again, very different teaching styles and philosophies. I did not agree with their “old school” philosophies but in order to receive a good mark I had to follow their teaching styles and rules (didn’t help in the end anyway!). I feel that the marking was subjective and that it should be eliminated and the practicum should be a pass or fail.

I think that there should be more practicums during this program because the final practicum is really overwhelming.

Undergraduate Program Review – Teacher Preparation in PE

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

The PE program fully prepares the students for the field of work (when compared to other schools). As well, UVIC students are taught up-to-date teaching tactics which is also beneficial. For example, so many students are taught skilled based teaching and we are taught TGFU, which is much more beneficial.

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

IT would be nice if, in our final practicum, the marking is a pass or fail. This takes the stress out of teaching and would enable the students to try different techniques. This was the case in ED – P – 489, and it made the 2 week practicum so enjoyable. I was able to try different things because I knew I wasn't being marked according to a grade scale.

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well would be appreciated.

The practicum's are awesome and a good experience – see above comment.

Undergraduate Program Review – Teacher Preparation in PE

From Dr Tim Hopper

thopper@uvic.ca

Dear PE student

In July 2004 I am becoming the School of PE teacher preparation co-ordinator for the secondary PE program. Though I feel we have a strong program I would be interested in reading any reflection you have on the program based on your experience being a student. Please fill in any ideas you have in the boxes below then e-mail back to me. I would appreciate if you entered your name below so that I could follow-up on any helpful comments you make. Write as much as you like.

1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

1)I feel that the strengths of UVIC's Phys Ed are the knowledge obtained through our class on maturation and development (this was a very useful aspect during my practicum in teaching fitness as well as understanding the changes that take place during the middle school years).

2)Moreover, I feel that the Individual and Dual activities 352 and 452 better equipped me to teach Phys Ed from a holistic approach making learning more meaningful and interactive.

3)The "Pro-year" classes that I took were very meaningful from an assessment perspective as well as developing unit plan's that were shared collaboratively with other pro-year students. This will serve as an invaluable database for teaching various sports.

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

I felt that many of the performance-based classes (ind and team sports) did not adequately prepare me to teach those subjects. Specifically gymnastics, the school where I wanted me to teach artistic gymnastics for 2 weeks. However, the class that we took while at UVIC did not give me the tools to teach in a school context (lack of facilities etc). I would like to see an improvement in this sport

Moreover, it would have been great to see ultimate frisbee as one of the courses one could take to fulfil the sport course requirements. This is not traditionally a mainstream game and I feel that there is sufficient interest in schools to offer it as an activity course.

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for

improvement or comments on aspects of the practicum that worked very well would be appreciated.

I feel that the practicum experience provided me an opportunity to link theory to practice and see what is realistic. It would be nice to see the practicum perhaps staggered throughout the duration of the five year program (even though I realise that there are time restraints due to timetabling etc) . Breaking the final practicum into two components would enable service teachers to “keep their feet wet” with schools and provide an additional opportunity to link theory and practice together.).

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

Many quality professors, activity options, classes like PE 452 and adv tennis where we do mini practicums.

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

Adapted physical education classes that are mandatory should be implemented as most schools are attempting to be inclusive. Having a class or two that give you situational experience, including volunteer work in community programs. The one class we have is more theory and memorization of definitions than actual simulations. Some activity classes, especially the advanced classes, need to be geared to learning to teach rather than being extremely skilled.

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well would be appreciated.

The small practicum I did helped me develop management skills and understand my strengths and weaknesses. It would be even better if we could start doing small practicums earlier in the program than fourth year.

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4. What do you feel are the strengths of the PE program? (Please indicate why where possible):

The professors (in general) teaching in the program, having a 4-month practicum because it is important for students to understand more fully the assessment of students (having to do report cards, parent-teacher interviews, etc.)

5. What are the areas we should consider for improvement? Why is that and what would you suggest.

First year observation/practicum, as well as practicums/observations of varying durations in years 2-4. Many students have no idea what it feels like to be a teacher until their final practicum...some would not continue in the program if they knew what it was like, so it's important for them to have experiences early in the program. Also, it provides students with a context for their learning at the university and vice versa.

6. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well would be appreciated.

I had an extremely successful practicum, however, I don't feel that I always fully understood why I was doing certain things in my practicum...other than I was told it was the way to do things and they worked. I had very supportive teaching mentors who allowed me to try differing teaching methods from their own, which made me feel as though I was becoming my own teacher rather than a reflection of my sponsor teacher.

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

It was great how our classes focused on preparing us for the classroom right from year three. In addition, it was important for us to have the chance to work with students before our professional year. Coaching studies, care and prevention of athletic injuries, and PE 352 provided this experience.

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

I felt that the biomechanics class could have been better applied to teaching, by showing how the biomechanical principles we were learning directly related to the skills we would teach our students. At times, I felt that we were getting similar information from more than one class. It is frustrating paying money for a course when you feel like you aren't learning anything new.

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well would be appreciated.

I think it would be beneficial to have an additional practicum experience earlier in the program. It is so much easier to apply the concept you are learning when you have actually been in the classroom. Perhaps a short (one week) time could be added to the end of year 3. Because of the flexibility of the program, it is difficult to attach this to a specific class. My long practicum was excellent. I felt like I was prepared and I was able to use many of the activities I learned at UVIC with my students.

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

The early practicum opportunities afforded by Coaching Studies, Injury Prevention, and PE 452 give students a brief indication as to what to expect as a teacher. Specifically, first hand experience communicating with high school students.

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

A few less courses (biomechanics and early childhood development), and a few more courses on psychology of a teenager and teacher attitude/personality development. I believe the program should improve the ability of the teacher to socially adapt to the complex personalities of teenagers; therefore, the new game concepts discussed in 452 will be more effective because they can be applied by a teacher who understands the student's current mental mind-state.

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well would be appreciated.

The practicum was a great experience in PE 452 and Coaching Studies because it was the real thing (high school students in a high school setting with only the student-teacher in command). Teaching paradigms and personal theories were tested. Only suggestion is to try and provide more experiences such as those. Best experience so far.

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

I think that the program has excellent instructors. I think that the instructors also back up what they teach by being great role models for their students. I think that many instructors are healthy living advocates, and also lead healthy lifestyles themselves.

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

I think that the PE/ Kines should be taught as separate programs where possible. I had too many classes which were too heavily leaning towards kines, and as a Ed student wasn't benefiting from it as much as I could. I'm aware that it costs more to run to sections of certain classes, but I think that it is necessary to allow both groups of students to fully benefit from the classes. Eg. Biomechanics, Exercise Prescription.

I think that the UVic PE program should look into organizing the program so that students spend a certain amount of time in schools teaching every year upon entering the program. I know many of my fellow students who reached their fifth year, and are only then getting their first experience working with students. Experience spent in classrooms every year can only benefit students.

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well, would be appreciated.

As I mentioned above, there is a need for more practicum's, and of greater duration. As it stands right now, you don't spend any considerable time in classroom settings until Ed 498. I think there should be at least 3 units of class time set aside each year in the program for students to work in classrooms in high schools.

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

I feel that the program gives you hand on experience with students through 452 and other courses Hopper teaches and Coaching studies.

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

Too much work for .5 credits. We should put 2 courses into one. (UBC does it)

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for improvement or comments on aspects of the practicum that worked very well, would be appreciated.

It was a great experience. It was an eye opener. I thought it would be difficult to work with students having no experience but it was more the planning and organising that I realised was the tough stuff. The kids were the easy part and working with them made me realise this is what I want to do.

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Finally, next term I would like to start a undergraduate council to consult on program development, to develop links to CAHPERD and links to EDSA. If you are still a student next term and would be interested in attending such a council let me know. I would expect to meet maybe once a month as needed.

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1. What do you feel are the strengths of the PE program? (Please indicate why where possible):

The best Strength of the PE Program by far is the application and hands on experience you get from the activity classes and the classes like coaching studies 352 and 452. I really believe that the staff is a progressive staff that encourage us the students to really be the change they seek in society, more specifically in the schools we teach in. I am more than confident going into the schools to teach, I have so much under my belt, coaching, classes, and activities that all give me the confidence I need to be the best teacher I can be. IN LEAPS AND BOUNDS, I am way ahead of all the other teachers in my cohort who other than their coaching experiences in the community on their own accord, have never had any experience teaching and certainly have no where close to the level of experience I have. I am looked to as someone with expertise and experience in the field we are entering, and not only does that help me, but it is essential to my future as a teacher. I am really thankful I took the route I did and have the experience I do!

2. What are the areas we should consider for improvement? Why is that and what would you suggest.

First, activities NEED to be modified, the major issue for them is their grading scheme, all of them are based on skill...especially the lower level, soccer in particular! I must say that some of the people in our classes cant score a goal if their lives (grades) depended on it, but I would certainly trust them with my children for a rewarding physical education! grading is appalling at UVic for activities, I can not stress this issue enough! On a minor level, somehow the way the activities are set up, with 2 hour sessions a week per class. I think that we should have a full credit course, maybe combining net/wall games, then another class could be territory invasion games, then batting –fielding games, and finally target games.

3. If you have had a practicum experience in our program please indicate how well this experience worked for your development as a teacher. Again, any suggestions for

improvement or comments on aspects of the practicum that worked very well would be appreciated.

I really think that each time we get into the school and take on the role and responsibilities of a teacher we jump huge levels in our abilities. Now I am confronted with the shock that the internship program is full of people with simple degrees and no teaching experience, with NO knowledge of IRP's, lesson plans, or learning styles. The PE Program has put us way above this level, and I think it is the most amazing asset we have as future teachers.

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