Evaluation of Pre-Service Teacher Preparation for Achieving the National Standards for Beginning Physical Education Teachers

Weiyun Chen

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Abstract The aim of this study was to investigate pre-service physical education teachers’ self-assessment of their competent levels in achieving the national standards for beginning physical education teachers (National Association for Sport and Physical Education (NASPE), 1995). One hundred seventy-three pre-service teachers in 10 physical education teacher education programs completed the Achieving the NASPE Standards Inventory (ANSI) that was developed and validated for the purpose of this study. The results indicated that the ANSI provided reliable and valid information about discerning pre-service teachers’ self-assessment of their overall and specific competence in achieving the standards within the continuum from unacceptable to competent levels.

Keywords NASPE beginning teacher standards · knowledge · skills · disposals

High quality learning demands highly qualified teachers. How to prepare qualified teachers had become the central stage of the educational reform movement. Teacher preparation plays a key role in equipping pre-service teachers with essential knowledge, skills, and dispositions for a quality teaching (Darling–Hammond, 2001, 2004; Delandshere & Arens, 2001). To ensure teacher preparation to meet the needs of the reform, the Interstate New Teacher-Assessment and Support Consortium (INTASC), coalescing with the National Board Professional Teaching Standards (NBPTS) and the National Council for the Accreditation of Teacher Education (NCATE), developed the common core standards for beginning teachers (Darling–Hammond, 2001; Delandshere & Arens, 2001).
Background

The primary purpose of this study was to investigate pre-service physical education teachers’ self-assessment of their competent levels in achieving the NASPE beginning teacher standards. The secondary purpose of this study was to develop and validate the Achieving the NASPE Standards Inventory (ANSI) in support of the main purpose of this study. The INTASC standards provide a targeted direction for strengthening teacher education programs. The INTASC task force initially developed 10 overarching principles that provided the basis for designing subject-specific teaching standards (Darling–Hammond, 2001; Delandshere & Petrosky, 2004). The 10 key principles reflect the core tenets of effective teaching. Coupled with the essential principles, INTASC designed 10 common core standards upon which beginning teachers should be prepared. They articulate what all beginning teachers should know, be able to do, and value in three unique but interrelated components: knowledge, skills, and dispositions. The INTASC standards are directly linked to K-12 content standards (Darling–Hammond, 2001; Delandshere & Arens, 2001).

Using the INTASC standards as a guide, The National Association for Sports and Physical Education (NASPE) developed the National Standards for Beginning Physical Education Teachers (NASPE, 1995). The NASPE beginning teacher standards provide targeted goals and objectives for preparing prospective physical education teachers (NASPE, 1995, 2003). The NASPE beginning teacher standards define what the beginning teacher should value about, have knowledge of, and demonstrate an understanding of (a) physical education content and discipline-related concepts; (b) how an individual’s growth and development affects the students’ learning in physical education settings; (c) how individuals differ in terms of skill, cognitive, social, emotional, and cultural aspects and how to meet the students’ diverse needs; (d) providing students with a positive and productive learning environment to motivate their active engagement in learning; (e) using effective communication skills to enhance the students’ learning; (f) planning developmentally appropriate learning experiences and using appropriate instructional strategies to facilitate the students’ ability to achieve instructional objectives; (g) assessing, analyzing, and monitoring students’ movement performance, cognitive understanding, and social development; (h) engaging in self-reflective practice to continually hone teaching skills; (i) applying current technology into learning and teaching processes; and (j) working collaboratively with colleagues, parents, and communities to support the students’ learning. Similar to the INTASC standards, each of the 10 NASPE standards articulates three interrelated essential components: knowledge, performance, and dispositions. Knowledge refers to the subject matter the beginning teacher needs to conceptually know and understand. Performance represents the pedagogical skills necessary for effectively teaching the subject matter to students in K-12. Dispositions identify what the beginning teacher should value about physical education learning and teaching (NASPE, 1995).

Previous Research

The NASPE beginning teacher standards serve as a consensus-based guide and direction for teacher educators to configure or revamp their teacher education programs for meeting the new challenge (NASPE, 1995, 2003). To help students succeed in