



Future Directions of Physical Education Teacher Education

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The Saber-tooth Curriculum

The curriculum was designed to meet three specific needs:

- Fish-grabbing-with-bare-hands
- Woolly-horse-clubbing
- Saber-tooth-tiger-scaring-with-fire



Which Statements are True?

- Playing a sport (e.g., rugby, baseball) or performing a movement activity (e.g., Kendo, Yoga, Dance) equips you with the knowledge to teach that content.
- Writing detailed lesson plans in pre-service preparation results in teachers using lesson plans when they are teachers.
- Teacher preparation and continuing education efforts should focus extensively on the theory of teaching.
- How we teach content in schools today is similar to how we have taught content in the past 50 years.

Answers?

- **F** Playing a sport (e.g., rugby, baseball) or performing a movement activity (e.g., Kendo, Yoga, Dance) equips you with the knowledge to teach that content.
- **F** Writing detailed lesson plans in pre-service preparation results in teachers using lesson plans when they are teachers.
- **F** Teacher preparation and continuing education efforts should focus extensively on the theory of teaching.
- **T** How we teach content in schools today is similar to how we have taught content in the past 50 years.

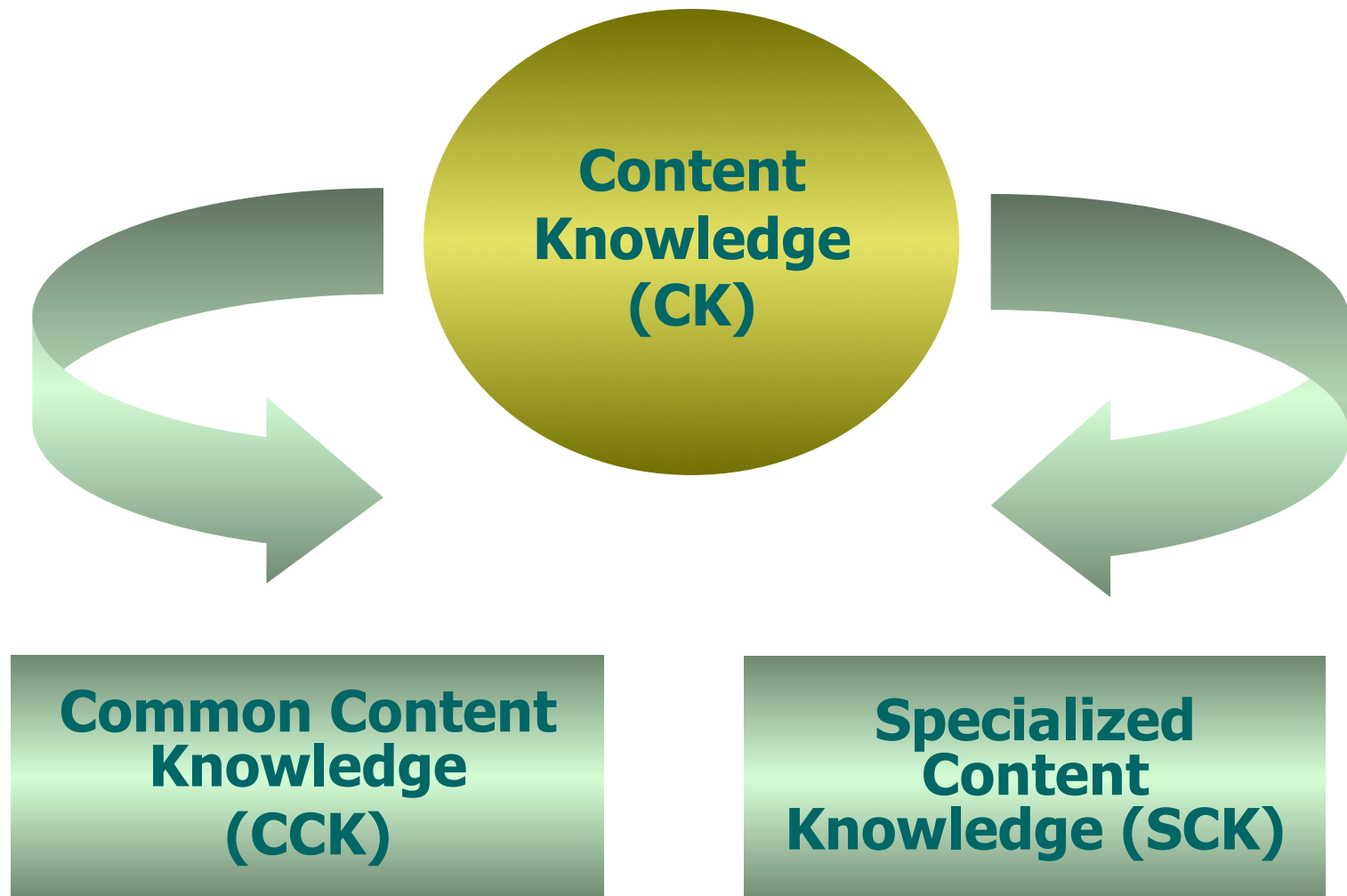
Overview

- Content Knowledge for Teachers
- The Role and Function of Lesson Plans
- Focusing on Practice
- How Content is Taught in School



What is the Content knowledge one needs to teach a subject?

- Most common rationale:
 - To teach an activity, you must be able to perform the activity, and this is how you come to *know* the activity
- Teacher Education programs design content classes for teachers to perform when they ought to be teaching and performing
- Knowledge gained from performance **is only small part of the content knowledge need to teach the activity**



Ball, Thames & Phelps (2008)

Physical Education CK Domains

Ward (2005; 2009)



- Rules, Etiquette, Safety
- Technique and Tactics
- Errors
- Instructional tasks



CCK

SCK

Rules & Etiquette

Technique & Tactics

Error Detection

Tasks & Representations



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CCK Example

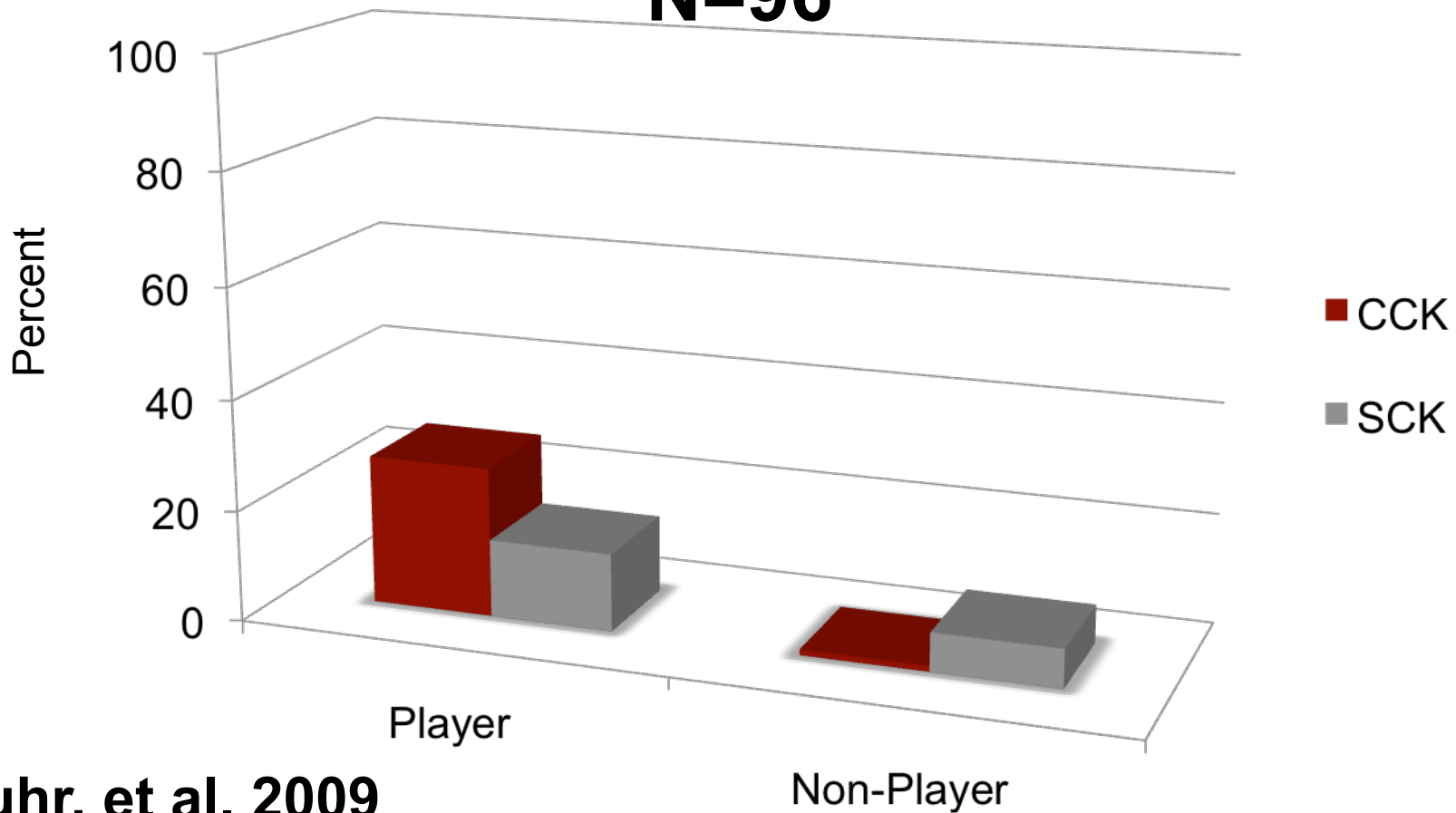
- A corner kick is awarded to the attacking team when a member of the defending team plays the ball over the end line (Rule)
- Inside-of-foot “Push” pass: Lock ankle of pass foot and turn foot outward (technique)

SCK Example

- Identifying that the push pass occurs with the toe rather than inside of the foot and when it is performed correctly. (Error Detection)
- Teaching the correct motion by first having the player place her striking foot flat against the back of the ball (about 5" above ground) and pushing the ball toward the target and follow through. (Progression)

Content Knowledge of Soccer as a Function of Playing History

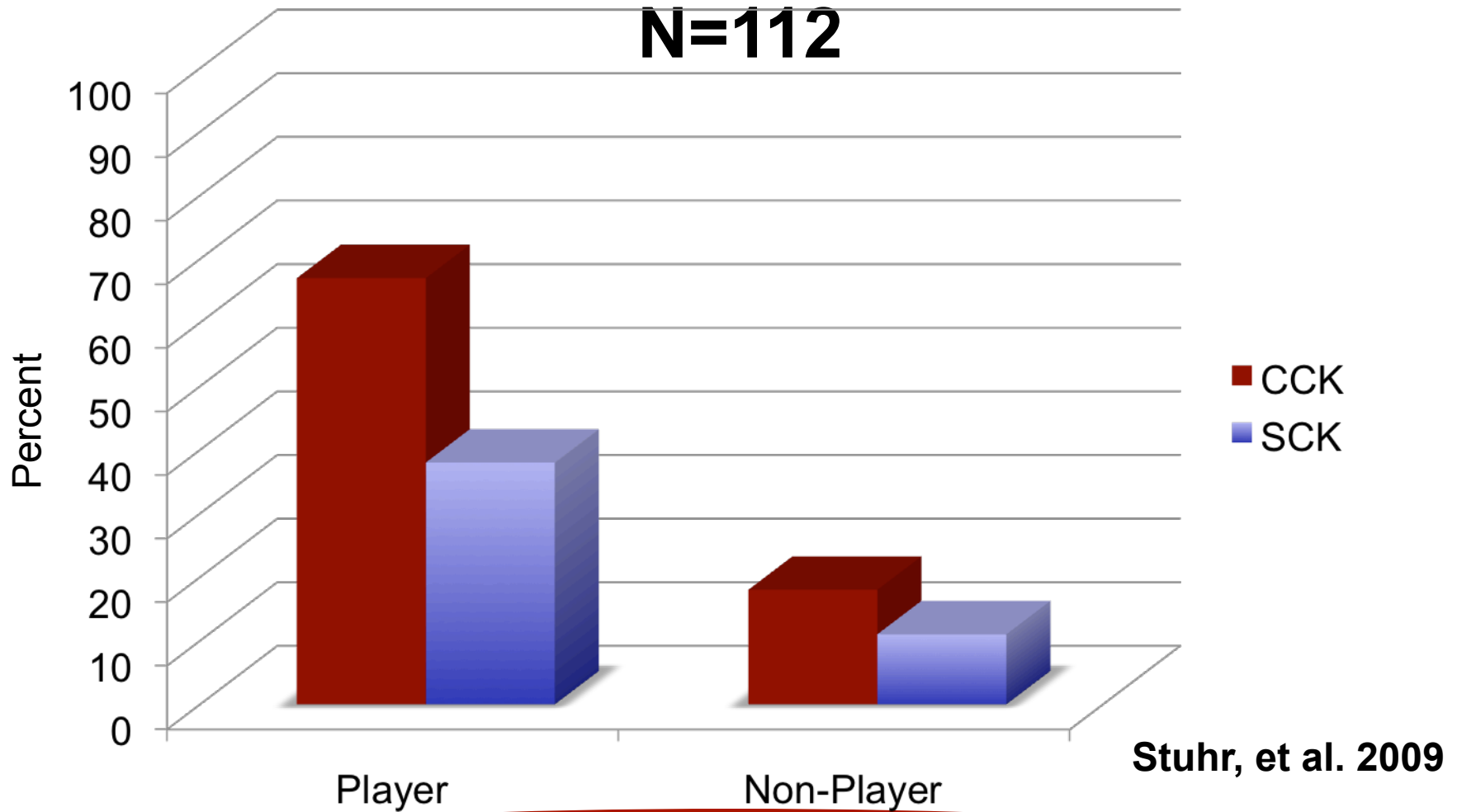
N=96




Stuhr, et al. 2009

Content Knowledge of Basketball as a Function of Playing History


N=112



The Role and Function of Lesson Plans

- The problems:
 - Asking teachers to write lesson plans about content that they do not know well is setting a teacher up to fail in their lesson.
 - Teachers do not use lesson plans in their practice.
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Lesson plans that work...

- Scripted lesson plans that teachers can modify them for their specific conditions
 - Use of detailed block plans rather than lesson plans for practice
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Focusing on the Practice of Teaching

- Much of what we are doing in teacher education is neither empirically based nor is it working.
- What we are doing too often is not focusing enough on the **practice of teaching**, but instead focusing on the **theory of teaching and the study of teaching**.
 - Not an argument to eliminate the study of theory, **but an argument for the application of theory**.
- To focus on the practice of teaching requires a much more sophisticated and precise understanding of the process of teacher education.

Main Argument

The improvement of teaching, in both pre-service and in-service settings, requires a *focus on the practice of teaching* much more than a focus on *the study of teaching*.

A Focus on Practice



The improvement of teaching requires a ***focus on the practice of teaching...leading to a depth of teaching skill...characterized by:***

- teaching practice that occurs in the gymnasium or on the field, not the classroom
- teaching practice that is subject matter focused
- teaching practice that is focused on doing, not just talking about doing, and
- teaching practice where the doing has more time devoted to it than the talking about it.

How Content is Taught in Schools

- Physical education must produce a recognizable product and that product.
- Does physical education make a demonstrable difference in the lives of school children?
- If we cannot provide hard evidence to support this statement we need to change what we are doing.

Not this

- Multi-activity curriculum-short 5-10 lessons.
- Instruction with no outcomes
- Instruction that tells students what to do

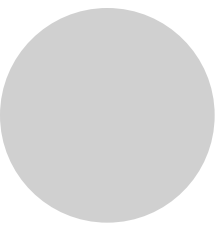
But this

- Longer duration units of instruction 15-20+ lessons with in-depth instruction in content.
- Instruction with demonstrable outcomes
- Instruction that creates collaborative relationships between teachers and students



Thank you

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