

# Training Teacher Candidates in SPARK PE: Ideas and Illustrations



## Overview

### What is SPARK PE?

Sport, Play and Active Recreation for Kids (SPARK) PE is a K-12 program designed to provide research-based, developmentally appropriate and inclusive physical activity experiences in school-based physical education.

### SPARK PE Development & The Role of Teacher Education

A review of literature reveals that most SPARK PE research has generally focused on:

- professional development and
- the evaluation of the program in school-based settings.

While these types of studies were critical to the origination of the program and are necessary for its continued development, the future of SPARK's sustainability and successful evolution stands to be greatly augmented by focused exploration into teacher education's role in training teacher candidates to understand and successfully implement SPARK PE.

### Toward a Model of Training

A general model for training teacher candidates to understand and utilize instructional models has been recommended.

The training model calls for the hierarchically sequenced inclusion of:

- faculty modeling,
- focused observations, and
- teaching in clinical and field settings.

This model could be further enhanced with the inclusion of systematic learning experiences focused on the theoretical framework of a model as well as the research supporting the effectiveness of the model.

### Key References

- Jenkins, J. (2004). Sport Education in a PETE Program. *The Journal of Physical Education, Recreation & Dance*, Vol. 75 (5), 31-36.
- Wiegand, R.L., Bulger, S.M. and Mohr, D.J. (2004). Curricular Issues in Physical Education Teacher Education. *The Journal of Physical Education, Recreation & Dance*, Vol. 75 (8), 47-53.

## Illustration

Semester	SPARK Teaching Experience	ISLP*	Complementary Experiences
1	<b>PE 1550 – FDN of Tchng &amp; Lrng in PE</b> SPARK 3-6 Skill Builder <ul style="list-style-type: none"> <li>Peer Micro-Teaching, Individual</li> <li>One 15 min. Lesson</li> <li>Direct Observation (Self, Peer, Instructor)</li> </ul>	<ul style="list-style-type: none"> <li>Sm Group Discussion</li> <li>Round Table</li> <li>15 minutes</li> </ul>	<b>PE 1550 – Lab</b> SPARK HS Hybrid <ul style="list-style-type: none"> <li>Teacher Candidates as Participants</li> <li>14 - Lessons</li> </ul>
2	<b>PE 2115 - PE Pedagogy</b> SPARK 3-6 or MS or HS <ul style="list-style-type: none"> <li>Peer Teaching, Individual</li> <li>One 40 min. Lesson</li> <li>In-Lesson Assessments (Two Learning Domains)</li> <li>Direct Observation (Self, Peer, Instructor)</li> </ul>	<ul style="list-style-type: none"> <li>Formal Presentation</li> <li>Power Point</li> <li>15 minutes</li> </ul>	<b>PE 2015 – Curriculum &amp; Administration</b> SPARK PE Research Review <ul style="list-style-type: none"> <li>Individual</li> <li>Summarize research on SPARK PE</li> </ul>
3	<b>PE 3003 - Elementary PE PCK</b> SPARK K-2 or 3-6 <ul style="list-style-type: none"> <li>Home School PE Program, Dyads</li> <li>12 - Lessons (45 min)/~2 units/</li> <li>Pre/Post-Test (All Learning Domains)</li> <li>In-Lesson Assessments (All Learning Domains)</li> <li>Direct Observation (Self, Peer, Instructor)</li> </ul>	<ul style="list-style-type: none"> <li>Formal Presentation</li> <li>Power Point</li> <li>30 minutes</li> </ul>	<b>PE 3031 – PIA of Sports &amp; Activities</b> SPARK HS PE Theoretical Study <ul style="list-style-type: none"> <li>SE, TGFU &amp; TPSR</li> </ul> <b>PE 3009 – Survey of Sports &amp; Activities</b> SPARK HS PE Training <ul style="list-style-type: none"> <li>Sampling application of SPARK HS Units</li> </ul>
4	<b>PE 4014 - Secondary PE PCK</b> SPARK HS Hybrid <ul style="list-style-type: none"> <li>University PE Basic Instruction Program, Dyads</li> <li>14 - Lessons</li> <li>Pre/Post-Test (All Learning Domains)</li> <li>In-Lesson Assessments (All Learning Domains)</li> <li>Direct Observation (Self, Peer, Instructor)</li> </ul>	<ul style="list-style-type: none"> <li>Symposium</li> <li>Poster</li> <li>1 hour</li> <li>Portfolio</li> </ul>	
	<b>PE 4020 - PE Internship</b> SPARK K-2 or 3-6 or MS or HS <ul style="list-style-type: none"> <li>Local Educational Agency (K-12), Dyads/Triads</li> <li>15 - Lessons</li> <li>Pre/Post-Test (All Learning Domains)</li> <li>In-Lesson Assessments (All Learning Domains)</li> <li>Direct Observation (Self, Peer, Instructor)</li> </ul>	<ul style="list-style-type: none"> <li>Symposium</li> <li>Poster</li> <li>1 hour</li> <li>Portfolio</li> </ul>	
5	<b>CI 4900 - Student Teaching</b> SPARK K-2 or 3-6 or MS or HS <ul style="list-style-type: none"> <li>Local Educational Agency (K-12), Individual</li> <li>≥15 - Lessons</li> <li>Pre/Post-Test (All Learning Domains)</li> <li>In-Lesson Assessments (All Learning Domains)</li> <li>Direct Observation (Self, Peer, Instructor)</li> </ul>	<ul style="list-style-type: none"> <li>Symposium</li> <li>Poster</li> <li>1 hour</li> <li>Portfolio</li> </ul>	

\*ISLP = Impact on Student Learning

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## Purpose

The purpose of this presentation is to describe an approach for implementing a hierarchically sequenced model for training teacher candidates in SPARK PE.

