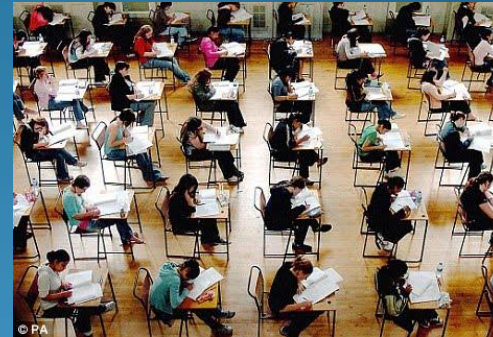
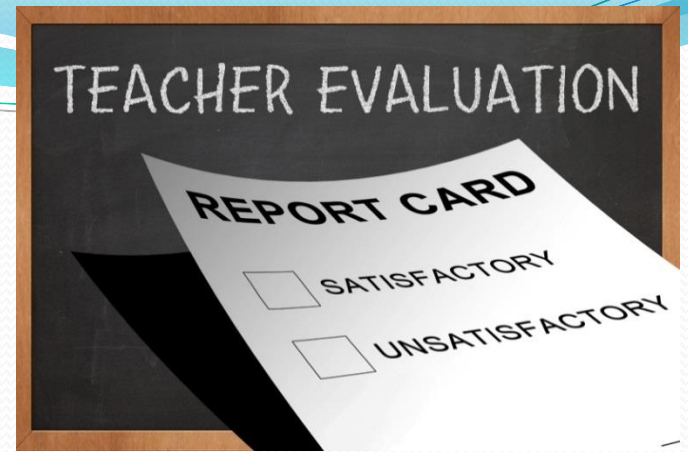


# *TEACHER EVALUATION AND PURPOSE OF PHYSICAL EDUCATION IN THE HIGH-STAKES ERA*



**AAHPERD Conference  
By Clancy M. Seymour  
Canisius College  
Department of Kinesiology  
Director of Initial Certification in Physical and Health Education  
Spring 2014**

# Literature Review: Teacher Evaluation



1900 - 1950

- An ethical and moral perspective

1950 - 1980

- More emphasis on effective teaching methods giving rise to classroom-based observation checklists

1980 – present

- Buzzwords like accountability
- Criticism over the focus of teacher evaluation
- Much of current methods centered on teacher's performance with little link to student learning
- States like Georgia, South Carolina, Florida, North Carolina, Virginia, Louisiana and Tennessee piloted new teacher evaluation methods that targets student learning

# Literature Review: Purpose of PE



Mid 19<sup>th</sup> Century – Swedish/German roots focusing on body development, games and calisthenics

During World War I - one-third of American men failed the military draft and shift to calisthenics because little equipment was required

1950's – Cold War tensions and results from the Kraus-Weber testing (comparing American children to European children) altered the focus of PE to skill related fitness testing and instruction (President's Council on Physical Fitness)

Late 60's and 70's - Movement education and theme based curricula became the focus of PE as a revolt against highly structured fitness programs

1980's - In response to A Nation at Risk (1983) concern grew about the lack of emphasis on knowledge and cognitive growth in physical education

1990s – Present - National Association for Sport and Physical Education (NASPE)

Content Standards in PE: 1995 (7), 2004 (6), and 2013 (5)

# Literature Review: Test Based Teacher Evaluation and Compensation (TBTEC)



Definition: (Garrison, 2011)

- a value-added or proxy measure of teacher performance based on a change in student test scores

History - Payment by Results Era Britain, Wales, and Ireland (1862-1897)

- Focused on the three R's (Reading, Writing and Arithmetic)
- Short lived and faced harsh criticism from within the government
- Clever and low performing children were ignored
- Narrowing of the curriculum and scripted lessons with over reliance on memorization

No Child Left Behind (NCLB) (2002)

- NCLB mandate that students be tested in grades 3-8, 10, and 12 in math and reading
- States then sets levels of proficiency based on the results of student assessment data to determine adequate yearly progress (AYP)

Race to the Top (RTTT) (2010)

- A derivative of Obama's Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act (2010)
- National competition for federal funds
- Now teachers are evaluated based on student growth (value-added measures)

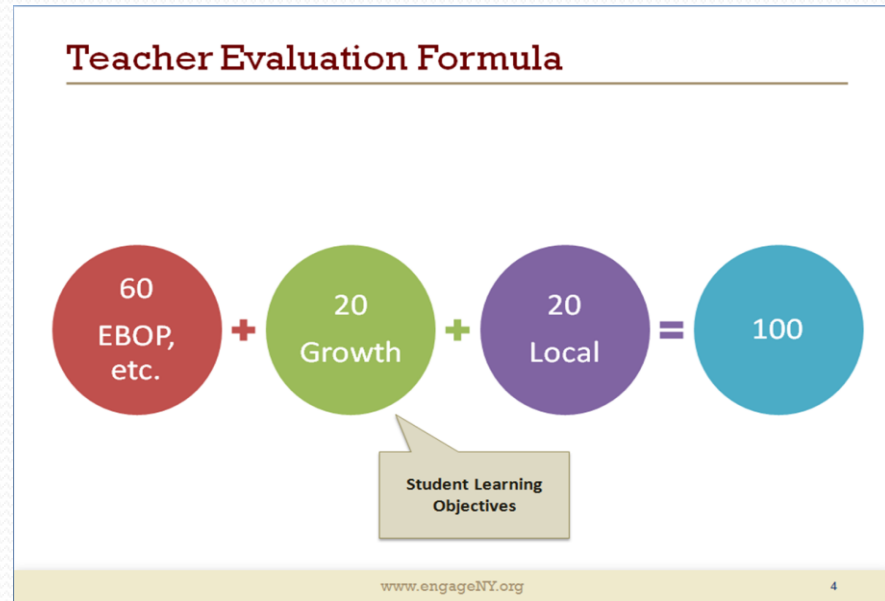
# Literature Review: TBTEC Cont'd

New York: Annual Professional Performance Review (APPR)

- Teacher Evaluation system starting this Fall 2012 in New York State
- PE and other technical subjects use Student Learning Objectives (SLO's) to demonstrate growth

## Rating System

- Ineffective: 0 – 64
- Developing: 65 – 74
- Effective: 75 – 90
- Highly Effective: 91 – 100





# Conceptual Framework:

## Examining the Purpose of PE



Physical activity and academic performance

- SPARK (Ratey, 2008)
- Anthropological research (Berg, 2010)
- Increased levels of school based physical activity does not compromise academic performance (Ahamed et al., 2007; Trudeau & Shepard 2008)
- Physical fitness related to academic performance
  - Positive correlation between physiology and academic achievement (Castelli, Hillman, Buck, & Erwin, 2007)
- Reducing time in PE will not result in higher scores in core subjects Wilkins et al., (2003)

# Significance and Justification



National Association for  
Sport and Physical Education

**NASPE Sets the Standard**

NASPE's Stance (2010, p. 4):

“By excluding PE from the list of important academic subjects in Title IV, the Department of Education will once again send a strong message that PE is of marginal importance. Failure to include PE among the academic subjects...will completely undermine ‘the quality and frequency of sequential, age- and developmentally appropriate physical education for all students, taught by certified physical education teachers.’”

- Legitimize PE by rendering it an academic subject?

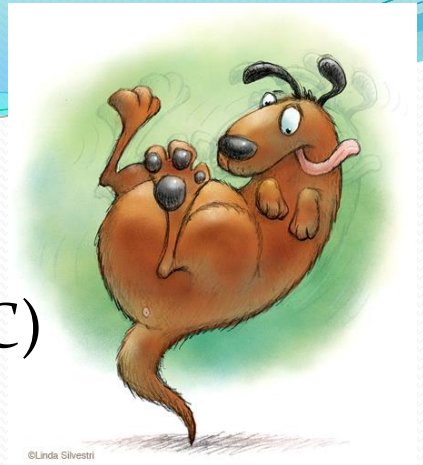
First half of the argument is correct

- We should be valued and viewed as a legitimate partner in K-12 education
- Creates the conditions for student learning and socialization

2<sup>nd</sup> half is erroneous

- To be legitimate we need to be considered academic (we are not)
- Does rendering PE academic make it valuable? Reject the logic that only academic subjects have value
- Unique benefits of PE will be eliminated to conform to academic subjects
- Adopting academic standards will mean mirroring the way traditional academic subject assess (paper a pencil) and PE Teachers will be forced to accentuate the cognitive domain

# Significance and Justification Cont'd



## Current conditions in educational reform (TBTEC)

- Does it trigger a shift to the goals of PE
- Counters appropriate curricular planning
- Assessment tail is wagging the curriculum dog

## Problem

- Conflicts with current literature on the brain and physical activity
- All subjects have an equal value, but distinct place in the development of the child
- The goals and merits of PE should be premised on PE itself and not in relationship to another subject
- Is this really survival?



- Research physical educators views regarding (APPR) and how it may alter the purpose of K-12 physical education.
- A survey was distributed to K-12 public school physical educators throughout New York State by email (IRB approval obtained January 2014)
- Proportionate stratified random sample was used to identify and collect responses
- Survey responses and data is anonymous

# Are new teacher evaluation policies contributing to changing the purpose of PE?



## Research Questions:

1. What types of teacher evaluation mechanisms are school districts using in New York State to evaluate physical educators as a result of the APPR?
2. Does the reported purpose of PE vary by the urban, suburban, and rural school district physical educator?
3. Is there a correlation between what physical educators rank as the most important goals of physical education and the type of metric they report using in their school district for the APPR?
4. Do physical educators believe that the APPR enacted in their district is a sound method of evaluating teachers in their profession?

# Are new teacher evaluation policies contributing to changing the purpose of PE?



## Limitations:

1. Response rate (stratified random sample with surveys)
2. Although face validity of the survey was tested, reliability was not established

## Setting:

- K-12 public school PE educators in New York State (9,737)

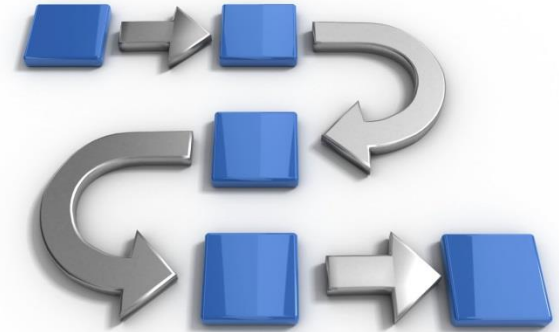
## Population and Sample:

- Proportionate stratified random sample (5%,  $n = 487$ )
- Using 11 Zones of NYSAHPERD

## Distribution and Collection:

- 4 phases (2 weeks) of email distribution
- After each phase, PE teachers sampled were removed from subsequent phases

# Are new teacher evaluation policies contributing to changing the purpose of PE?



## Sampling Methodology Example:

- 9,737 PE Teachers in New York State
- 11 Zones (sorted by county) NYSAHPERD
- 11 surveys created on Survey Monkey
- 954 PE teachers in Southeastern Zone
- 48 randomly selected PE teachers
- Phase 1 - 48 emails sent with reminder email after 1 week
- After week 2 responses collected and phase 1 pool eliminated from future emails
- Phase 2 – 48 randomly selected PE teachers emailed survey
- Procedures repeated for phase 2-4 until 5% threshold is obtained or conclusion of distribution phase
- Exception New York City and Phase 4 underperforming zones (e.g. Southeastern Zone 33 of 48 (Phase 4 - 69 more – 22% response rate)

# Are new teacher evaluation policies contributing to changing the purpose of PE?



## Survey

- Piloted for validity summer 2013
- Survey Monkey
- 17 questions
  1. 1-12 utilizes a five level agreement scale
  2. 13-15, PE teachers rank NASPE Standards and align assessments
  3. 16-17, PE teachers identify assessments utilized and type of school district
  4. 18-19 coding purposes



# Your Turn: Please answer the following questions:



Strongly  
Disagree

Disagree

Agree

Strongly Agree

Unsure

1. Current educational policy (APPR) will serve to change the purpose of physical education.
2. As a result of the APPR, my school district is asking me to engage more in mathematics, English language arts, and science content in my physical education class.
3. I will have more paper and pencil assessments in my physical education classes as a result of the APPR.
4. The APPR will allow me to focus more on psychomotor skills.
5. The APPR encourages physical educators to “game the system” (for example setting a low pre-test score that will ensure growth).
6. It is appropriate to evaluate the quality of physical educators based on measures of academic success.
7. The APPR will improve the quality of public k-12 physical education in New York State.

# Your Turn: Please answer the following questions:

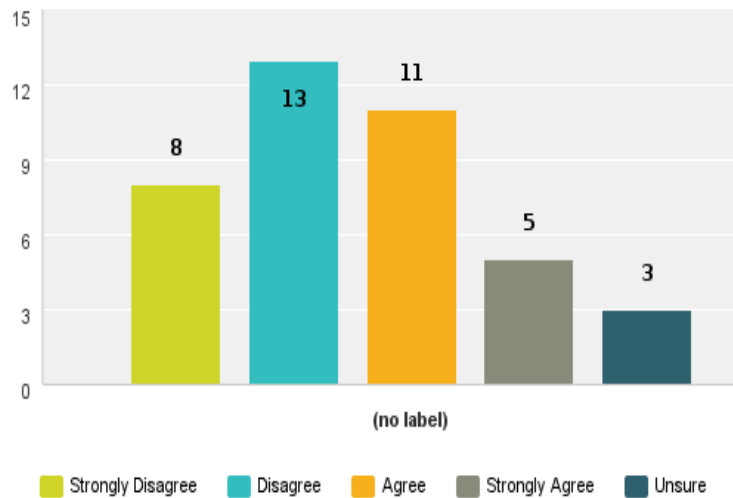


8. Listed below is the National Association for Sport and Physical Education (NASPE) content standards. Please rank them in the order you believe represents their importance.
1. Competency in a variety of motor skills and movement patterns.
  2. Knowledge of concepts, principles, strategies and tactics related to movement and performance.
  3. Knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
  4. Responsible personal and social behavior that respects self and others.
  5. The value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
9. What type of assessment is your school utilizing in physical education to demonstrate growth (SLOs) as outlined by the APPR?
- performance-based (i.e. watching a student perform the skill)
  - written test or assessment
  - fitness test
  - ELA and/or mathematics, etc.
10. Please identify if your school district is urban, suburban, or rural.

# Results (Western Zone) – Research Question 1:

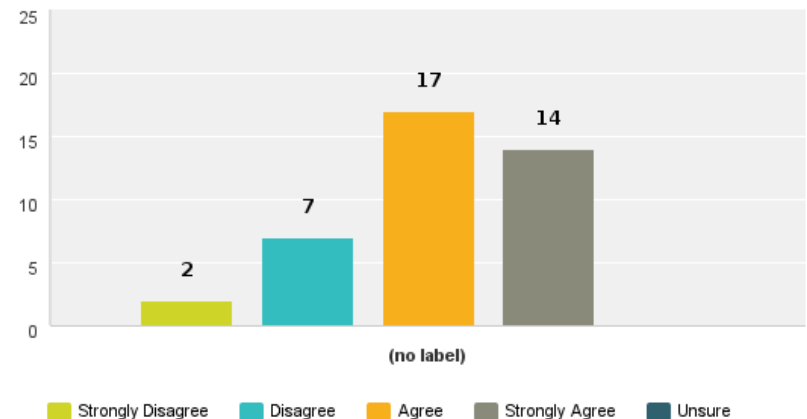
**Q1 Current educational policy (APPR) will serve to change the purpose of physical education.**

Answered: 40 Skipped: 0



**Q2 As a result of the APPR, my school district is asking me to engage more in mathematics, English language arts, and science content in my physical education class.**

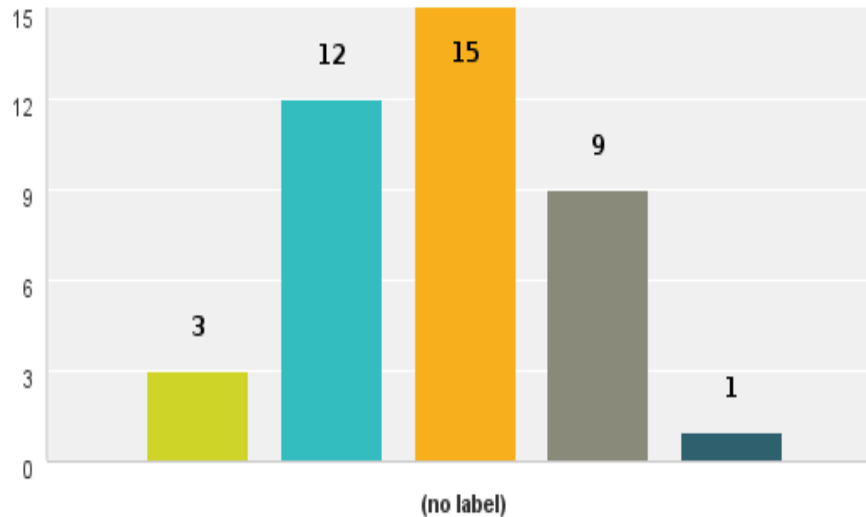
Answered: 40 Skipped: 0



# Results (Western Zone) – Research Question 1:

**Q4 I will have more paper and pencil assessments in my physical education classes as a result of the APPR.**

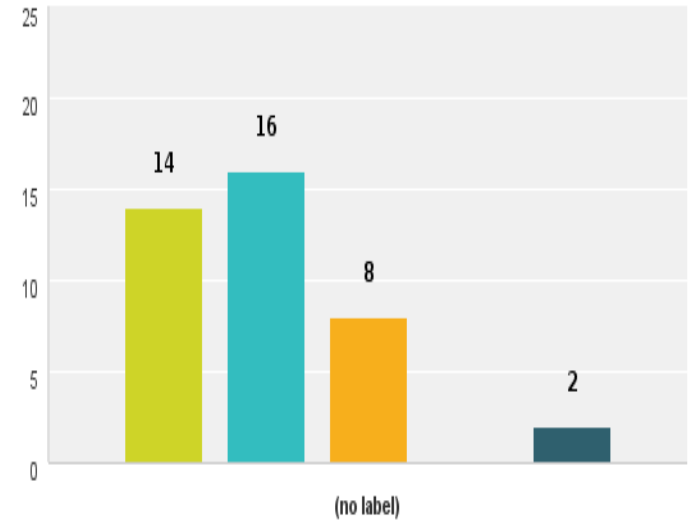
Answered: 40 Skipped: 0



Strongly Disagree Disagree Agree Strongly Agree Unsure

**Q6 The APPR will allow me to focus more on psychomotor skills.**

Answered: 40 Skipped: 0



Strongly Disagree Disagree Agree Strongly Agree Unsure

## Results (Western Zone) – Research Question 1 and 3:

**Q16 What type of assessment is your school utilizing in physical education to demonstrate growth (SLOs) as outlined by the APPR?**

Answered: 40 Skipped: 0

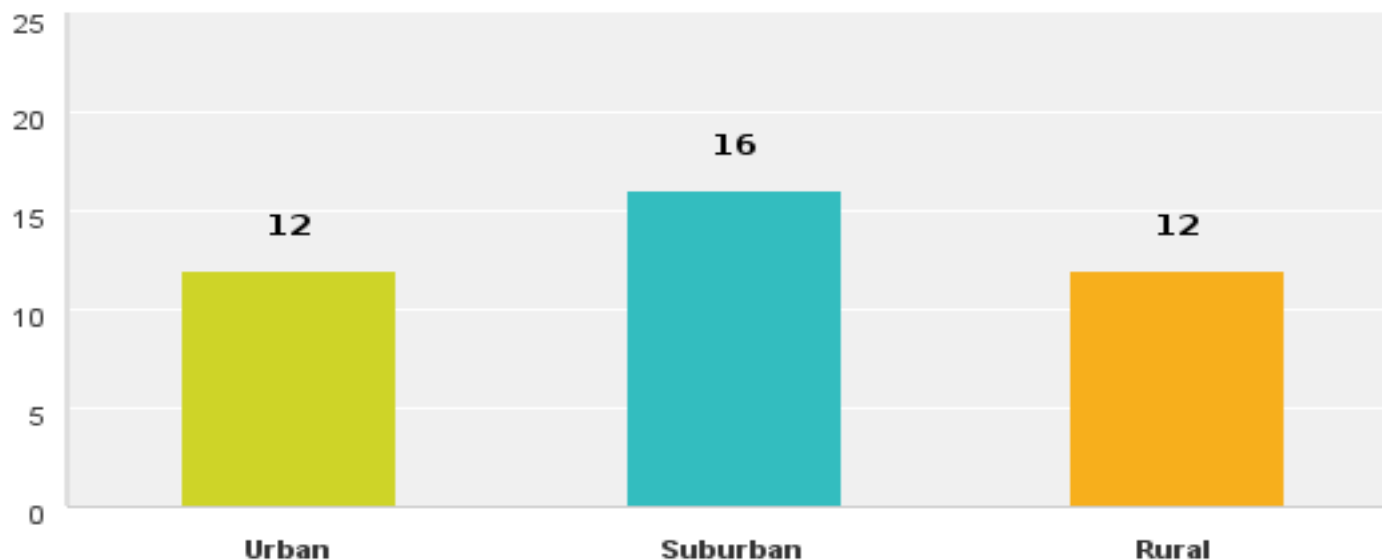




## Results (Western Zone) – Research Question 2 and 3:

**Q17 Please identify if your school district is urban, suburban, or rural.**

Answered: 40 Skipped: 0



## Results (Western Zone) – Research Question 2 and 3:

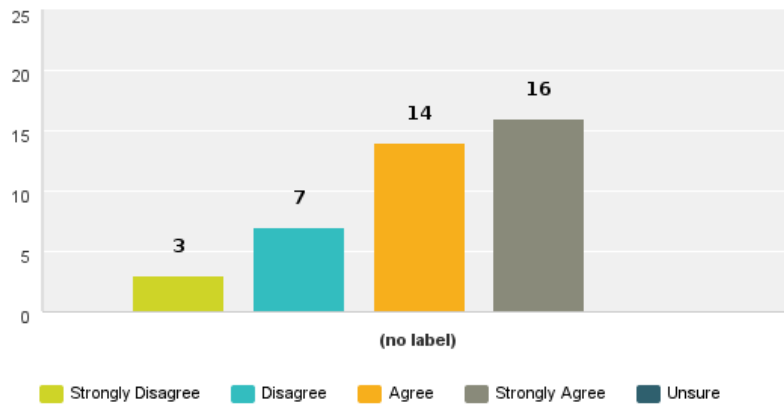
Listed below is the National Association for Sport and Physical Education (NASPE) content standards. Please rank them in the order you believe represents their importance. Drag and drop the following choices in order of preference, with your top choice in the first position.

Answer Options	1	2	3	4	5	Rating Average	Response Count
Competency in a variety of motor skills and movement patterns.	6	9	5	9	11	3.25	40
Knowledge of concepts, principles, strategies and tactics related to movement and performance.	1	2	8	10	19	4.10	40
Knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	10	9	7	10	4	2.73	40
Responsible personal and social behavior that respects self and others.	6	9	13	9	3	2.85	40
The value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	17	11	7	2	3	2.08	40
answered question							40
skipped question							0

## Results (Western Zone) – Research Question 4:

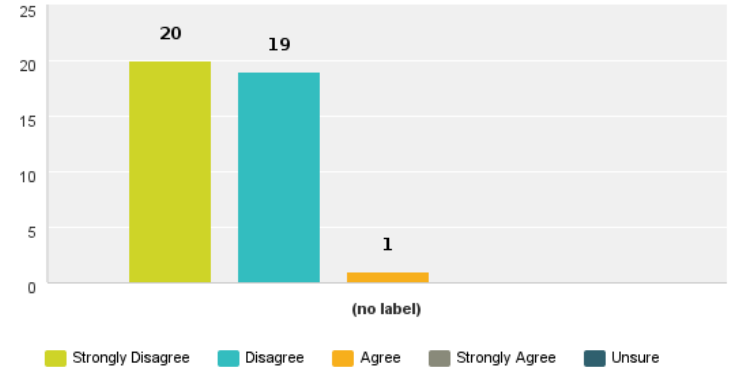
**Q8 The APPR encourages physical educators to “game the system” (for example setting a low pre-test score that will ensure growth).**

Answered: 40 Skipped: 0



**Q11 It is appropriate to evaluate the quality of physical educators based on measures of academic success.**

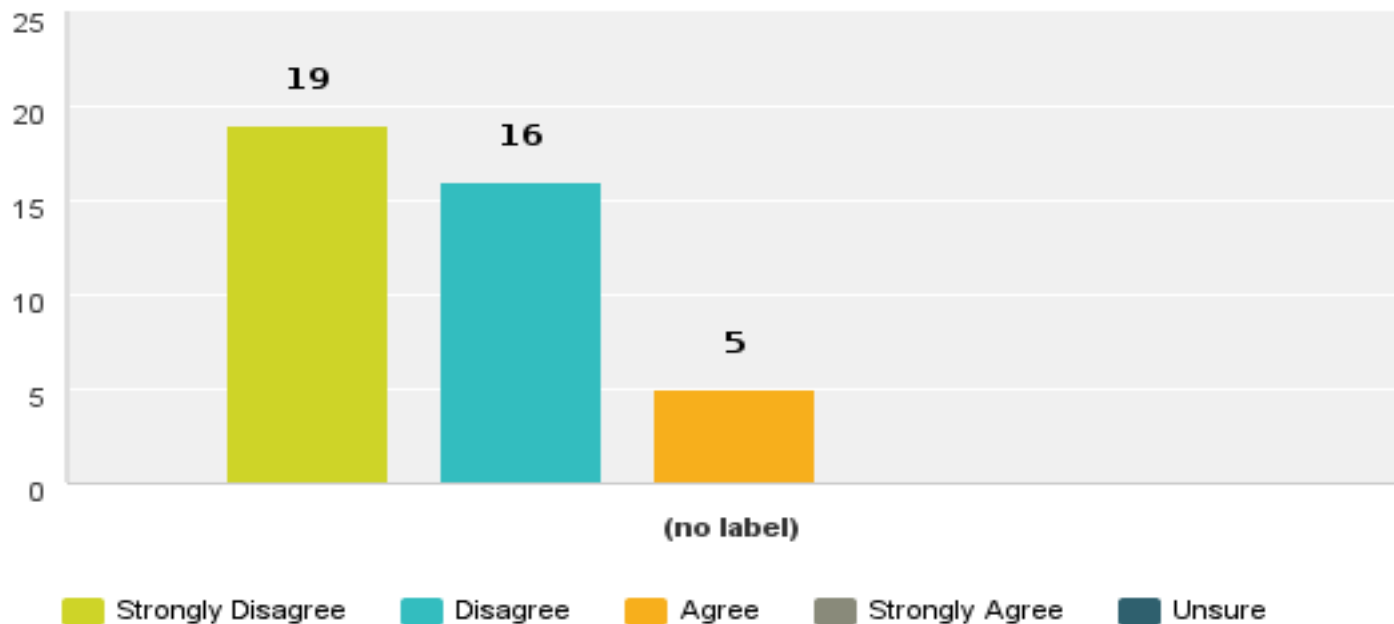
Answered: 40 Skipped: 0



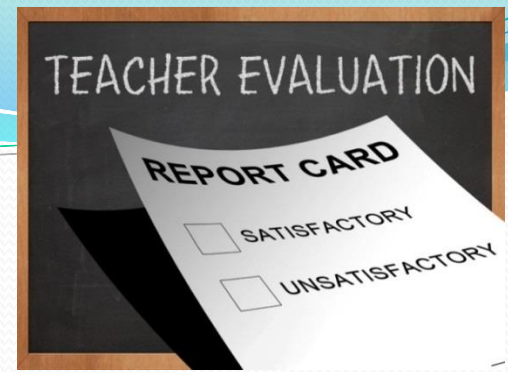
## Results (Western Zone) – Research Question 4:

**Q12 The APPR will improve the quality of public k-12 physical education in New York State.**

Answered: 40 Skipped: 0



# Are new teacher evaluation policies contributing to changing the purpose of PE?



## Qualitative Responses:

Clancy,

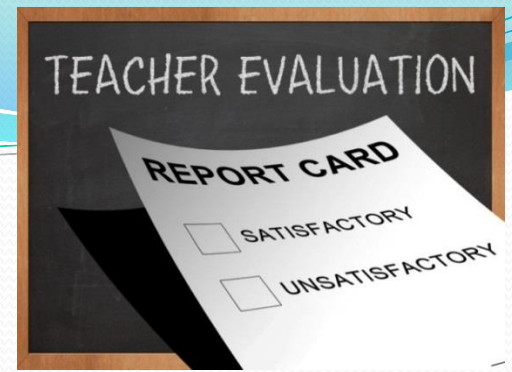
*I did fill out the survey when you sent it and I hopefully submitted it. I just wanted to take the time to talk to someone about this. I spend most of my time alone in my building and have no one to talk to much of the time. I truly think that the APPR, if done right and for the right reasons, will help to improve teachers and teaching, in general. My district uses the Danielson Model for our observations. This model really makes you think about what you are doing in your classroom. In many ways it is similar to what you need for National Certification. What is wrong with that? I was honored, a couple of years ago, as the Zone's Elementary PE Teacher of the Year and I am always looking to improve on my teaching. How can I get through to my students better? Are they learning what I want them to learn? Using the Danielson model has helped me improve my teaching skills.*

*You also mention the Common Core State Standards. If teachers take the time to read the CCSS and get creative we can easily add them into our classroom. By playing active games, by asking questions that pertaining to our class and are related to the CCSS, Closing a class with the students discussing/ evaluating themselves and talking about it, are ways to incorporate the CCSS without being less active. However, this can only be accomplished if first you have an idea of what the CCSS are.*

*Thank you for letting me talk about this. Many people don't necessarily agree with me but some of them are resistant to change and some like to do as little as possible. I like to continue to grow.*



# Are new teacher evaluation policies contributing to changing the purpose of PE?

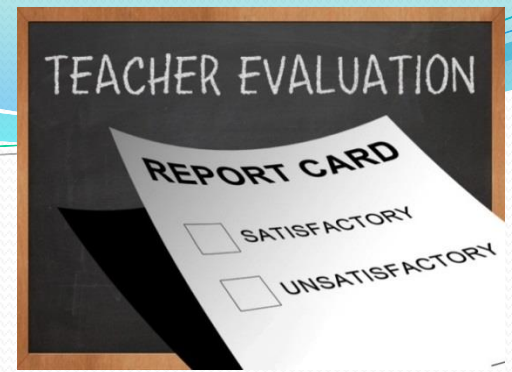


## Qualitative Responses:

*Clancy,*

*I am interested in your survey but do not want it tracked to my work email.....Can you send it through PERSONAL EMAIL? I am not comfortable with my employer being able to look at and have rights to my survey emails that will have my true opinions . Thank you.*

# Are new teacher evaluation policies contributing to changing the purpose of PE?



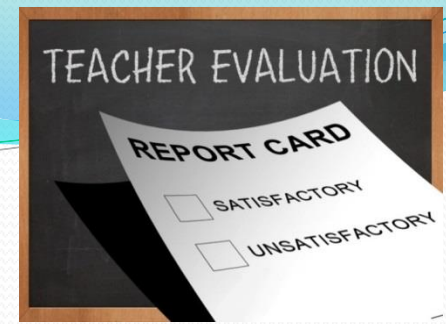
## Qualitative Responses:

*Hi Clancy,*

*I just want you to know that the survey was difficult in the sense that I teach at two extreme levels. For my K-2 kids I would answer one way, but for my 9-12 I would answer another way. For example, I have to do performance based tests for SLOs for K-2, but fitness testing for 9-12. I would expect the high school kids to be able to take a written test, as well as a skill assessment, however, I would only ask my little ones to show me the skills and try to explain it verbally. I'm not sure if this makes a difference overall, but I did the best I could.*

*Good luck!*

# Are new teacher evaluation policies contributing to changing the purpose of PE?



## Qualitative Responses:

*Hello,*

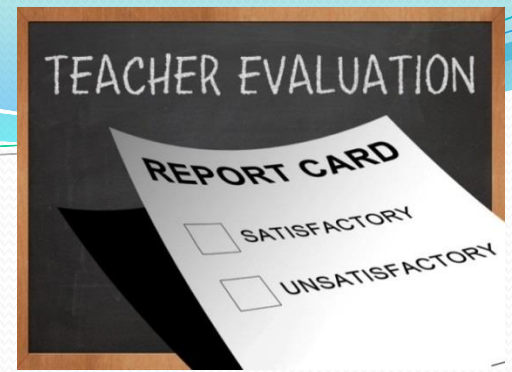
*I teach elementary PE for students in grades 2-4.*

*I would like to share some info that I could not share with you on the survey. Twenty percent of my APPR score will be based ELA scores of my entire school. I only see two thirds of the students in the school. We are expected to do a "close reading" activity with kids at least once per semester. In my school, because we do not meet the time mandate for PE, the classroom teachers are expected to PE in the classroom to make up that time. The NYS commissioners regulations allows this! So, the classroom teachers are doing PE in the classroom and I'm doing reading in the gymnasium!!!*

*I did not want to answer questions 14 and 15 on the survey for several reasons. First, I really don't think kids should come and lay down on a gym floor and take a test on "knowledge of skills" or "knowledge of fitness". Students can get tested on "fitness knowledge" later on in HS or MS health class. Also, at the elementary level, there is no consequence, such as remedial pe, for scoring poorly on a paper pencil test. A student will go to the next grade regardless of how he/she does in pe. If a student is struggles with motor skills, then he/she should be refereed to the PT. Secondly, I really don't think there should be skills testing. It takes thousands of repetitions to become proficient at any skill. I do not work on the same skill for the entire school year. For example, I will do a 4 week unit on basketball. Classes meet for two times a week for 40 minutes. I will go over dribbling, passing, and shooting. Many of these students may not have touched a basketball since the pervious year's basketball unit. In the book, Spark: The Revolutionary New Science of Exercise and the Brain, only 2-3% of adults play a team sport for their exercise. So, how important are skills? Of the 350 students that I have, only 15 to 30 will play organized basketball in HS. Lastly, I truly believe that health related fitness should be the emphasis in PE. Many people in the pe world assert that fitness testing should not be used for APPR's. Unfortunately, fitness usually takes more that 2 classes a week for 40 minutes to improve! So, I understand there where they are coming from. Could you imagine if we had PE just as much as sports teams have practice!*

*Sorry for sounding off. I hope you can make a difference with your survey!*

# Are new teacher evaluation policies contributing to changing the purpose of PE?

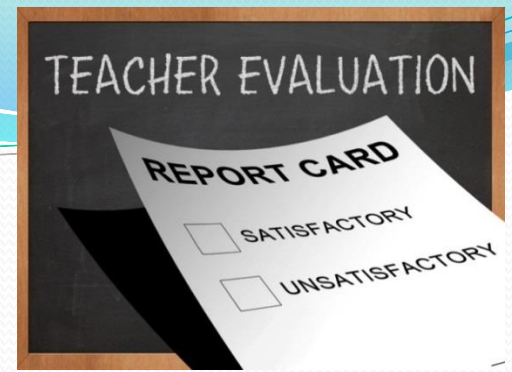


## Qualitative Responses:

*Hello,*

*I would have liked to answer the survey, however, I don't believe that the NASPE Standards can or should be ordered in importance. I believe we have all five standards because they are all important.*

# Are new teacher evaluation policies contributing to changing the purpose of PE?



## Qualitative Responses:

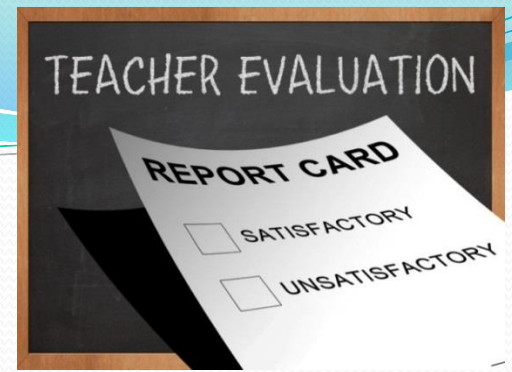
*Dear Clancy-*

*I got your survey and completed it. I am really interested in seeing your results. I feel the APPR thing can be a good thing for PE, but it has to be done right! In all honesty we are not doing it correctly. It needs some revisions. But if you can, please share your findings.*

*Good luck with your study.*



# Are new teacher evaluation policies contributing to changing the purpose of PE?

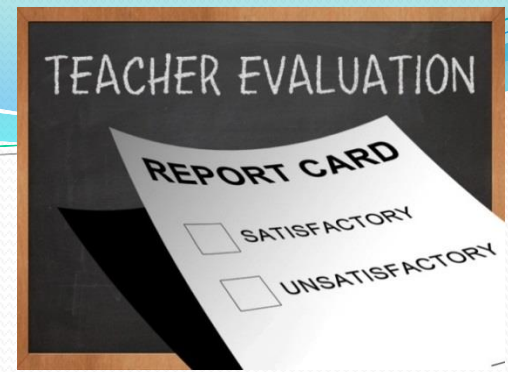


## Qualitative Responses:

*I was looking forward to the last question where I could write my opinion, but I guess that type of data is too difficult to put into statistics.*

*Overall, as someone who values and strongly believes in the positive outcomes that P.E. can lead to in a child's life, I am glad for the APPR and its impact on our profession. I absolutely despise how it is being rolled out and the lack of attention given to P.E. in some schools. I do believe that both common core and APPR can lead to great things, and more importantly will hold teachers accountable for how they go about their profession (in P.E.). It is about time that P.E. is taken seriously in schools and I feel a little rigor will help us gain the respect we deserve.*

# Are new teacher evaluation policies contributing to changing the purpose of PE?



## Qualitative Responses:

Good morning,

I filled out the survey, but some responses may be screwed as some of my colleagues are pushing back, and "glossing over" the appr. I think veterans are just making it look good on paper and doing what they think is best in the classroom. most people I have talked to do not feel this will last long because it is cumbersome and does not improve instruction.

Good luck with the survey

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**Questions?**

**Thank You!**