Physical Education for Student Success: A Mentorship and Workshop Program

Lauren Sachs

Montclair State University

Abstract

This paper will discuss Physical Education for Student Success, a mentoring and workshop program for support during edTPA (Education Teaching Performance Assessment). Physical Education students must complete this state-mandated performance assessment in their final semester of their program during student teaching to receive New Jersey state certification. Based on decreasing scores and a need for support, this program was created focusing on mentorship and workshops to increase support and satisfaction. The focus of this Capstone program was to work with students holistically, to create specific initiatives for them, and to provide the important links between their faculty, staff, and each other throughout this edTPA process.

Keywords: *Physical Education, edTPA, success, satisfaction, , leadership, mentorship,*

*independence*

**Literature Review**

According to the edTPA handbook, this assessment “stems from a twenty-five year history of developing performance based assessments of teaching quality and effectiveness” (Retrieved from [www.oswego.edu]). The official edTPA site also established the creation of edTPA as a national assessment for teacher readiness. edTPA’s original creation was due to the United State’s public education system failing to meet the needs of students in the classroom with entry level teachers (Retrieved from www.edtpa.aacte.org/about-edtpa). Since its creation edTPA was consistently attempting to communicate entry level teacher readiness. Pearson pays educators to score all of the portfolios. Pearson establishes that a new teacher is ready for the job if they can pass their edTPA (2018). New York State adopted edTPA as their state certification required assessment prior to New Jersey. Greenblatt and O’Hara (2015) explain that the assessment is “high stakes” and “complex.” Additionally, Greenblatt and O’Hara (2015) consider the breakdown of edTPA and argue that it is not in fact a teacher performance assessment but just sells itself as one.

Both Chiu (2014) and Denton (2013) discuss the downsides to edTPA including the negative impact edTPA has on student teaching and creating a high stakes situation that includes a lot of missing entry level teacher qualities. Greenblatt and Burns et al. (2015) argue that edTPA is worthwhile and discuss the importance of support and mentoring during edTPA. Almond (2014) believes in physical education’s importance in elementary and secondary schools which helps to establish its credibility and importance as a certification area. Physical Education is argued to serve five educational areas including cognitive, lifestyle, affective, social, and physical domains according to Bailey (2006). Additionally Bailey (2006) discusses the physiological changes relevant to a prospective relationship between Physical Education and sport and academic performance. Perrey (2009) discusses that research proves “Physical Education and sport in schools can result in many significant benefits for young people”(p. 10). Taylor (2007), discusses the important connections between motivation and physical education class and how these learned skills go behind the classroom. This includes the connection between student success and mentorship Kuh et al.(2005) and the relevance it has on student success. Stromei (2000) also looks at the importance of mentorship for student success and retention. Crisp (2010) discusses the various individualized challenges and issues students run into and how each of those challenges impact their day to day success when it comes to community college students. Additionally, McKinsey (2016) discusses the importance of mentorship between faculty and students in order to foster retention. Minnesota University (2003) discusses the link between student support and technological availability. The relevance of technology in education is also discussed in this training manual. Zevallos and Washburn (2014) look at the significance and positive benefits of peer mentoring. Rapaport (2013) discusses Perry’s Theory of Intellectual and Ethical Development which shapes students’ experiences in relation to mentorship. Hofer and Pintrich discuss that Perry’s Theory of Intellectual and Ethical Development is an “evolving developmental process” for students (1997). Moore (2014) feels that while relevant at one time, Perry’s theory has become outdated.

**Theoretical Framework**

This Capstone program is centered around mentoring and workshops leading to student success and satisfaction. The approach involves mentorship used to target, identify, and resolve each Physical Education intern’s differing needs. Mentoring ties directly into Perry’s Intellectual and Ethical Development Theory (1970) which discusses elements such as duality and received knowledge. This concept directly ties into mentoring, since the purpose of mentoring is to provide students with support so they can act more independently. Mentoring also involves solution planning and Perry’s theory focuses on the idea that all problems are solvable (Rapaport (2013). If the Physical Education teacher interns are provided with the tools, solutions to their various challenges during the edTPA process are more likely. Since Perry’s theory believes all problems are solvable this type belief was adopted by the researcher during the mentorship process. Keeping this type of attitude can also allow for greater solutions to be found for the difficult issues that may arise, even when it may not seem likely. Perry’s theory can guide both the researcher (mentor) and the P.E. teacher interns (mentees). The second part to Perry’s theory is that, when experiences happen or students face challenges there are always reactions to these situations. The researcher (mentor) must also realize that this is going to happen and prepare to handle each student accordingly. More specifically, not all students’ solutions and responses are going to be the same. This must be maintained throughout the entire mentorship and workshop process.

In addition to what students must find out from the mentor, students must also be encouraged to follow their instincts and work independently as well. The researcher (mentor) must also consider that the Physical Education teacher interns may have their own ideas about how to handle crises or different options for solutions. Perry points out that student must look for the right solution (Rapaport, 2013). This theory also can support the researcher since conflict is normal. The researcher can use this theory when conflicts arise, since there will not always be agreement on how a situation may be handled. Perry discusses the two sides of conflict including connected knowledge, i.e. a student’s perception, gut feeling, or emotions and how they connect with the situation (Rapaport, 2013). The other piece is separated knowledge which is objective analysis This also relates to Perry’s idea of contextual relativism (Rapaport, 2013). This means the situation is looked at from an objective, logical standpoint. It is to expected that the researcher will use the separated knowledge lens and the P.E. teacher intern will use the connected knowledge approach. The researcher (mentor) must find middle ground between the two.

The researcher can also adopt contextual relativism when it comes to conflict management in mentorship. This piece of the theory connects experience and background with the challenges that arise (Rapaport, 2013). All solutions are impacted by this relativism as well. Every situation, meeting, conflict has a background to it and must be handled in an individualized way. This also connects to the workshop piece of the Capstone project since each workshop involves students coming in with different needs and areas of focus within their student teaching and edTPA experience. Lastly, Perry’s theory touches on commitment in relation to constructed knowledge (Rapaport, 2013). The commitment piece to this theory involves decision making. Students making commitments, trying to follow through with responsibility, and then the ongoing commitment afterwards. All three steps are involved with a student who is involved with mentorship, since part of the process is giving advice and hoping the student will follow it (Rapaport, 2013). Perry’s Theory of Intellectual and Ethical Development involves the individualized attention that this Capstone initiative focuses on.

Some disagree with the effectiveness of Perry’s Theory of Intellectual and Ethical Development saying there is a shift in paradigms and many existing truths are no longer the same due to “issues of race, class, power, and elitism” (Moore, 2004, p. 17). Moore believes that the shift in college student diversity has also impacted many of the theories that previously applied to all college students in higher education (2014, p. 17). Moore argues further that Perry’s theory is “grounded…in the white, privileged world of Harvard University of the 1950s and 1960s” (2014, p. 18). Moore questions the relevance of this theory to modern students and feels adjustments must be made to keep Perry’s theory relevant in modern higher education. While, Perry’s theory was written decades ago, its core is still relevant to mentoring students in higher education.

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Appendix A

Student Satisfaction Survey: edTPA for P.E. (From prior semester)

1. What was your overall feelings after completing the edTPA?
2. What words would you use to describe the process? (could be in regards to your seminar class, edTPA office, mentors, etc.)
3. Did you feel supported in your process? (were the specific P.E. focused workshops helpful)
4. What advice would you give to future P.E. teacher interns working on their edTPA?
5. What suggestions do you have for this process for P.E. teacher interns?

Appendix B

Appendix B

Workshop Series Overview

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| Workshop: | Topic: | Date: | Learning Objectives: |
| Task 1 | Planning | January 30th 2018 | * Understand planning for P.E. lessons * Look at samples of previous P.E. teacher interns’ work and compare to own * Look at rubrics for planning * Understand instructional materials and assessments needed for planning |
| Task 2 | Instruction | February 15th 2018 | * Understand the content for video recording and instruction * Understand equipment use and troubleshoot questions * Look at samples for the commentary responses |
| Task 3 | Assessment | February 28th 2018 | * Understand what effective feedback is * Understand planning assessments and collecting data * Understanding what challenges came about during assessment * Grasp video content for feedback and assessment |

Appendix C

Student Satisfaction Survey: edTPA for P.E. (Pre-Capstone Program Initiative)

1) What are your goals and expectations for edTPA?

2) What do you feel you will need the most support with?

3) How do you feel you are supported in your program at this time?

4) What do you expect your greatest challenge to be during this process?

5) What suggestions do you have for a positive edTPA process?

Appendix D

Faculty/Staff Satisfaction Survey (Pre-semester survey)

1. What are your expectations/goals for students in the P.E. teacher ed program for edTPA?
2. What do you foresee as being the greatest challenge for these students?
3. What do you feel you can provide to students during their edTPA process?
4. What do you hope a mentor/additional support will provide to students?

Appendix E

P.E. Teacher Intern Cohort Spring 2018 Satisfaction (Post-Capstone program)

1)    What was your overall experience with edTPA? Please include expectations and

outcomes.

2)    Did you feel that having a grad assistant specifically working on P.E. for edTPA was

helpful? If yes, how so and if no, why not?

3)   Did you feel supported throughout the process? If so please give details.

4)   Any suggestions for future P.E. specialists and/or future P.E. teacher interns?

Appendix F

Faculty/Staff Satisfaction Survey (Post-Capstone program)

1)Were your goals/expectations for students in the P.E. Teacher Ed program met for edTPA? If yes, how so? If not, why?

2)What did you see as being the greatest challenge for these students?

3)What do you feel you can provide to students during their edTPA process in future cohorts?

4) Do you hope to see a program like this implemented in future semester?