

Changes in teaching efficacy of preservice teachers engaging in a physical literacy CSPAP experience

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Associations between physical activity (PA), physical literacy (PL), and the role of the pre-service physical education teacher (PSPT) are well substantiated (Clark, 2022; Paponetti, 2022). Accrediting agencies (CAEP, 2013) and professional organizations (SHAPE America, 2017) emphasize the importance of supervised, early fieldwork experiences (EFE) to improve training of PSPTs. The All Stars Moving Together (ASMT) program is a school-university CSPAP partnership designed to provide PSPTs with experience planning, facilitating, and reflecting on PA sessions for elementary children. PSPTs in the ASMT program engage in reflective writing using Gibbs Model of Reflection (Anderson et al., 2022; Gibbs, 1988). EFEs paired with reflective practice can impact teaching efficacy of PSPTs (Arslan, 2019; Bandera, 1997; Curtner-Smith, 1996). The study investigated teaching efficacy of PSPTs engaging in reflective practice. Participants (N=14) were enrolled in an HPETE course during Fall 2022 (n=6) and Fall 2023 (n=8). A quasi-experimental, prospective cohort design with repeated measures was used to combine the quantitative data results from the Physical Education Teaching Efficacy Scale (Humphries et al., 2012) and qualitative findings (written reflections based on open-ended prompts) to determine how reflective journaling impacted the development of teaching efficacy. Quantitative pre-post data were analyzed using repeated-measures t-test and ANOVA. Qualitative responses were analyzed using Dedoose software and grounded theory methods. PSPTs reported significantly higher teaching efficacy by the end of the ASMT program. Qualitative analysis identified best practices, application of knowledge and skills, and indicated strengths/areas of growth. Findings suggest teaching efficacy of PSPTs can be enhanced via a 6-week CSPAP EFE utilizing reflective journaling to develop pedagogical competencies.