

challenges related to gender issues with their students. The teachers shared that they could engage their students more in their PE classes as a result of the respect they demonstrated, and allowed them to feel more effective as teachers in traditionally challenging circumstances.

Conclusions: The connection between respect and cultural competence is incredibly strong, as one of the main tenets of establishing cultural competence is respecting cultural differences and viewpoints, rather than expecting individuals to conform to the dominant culture's views and norms. The findings of this study differ from previous research regarding teachers respect in urban schools, teacher-student relationships in urban schools, and cultural relevance in PE, because the respect the teachers in this study had for their students motivated the teachers to reach students who were reportedly disengaged elsewhere in school. The lessons learned from these teachers can inform future practice, research and professional development in challenging school environments for improving PE experiences for all students.

Assessing Physical Education Preservice Teachers' Dispositions

Seidu Sofo, Adolfo Ramos, and Thomas J. Pujol,
Southeast Missouri State University–Cape Girardeau
(ssofo@semo.edu)

Background/Purpose: Previous studies show that test scores and grade point average (GPA) are weak predictors of teaching performance. Therefore, not all academically competent preservice teachers (PTs) would become effective teachers. Research shows that non-academic attributes and dispositions are better predictors of teaching quality than academic abilities. The purpose of the study was to assess PTs dispositions toward teaching.

Method: Participants included 72 physical education PTs (58 males and 14 females). PTs completed the Missouri Educator Profile (MEP) once, as part of the requirements for admission to the teacher education program at their institution. The MEP is a 10-point Likert scale with six subscales: Achievement (AT), Social Influence (SI), Interpersonal Effectiveness (IP), Self-Adjustment (SA), Conscientiousness (CN), and Practical Intelligence (PI). The predictor variables were gender, PE major status, cumulative GPA (GPA), number of hours attempted (HRA) and the

number of hours passed (HRP) at the time of taking the MEP, transfer student status (TSS).

Analysis/Results: Descriptive data indicated that the SA subscale (45.83%) had the highest percentage of PTs with high scores, followed by SI (33.33%). Conversely, the lowest percentage of PTs with high scores was in PI (5.56%). Nonparametric rank-based regression analyses showed that gender and PE major status were significant predictors of SI, IP, and PI. Female PTs had higher scores than their male counterparts on these subscales. PTs who maintained their status as PE majors after taking the MEP had lower scores than those who changed majors. Furthermore, HRA and HRP significantly predicted the IP and PI subscales. PTs with higher number of hours attempted had higher scores on the IP and PI subscales. Conversely, the higher the number of hours passed, the lower the score on the IP and PI subscales. All the predictor variables were not significant for subscales AT, SA, and CN. Finally, transfer student status was not a significant predictor of any of the dispositions.

Conclusions: Gender, PTs' status as a PE major, number of hours attempted, and number of hours passed significantly predicted some dispositions. Physical Education Teacher Education programs need to teach and assess PTs' dispositions on a regular basis. Dispositional assessment data could serve as valuable source of feedback for teacher education program improvement.

Using Five for Life to Promote Health-Related Fitness Knowledge: Elementary Analysis

Justin A. Haegele^F and Xihe Zhu^F, Old Dominion
University–Norfolk
([j Fisette@odu.edu](mailto:jfisette@odu.edu))

Background/Purpose: Acquiring health-related fitness knowledge is an important element for students to become physical literate (SHAPE America – Society of Health and Physical Educators, 2014). Physical education has been considered to be the main avenue for educating young people about the benefits and principles of physical fitness and physical activity (Corbin, 2002). The physical education curriculum, therefore, is an essential element to help children acquire health-related fitness knowledge. Using a large scale dataset, this study reported the effectiveness of a fitness curriculum (Five for Life, Focused Fitness, 2015; Spokane Valley, WA) in 245 elementary schools.

Method: The participants consisted of 72,792 fourth and fifth graders (48.9% female) from 245 elementary schools in a mid-Atlantic state. The elementary students ranged from 8 to 11 years old. The Five for Life

—Basic curriculum (Focused Fitness, 2015) was implemented in 245 elementary schools through their physical education programs over one academic year. A pretest-posttest design was employed in all schools. Physical educators conducted standardized knowledge tests via paper-pencil and/or online format. The test items were in multiple-choice format, each with four choices and only one correct answer. The data collection took place from Jun 2010 to Jun 2014, simultaneously in these schools. The test scores were scaled to a ten-point system for consistency.

Analysis/Results: We aggregated the student test scores at the school level and weighted the data based on school size. Students' pretest and posttest health-related fitness knowledge scores were analyzed using descriptive statistics. Pearson product-moment correlation analysis was then conducted to examine the association between them. To test the curriculum effectiveness, we ran a paired sample t-test to evaluate the differences between pretest and posttest scores, and then computed Cohen's *d* for effect size. At school level, the elementary students averaged 5.52 points (*SD* = .66) on pretest, and scored 7.76 points (*SD* = 1.03) on the posttest, respectively. The pretest and posttest scores were moderately correlated ($r = .38$, $CI_{95\%} = .26-.50$, $p < .01$). Paired samples t-test showed that students scored significantly higher in the posttest than they did in the pretest, $t = -35.54$, $df = 244$, $p < .01$. Based on the school level results, we computed Cohen $d = 2.59$ ($CI_{95\%} = 2.25-2.93$), Glass' $\Delta = 2.17$, which showed a large effect size (Cohen, 1988).

Conclusions: The large effect size indicates that elementary students' health-related fitness knowledge is greatly improved after the curriculum implementation over one academic year. The finding is limited due to its pretest-posttest study design without a control group. Nevertheless, this large scale finding suggests that Five for Life—Basic curriculum is effective in promoting health-related fitness knowledge in elementary schools. The large scale tests among 245 elementary schools also show that elementary students have limited amount of health-related fitness knowledge, averaging only 5.52 on a 10-point scale. More curricular/programmatic effort is needed to further promote student health-related fitness knowledge.

Exploring General Education and Field Experience Credit Hours in PETE

Ashley Nicole Phelps, University of Texas at Austin; and Chad Killian, University of Illinois at Urbana-

Champaign
(ashley.phelps@utexas.edu)

Background/Purpose: Content knowledge, field experience, and general education credit hour requirements vary widely within undergraduate Physical Education Teacher Education (PETE) program curricula across the United States. General education requirements include foundational courses (i.e., English and Natural Sciences) that help to prepare students for success in both their major and their personal and professional lives upon graduation. Field experiences, on the other hand, serve as the cornerstone for teacher education programs by providing preservice educators with the opportunity to practice their teaching methods under both guided and controlled experiences with cooperating teachers in the elementary and secondary settings. Field experiences and physical education content courses can be formative aspects of physical education teacher training, therefore the proportion of PETE curricula dedicated to providing these learning experiences may impact teacher quality. Undergraduate PETE programs operate in many different types of institutions, which may influence the number of credit hours required for graduation and impact the types of learning experiences PETE students are offered. The 2015 Basic Carnegie Classifications (carnegieclassifications.iu.edu) classify post-secondary institutions according to the level of research activity, program size, and degrees awarded. Main classification categories include (a) Doctoral universities, (b) master's colleges and universities, and (c) baccalaureate colleges. The purpose of this study was to determine the general course requirements and field experiences of PETE curricula across different levels of the Basic Carnegie Classifications.

Method: Program curriculum guides for 367 PETE programs in the United States were collected through internet searches and organized into their Basic Carnegie Classifications. Curricula for 89 doctoral universities, 184 master's colleges and universities, and 94 baccalaureate colleges were analyzed. Courses were coded as general education or field experiences. Codes were cross checked with course descriptions and peer debriefing to ensure accuracy of the curriculum analysis. Data were input into SPSS and examined using descriptive and comparative statistics.

Analysis/Results: General education credit hours and field experiences varied between schools at different levels of the Basic Carnegie Classifications. Doctoral universities required a mean of 45.96 (*SD* = 19.28) general education credits, master's colleges and universities required mean of 46.72 (*SD* = 18.34), and