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# **New Quality of Teacher Practicums in Upper Secondary Schools**

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Magdalena Kübler  
Wojciech Starościek  
Halina Guła-Kubiszewska  
Stanisław Czyż



WYŻSZA SZKOŁA  
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Associate Professor Piotr Oleśniewicz

Associate Professor Jan Grzesiak

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## Introduction to the series

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When preparing the book on the “New Quality of Teacher Practicums 2” project<sup>1</sup>, almost immediately there appeared the thought to continue the already published series of the “New Quality of Teacher Practicums” project<sup>2</sup>. That project was conducted at the University School of Physical Education in Wrocław in years 2011–2014, and the assumptions and the research results were published as a 3-volume study (“Nowa jakość praktyk pedagogicznych w szkołach podstawowych”, “Nowa jakość praktyk pedagogicznych w gimnazjach”, and “Field-based practicum – a new teaching practice approach in primary and secondary schools”). Both projects were closely connected; the “New Quality of Teacher Practicums 2” (NQTP2)<sup>3</sup> project came into being as the consequence of the “New Quality of Teacher Practicums” (NQTP) project<sup>4</sup>. It was difficult to imagine a situation in which at first innovations would be introduced in the practical training of students at the level of the 3-year undergraduate (first degree) studies, and then the old, and ineffective – as proven – practicum model would be restored at the level of 2-year master’s degree (second degree) studies. When the University School of Physical Education in Wrocław received a grant for the practicum project in schools at the 1st, 2nd and 3rd education stages, a natural idea emerged to take part in another contest and get funding for the implementation of teacher practicums at the 4th, i.e. last, education stage. Thus, in 2012, an appropriate application was submitted, and won a grant – as the “New Quality of Teacher Practicums” project.

The “New Quality of Teacher Practicums 2” was carried out at the University School of Physical Education in Wrocław in years 2012–2015. This undertaking was aimed at students of master studies (second-degree) who complete teacher practicum in upper secondary schools.

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<sup>1</sup> “New Quality of Teacher Practicums 2” – project number: POKL.03.03.02-00-044/12; competition No. 6/POKL/3.3.2/2009, co-financed by the European Union funds under the European Social Fund.

<sup>2</sup> “New Quality of Teacher Practicums” – project number: POKL.03.03.02-00-069/10; competition No. 6/POKL/3.3.2/2009, co-financed by the European Union funds under the European Social Fund.

<sup>3</sup> “New Quality of Teacher Practicums 2” – throughout the book, the “NQTP2” acronym will be used.

<sup>4</sup> “New Quality of Teacher Practicums” – throughout the book, the “NQTP” acronym will be used.

The project authors planned and implemented several operations, which – as mentioned earlier – were innovative not only on the scale of the native University, but also on the national scale. Such theses could be also formulated based on the overview of the literature on the subject.

Projects related to teacher practicum were supposed to solve a number of problems that came up in connection with their implementation. In Poland, aside from the duration of the teacher practicum, there were no predefined rules of its implementation<sup>5</sup>. Universities with considerable autonomy in education independently defined the objectives, content, tasks, and rules of practicum implementation. On one hand, this allowed them to test various programs, but on the other, led to the dearth of comparative and evaluation studies. Such conclusions came to mind also after reviewing the literature on teaching practicum<sup>6</sup> for future physical education teachers. Naturally, part of the research – for example, because of a too low a number of people surveyed or a statistical analysis method used – cannot be used as a basis for drawing any conclusions.

The feedback from students<sup>7</sup> let the authors know that previously prevailing method of executing practicums at the University School of Physical Education in Wrocław was not necessarily the most efficient one. For example, students indicated that the practicum in which they were supervised, i.e. there was a University-delegated person to watch over them in the school, was significantly more effective.

Both projects were aimed at changing the rules of implementing teacher practicums so that the results of the studies in this field conducted so far in the world could be used, and some innovative solutions could be tested and changed throughout the implementation of subsequent practicums.

Under the Priority 3.3.2 of Human Capital Operational Program<sup>8</sup>, the University School of Physical Education in Wrocław was granted a subsidy of about 3.2 million

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<sup>5</sup> Since January 17, 2012, the so called standards of training teachers (listed in the Ordinance of the Minister of Science and Higher Education of January 17, 2012 on education standards in preparation for the teaching profession) have determined the objectives and goals of practicums. See Appendix 1.

<sup>6</sup> A review of literature on teacher practicums, both in Polish and English, can be found in this book, as well as in the previous publications of the series, related to practicums in primary and lower secondary schools, and to both practicums (in English).

<sup>7</sup> As part of the documentation filled by students during and after the practicums, students were relating, among others, to the issue of their satisfaction, the practicums usefulness, and problems appearing during their practicum. They confronted their knowledge with the possibilities of applying it at schools, evaluated the cooperation with the school teacher, and also suggested changes in the practicum curriculum.

<sup>8</sup> Priority 3.3.2 of the Human Capital Operational Program was a program entitled “Preparing chosen schools to implement a teaching practicum by students prepared to work in a teaching profession”. The submission, written by (in alphabetical order): S. Czyż, PhD, H. Guła-Kubiszewska, Asst. Prof., M. Kübler, PhD, M. Miszkurka, PhD, and W. Starościak, PhD, received the first prize in competition No. 6 (round XXVI). As part of the submission, the suggestions of the project partner – the Wrocław municipality, which was represented by the Head of the Educational Projects Department, Jolanta Bednarska, and Monika Płoszaj – were also taken into consideration. Appendix 2 includes the list of all the applicants with whom grant agreements were signed as part of the 6/POKL/3.3.2/2009 competition.

PLN for the implementation of the “New Quality of Teacher Practicums 2” project. The reforms were introduced via multiple paths, and were targeted to prepare as much as possible all the practicum stakeholders. And it was an assumption taken by the project authors for the changes introduced to be comprehensive, so that the whole process of practical teaching for students could be coherent, and free of gaps and weak links which might undermine the efforts. When applying for the project financing, the authors indicated mainly a low quality and organizational level of the existing teacher practicums; this issue was mentioned many times in various scientific literature<sup>9</sup>. The primary activities as part of NQTP2 were targeted at students who firstly were supposed to be well prepared to practicums and secondly were to get to carefully selected places and to people expecting them and duly prepared to receive them. Ultimately, students were bound to gain another experience<sup>10</sup> in the atmosphere of full support of a mentor, i.e. a school teacher, and a supervisor, i.e. an academic teacher. Physical education teachers acting as students’ tutors at schools formed another group supported by the project. They were subject to a training cycle aimed at raising their competence. An important element of improving the quality of practicums accounted for the fact that schools that joined the project received teaching equipment.

All the parties involved in the practicum process were engaged in the project. The authority conducting schools, i.e. the Department for Education and Educational Projects of Wrocław Municipal Office, acted on behalf of the schools, and in particular the body chosen by the Wrocław Municipality for the project cooperation – The Wrocław Teacher Training Center. The postulates of students were taken into account thanks to analyzing the information gathered from the students of previous years who anonymously filled special feedback questionnaires after completing their practicum. Last but not least, the project participants were academic teachers from the University School of Physical Education in Wrocław who helped out in the project development.

The following publication includes all the teacher practicum assumptions for the practicums carried out as part of the project and the evaluation of their efficiency. The study result analysis was carried out based on the documentation gathered from over

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<sup>9</sup> H. Guła-Kubiszewska, M. Lewandowski: Zakładana a rzeczywista funkcja sprawdzająca praktyki pedagogicznej. [In:] Edukacja jutra: XI Tatrzańskie Seminarium Naukowe, F. Bereznicki, K. Denek (ed.). Instytut Pedagogiki Uniwersytetu Szczecińskiego, Szczecin, 2005, 419–426; H. Guła-Kubiszewska, M. Lewandowski: Praktyka pedagogiczna – student jako instruktor ćwiczeń fizycznych czy przewodnik po kulturze ludzkiego ciała? [In:] Edukacja jutra: XIV Tatrzańskie Seminarium Naukowe, K. Denek, K. Zatoń, A. Kwaśna (ed.). Wrocławskie Towarzystwo Naukowe, Wrocław, 2008, vol. 2, 111–120; M. Krzak, R. Kumala: Co jest prawdą, a co fikcją? Spostrzeżenia i refleksje studentów po praktykach pedagogicznych. Rozprawy Naukowe AWF we Wrocławiu, 2011, 33, 88–96; M. Lewandowski, W. Starościak, H. Guła-Kubiszewska: Przygotowanie studentów AWF we Wrocławiu do pełnienia funkcji nauczyciela wychowania fizycznego. Rozprawy Naukowe AWF we Wrocławiu, 2011, 35, 40–44.

<sup>10</sup> These were students who had already completed their teacher practicums in primary and lower secondary schools as part of their bachelor studies.

600 students<sup>11</sup>, 468 school teachers, and 85 academic teachers (supervisors). Despite the fact that the material was often gathered from the same people (the school teachers often took part in next editions of practicum as supervisors, as was the case with academic teachers), it is a number that allows us to draw general conclusions.

The previous publications showed the following:

1. “Nowa jakość praktyk pedagogicznych w szkołach podstawowych” – practicum assumptions and the results of the research on implementing them in primary schools.
2. “Nowa jakość praktyk pedagogicznych w gimnazjach” – practicum assumptions and the results of the research on implementing them in lower secondary schools.
3. “Field-based practicum – a new teaching practice approach in primary and secondary schools” – the project assumptions and the overall results of the research on implementing them in primary and lower secondary schools (in English). We also took the liberty to shortly present the history of physical education in Poland and to supplement the information which, in our opinion, can be interesting to a foreign reader.

Therefore, this publication can be treated as a supplement to the series:

4. “Nowa jakość praktyk pedagogicznych w szkołach ponadgimnazjalnych” – practicum assumptions and the results of the research on implementing them in upper secondary schools.
5. “New Quality of Teacher Practicums in Upper Secondary Schools” – the publication in English.

The authors believe that previous publications allowed you to get familiar with the assumptions of the project concerning the training of future teachers at the undergraduate level, and that this publication will supplement your knowledge with education at the graduate level. The authors also hope that you will be able to use at least some of the ideas presented when planning your own practicums to prepare students to work as teachers. When writing this book, the authors were aware that the practicum model they developed requires further studies to create the most effective process possible, which

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<sup>11</sup> The total of 604 students joined the project. It was assumed that 3 subsequent classes of students of year 2, second degree, accounting 600 individuals, would participate (one of the indicators). Nevertheless, when the project had already started, it turned out that owing to various factors, primarily a decrease in the total number of students studying in the Physical Education Faculty at the University School of Physical Education in Wrocław, fulfilling one of the main project assumptions would be impossible. Hoping to provide the best solution in the situation, the decision was taken that the study curriculum for year 1 of the second degree studies would be changed to include teaching practicums in upper secondary schools, and that the year would be involved in the project.



is also influenced by the change of existing legislation. Since 2012, there has been an ordinance<sup>12</sup> which forced teacher training universities to introduce curriculum changes at first and second degree studies. This resulted in the change of the privileges received by the students graduating from undergraduate or postgraduate studies.

*The Authors*

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<sup>12</sup> The Ordinance of the Minister of Science and Higher Education of January 17, 2012 on education standards in preparation for the teaching profession (Journal of Laws No. 207, item 2110).



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## **Introduction to the monograph “New Quality of Teacher Practicums in Upper Secondary Schools”**

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The “New Quality of Teacher Practicums 2” project was co-financed by the European Union funds under the European Social Fund, as part of the Human Capital Operational Program (HCOP). In its assumptions, the program drew from the Lisbon strategy, where education has a fundamental place, as forming the groundwork for a knowledge-based society. For many years in Poland, the level of education at universities has been the subject of public debate. The percentage of people who study at Polish universities, competition in attracting students, financing universities from the state budget, and numerous other factors led to universities losing the academic spirit<sup>13</sup>. Today, all university authorities face the term of permanent changes, changes that very often prevent the introduction of system solutions with prospective objectives, established for a long-term implementation period. Nevertheless, universities continuously make efforts to raise the level of student education, and do their best to prepare students for future work. Simultaneously with the desire to provide students with sound theoretical education, universities strive to help students achieve the most effective practical training, which is mainly achieved through vocational practicums. Making efforts for quality education would be acting at random if not accompanied by evaluation procedures that would allow to measure, analyze and consequently draw conclusions of whether the effects of actions are consistent with the assumptions or not.

In response to these challenges at the University School of Physical Education in Wrocław in years 2012–2015, the NQTP2 project was carried out, concerning the

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<sup>13</sup> E. Bilińska-Suchanek: *Nauczyciel i opór (wobec) systemu edukacji*. Wydawnictwo Adam Marszałek, Toruń, 2013; J. Górniewicz: *Jakość kształcenia w szkole wyższej. Wprowadzenie do problematyki*. [In:] *Konstruowanie systemu zapewnienia jakości kształcenia w szkole wyższej na przykładzie Uniwersytetu Warmińsko-Mazurskiego w Olsztynie*, J. Górniewicz (ed.). Wydawnictwo Uniwersytetu Warmińsko-Mazurskiego, Olsztyn, 2002, 37–51.

teacher practicums in upper secondary schools<sup>14</sup>. This book presents the project assumptions, a description of its implementation and – what is the most important – a thorough evaluation of the deployed actions.

The main project assumption was changing the organization and improving the quality of teacher practicums for students of master studies. This was supposed to be achieved by the following means:

- improving professional competences of teachers (practicum tutors) through specialized training,
- increasing the competencies of the students to carry out practicums through psychological and pedagogical training,
- introduction and implementation of a new teacher practicum program.

Were the assumed goals achieved? Well, this will be best verified by the schools, and specifically by the pupils who will be taught by the students participating in the project. But before that happens, we used a number of objective measures and indicators that should allow us to indirectly evaluate the effectiveness of the innovative NQTP2 project. The evaluation process described in great detail in the introduction was a theoretical background of the monograph. The selected topics together with the theoretical introduction included in the earlier books from this series<sup>15</sup> can be a rich source of knowledge on the practical education of students.

The results allow us to put forward the thesis that the 3 years of the project duration were not wasted and that the developed procedures, adjusted to the changes resulting from the new teacher training standards, can be a strong reference point for the 5-year project duration period.

*The Authors*

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<sup>14</sup> The list of upper secondary schools participating in the project can be found in Appendix 3.

<sup>15</sup> W. Starościak, S. Czyż, H. Guła-Kubiszewska: *Nowa jakość praktyk pedagogicznych w szkołach podstawowych*. Oficyna Wydawnicza „Humanitas”, Sosnowiec, 2014, 11–21; H. Guła-Kubiszewska, W. Starościak, S. Czyż, M. Kübler: *Nowa jakość praktyk pedagogicznych w gimnazjach*. Oficyna Wydawnicza „Humanitas”, Sosnowiec, 2014, 11–18.

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## 1. Evaluating the quality of the vocational education of physical education teachers

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The ordinance on the standards of education preparing for working as a teacher<sup>16</sup> determines, among others, the standards with respect to market requirements, and to the effects of teaching as far as substantial and methodological expertise, and pedagogical and psychological knowledge during 1 and 2 degree studies is concerned. The education available at teacher education universities should be designed so that any theoretical knowledge could be used primarily to gain practical skills that are required in the teaching profession. The ordinance lays great emphasis on practical preparation for the teaching profession. Practicums should mostly be held in parallel with university courses, and be carried out in diverse types of schools and education institutions. Therefore, the key tasks of a university is to necessarily integrate acquired skills with the educational process and to develop procedures which would ensure the high quality of competences acquired by students in the field of care, education and teaching. The mentioned ordinance requires universities to maintain systematic contact with institutions where student practicums are held to provide care and supervision of a practicum tutor over the practicum tasks carried out by the student. According to the assumptions of the White Paper's<sup>17</sup> authors, a modern European education system in higher education institutions should allow universities to fulfill three duties: social integration, personal development, and the development of employment suitability. As formulated by Ciekot, an education which meets these objectives can be called good quality education. According to the author, "the quality of education should be regarded as a social efficiency of the education system, or a degree of utilization of social capital in the form of intellectual potential of society members"<sup>18</sup>. Improving evaluation in certain areas

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<sup>16</sup> The Ordinance of the Minister of Science and Higher Education..., *op. cit.*

<sup>17</sup> Biała Księga. Nauczanie i uczenie się. Na drodze do uczącego się społeczeństwa. K. Pachniak, R. Piotrowski (transl.), WSP TWP, Warszawa, 1997, 19.

<sup>18</sup> K. Ciekot: Funkcje ewaluacji w zapewnieniu jakości kształcenia w uczelniach wyższych. Oficyna Wydawnicza Politechniki Wrocławskiej, Wrocław, 2007, 5–6.

may be an important factor in improving the quality of higher education (high substantive standards of the staff employed, high organizational standards, achieving and maintaining high-quality work results). The evaluation involves elaborating appropriate procedures for measuring and analyzing results, and, at the final stage, for a reflection on achieving the assumed education objectives.

To provide students with a high level of education at universities, it is necessary to care for high technical quality (it is associated with high scores in the learning process obtained by students – in cognitive and emotional fields) and for high functional quality (students' full satisfaction with the education process)<sup>19</sup>. The quality of education (the quality of the university work) is the degree of utilization – in organizational, teaching, and educational activities – the potential of students, faculty, and material and organizational conditions to serve the comprehensive development of students<sup>20</sup>. The modern approach to teaching quality involves using the strategy of developing processes to support the permanent improvement of all the stakeholders involved in training (students, faculty, entrepreneurs, local communities).

Stimulating and maintaining the high quality of education at universities are based on internal and external systems. External procedures (assessment, review, accreditation) are closely linked to and dependent on the internally elaborated procedures of education level testing adopted by universities. The mechanisms include criteria, indicators, methods and tools to estimate (valuation in the form of assessment) the quality of education at the university. One of the internal criteria may be testing the effectiveness of the education process – the degree of achieving the assumed education objectives by students. An extremely important – and difficult at the same time – task of a university is to establish internal measures of the effectiveness of the education process. A properly designed and implemented evaluation process is crucial to the efficiency of the education process. According to Korporowicz<sup>21</sup>, evaluation is a structured way to gather and process knowledge. The most characteristic evaluation indicators<sup>22</sup> are activities related to assessment or valuation that are geared to the aim pursued. The main purpose of evaluation is to control the process, to gather information that determines its course, and to develop ways of improving it. The result of the evaluation should be rationalization actions which will take into account the perspective of social needs,

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<sup>19</sup> A. Szejnberg: Doskonalenie usług edukacyjnych. Podstawy pomiaru jakości kształcenia. Wydawnictwo Uniwersytetu Opolskiego, Opole, 2008.

<sup>20</sup> A. Trzpił: Relacje między wykładowcami i studentami a jakość kształcenia. [In:] Student jako ważne ogniwo jakości kształcenia, K. Jankowski, B. Sitarska, C. Tkaczuk (ed.). Wydawnictwo Akademii Podlaskiej, Siedlce, 2004, 28–46.

<sup>21</sup> L. Korporowicz: Ewaluacja w demokracji. [In:] Ewaluacja wdrażania reformy systemu edukacji. Phare SMART program, seminar materials. Warszawa, 1999.

<sup>22</sup> K. Ciekot: Funkcje ewaluacji..., *op. cit.*

as well as formal, legal, and ethical factors<sup>23</sup>. Evaluation is an activity resulting from a properly defined procedure and is designed to rule on the quality of teachers' work and the educational programs which they pursue.

Research confirms that an effective teacher is the most important element of educating students at school<sup>24</sup>. Therefore, the question of adequate preparation of teachers for work in schools takes on particular importance. To determine which programs produce better and which produce worse teachers, these programs have to be assessed, so that they can be ranked from the most to the least effective.

The evaluation of teacher education programs raises a lot of controversy, debate and questions. It is assumed that it will use the best available methods, and prove to be reliable, credible and fair<sup>25</sup>. The great importance of the evaluation can be deduced from the fact that in many countries there are national guidelines for evaluating teacher education programs. Also agencies responsible for the evaluation of programs have been appointed, such as Council for the Accreditation of Educator Preparation (CAEP) in the USA. Nevertheless, also other serious and recognized organizations join in helping to create evaluation standards, such as The American Psychological Association (APA)<sup>26</sup>. In 2014, APA published a report entitled "Assessing and evaluating teacher preparation programs"<sup>27</sup>. The APA's recommendations included the following postulates:

1. Institutions and programs that prepare teachers should identify and retain staff with sufficient technical skills, time, and resources to conduct data analyses. They should partner with states and districts in this endeavor.
2. Institutions that prepare teachers should train program faculty and supervising teachers in the use of well-validated observation systems and develop a system for

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<sup>23</sup> B. Bartz: Międzynarodowa certyfikacja jakości kształcenia. Wydawnictwo Naukowe NOVUM, Płock, 2000.

<sup>24</sup> S. Glazerman, S. Loeb, D. Goldhaber, D. Staiger, S. Raudenbush, G. Whitehurst: Evaluating teachers: The important role of value-added. Brown Center on Education Policy at Brookings, Washington, 2010; D.N. Harris: How do value-added indicators compare to other measures of teacher effectiveness? Carnegie Foundation, New York, 2012. [http://www.carnegieknowledgegenetwork.org/wp-content/uploads/2012/10/CKN\\_2012-10\\_Harris.pdf](http://www.carnegieknowledgegenetwork.org/wp-content/uploads/2012/10/CKN_2012-10_Harris.pdf); J. Hattie: Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge, New York, 2009; MetProject, Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains. Bill and Melinda Gates Foundation, Seattle, 2012; D. Weisberg, S. Sexton, J. Mulhern, D. Keeling: The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness. The New Teacher Project, Washington, 2009. <http://widgeteffect.org/downloads/TheWidgetEffect.pdf>.

<sup>25</sup> M. Brabeck, F.C. Worrell: Best Practices for Assessing Teacher Education Programs. Education Week, 2014, 34(11), 24–25.

<sup>26</sup> *Ibidem*.

<sup>27</sup> F. Worrell, M. Brabeck, C. Dwyer, K. Geisinger, R. Marx, G. Noell, R. Pianta: Assessing and evaluating teacher preparation programs. American Psychological Association, Washington, 2014. <http://www.apa.org/ed/schools/cpse/>.

regular reliability checks so that the observations continue to be conducted with a high degree of accuracy.

3. Federal agencies, state departments of education, research organizations, and teacher accreditation bodies should identify, develop, and validate such student assessment systems that predict student achievement.
4. Teacher preparation faculties should develop curricula that prepare teacher candidates in the use of data such as student achievement scores, surveys, and observations so candidates can continue to self-assess, and faculty can assess the progress of their students<sup>28</sup>.

It is worth noting that the APA put special emphasis on the creation and implementation of the latest analytical tools, allowing for reliable, trustworthy and honest evaluation of training programs for future teachers. It was stressed that decisions concerning the development of candidate teachers, recommendation to grant teachers licenses or the impact of specific teacher training program on their subsequent achievements must be based on the most reliable data and methods available<sup>29</sup>. The mentioned report indicated how to evaluate teacher education programs based on three sources: student achievements evidenced with objective tests which compare gains in value at the end of a given year, evaluation of teacher performance based on observations, and evaluation of curricula with the use of surveys taken by persons responsible for hiring and supervising students, by teachers themselves, or by students (candidate teachers). As the report shows, contemporary research suggests that the assessment of the increase in value at the end of the year – taking into account the value at the beginning of the year, as well as all the considerations of students (for example, disability) – is much more effective than observation<sup>30</sup>. The reliability of a study by observation can improve, i.e. the study may be more reliable when one takes into account the greater number of observations from different academic years or different schools. On the other hand, observation carried out fairly, reliably and honestly is a direct assessment tool with respect to teacher behavior and interactions that may influence how pupils learn<sup>31</sup>. The authors point to items that should be present in a standardized observation: protocol, practical tips concerning the targeting of observations, and tips on scoring behaviors. Of course, this requires certain behavior patterns to be identified, objectively described, and subsequently evaluated<sup>32</sup>.

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<sup>28</sup> *Ibidem*, p. 4.

<sup>29</sup> *Ibidem*.

<sup>30</sup> D.N. Harris: How do value-added indicators..., *op. cit.*

<sup>31</sup> F. Worrell, M. Brabeck, C. Dwyer, K. Geisinger, R. Marx, G. Noell, R. Pianta: Assessing and evaluating..., *op. cit.*

<sup>32</sup> *Ibidem*.



Another method of assessing the effectiveness of teacher education programs is studying students, teachers or those who employ them using self-assessment surveys. The results obtained that way are stable and internally consistent<sup>33</sup>. The authors of the report emphasize that in the absence of data on student achievements, student surveys can be a significant source of information about the teacher training program because they are highly correlated with it<sup>34</sup>.

When preparing and conducting the evaluation, conditions should be created to collect feedback on the educational process control in terms of both individual and group aspect. One should also identify ways of gathering information about the current state of the process and its improvement directions. The evaluation structure includes<sup>35</sup>:

- evaluation procedures,
- evaluation related activities.

Evaluation procedures involve determining activities related to measuring, analyzing and drawing conclusions based on the results obtained. Evaluation related activities include operations for the process design and implementation, i.e.:

- measuring – what methods and tools (accurate and reliable) should be used to carry out measuring in quantitative and qualitative terms;
- analyzing – statistical analysis of the results and choosing appropriate methods of presenting them;
- drawing conclusions – interpreting the changes in the education process, as well as selecting the content of messages and ways to present recommendations for stakeholders (highlighting strengths and weaknesses, suggesting compensation and corrective measures, ways to communicate complementing messages, and critical messages connected with education results).

An evaluation properly carried out by university teachers is an important factor which can motivate education process actors to achieve good results. Evaluation can fulfill various functions in the learning process: motivating, informative and correc-

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<sup>33</sup> S.L. Benton, W.E. Cashin: Student ratings of teaching: A summary of research and literature. The IDEA Center, Manhattan, 2012; J. Burniske, D. Meibaum: The use of student perceptual data as a measure of teacher effectiveness. Texas Comprehensive Center, Austin, 2012.

<sup>34</sup> D.J. Wilkerson, R.P. Manatt, M.A. Rogers, R. Maughan: Validation of student, principal, and self-ratings in 360° feedback for teacher evaluation. *Journal of Personnel Evaluation in Education*, 2000, 14, 179–192. doi:10.1023/A:1008158904681.

<sup>35</sup> K. Ciekot: Funkcje ewaluacji..., *op. cit.*

tive, formative (shaping), selective, and attesting<sup>36</sup>. The motivating function develops in students activities focused on managing their own work and facilitates increasing the level of self-education and self-realization by accepting the activity objectives. The informative and corrective function involves providing the learner with instructions (through evaluation) on tasks performed, and also highlighting the strengths and weaknesses in terms of the expertise required to perform these tasks. The implementation of this function ensures the identification of difficulties in achieving education objectives and the reduction of negative factors hindering the implementation of tasks. The formative function is to maintain the efforts of learners and raising awareness of the causes of progress in achieving the assumed objectives (compared to previous achievements), and consequently, to orient learners towards their personal development. This function is often referred to as shaping as it guides the work of both teacher and learner. The selective function of evaluation allows to promote learners who achieved education objectives at the standard level. The attesting function involves the final evaluation and is used at the final stage of the education process. It is designed to prevent incompetent graduates from entering professional life. The implementation of this function is a necessity in the education process in which graduates are to achieve specific professional competencies. This is particularly true in the case of medical, teaching, technical or social competences.

A well-planned education process should include four measurement types related to evaluation<sup>37</sup>: preliminary, continuous (ongoing), final and deferred evaluation.

**Preliminary evaluation** should precede education process or be implemented at its initial stage. It acts as a predictive and selective (promoting) function. Its purpose is to identify the knowledge, skills and other entry predispositions of candidates for a specific field of study. A measurement result below the standard should be a barrier to admission because it shows a lack of predispositions for implementing the program. It might be desirable for a university to provide remedial classes which would enable optimum use of intellectual resources of the candidates after addressing their deficiencies. Measuring at an early stage of evaluation provides a reference plane to the progress made by students in achieving assumed program objectives. It allows forecasting the results of students at subsequent education stages or during vocational tasks performed by students. Proper diagnosis of student capabilities allows them select an optimal education path.

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<sup>36</sup> D. Newble, R. Canzon: *Jak uczyć medycyny?* PZWL, Warszawa, 1998, 84–85.

<sup>37</sup> A. Brzezińska: *Miejsce ewaluacji w procesie kształcenia.* [In:] *Ewaluacja a jakość kształcenia w szkole wyższej*, A. Brzezińska, J. Brzeziński, A. Eliasz (ed.). Wydawnictwo WSPS ACADEMICA, Warszawa, 2004, 163–186; K. Ciekot: *Funkcje ewaluacji...*, *op. cit.*

**Ongoing (gradual) evaluation** takes place throughout the education process and is associated with the following evaluation functions: motivating function, informative and corrective function, formative (shaping) function, and diagnostic function. The aim of an ongoing evaluation is to constantly collect information which helps to improve the learning process (it is an integral part of the learning process). Valuing ways of achieving education objectives during the process allows for introducing instant corrections. As a result of teacher-learner feedback, the learner's motivation is strengthened thanks to the information that develops an individual education path. For the teacher, the evaluation measurements are the information on of their program implementation efficiency. For the teacher to be able to perform measuring, first they need to develop ways of evaluating the extent to which individual objectives are being achieved, but also of evaluating the overall performance (milestones after each batch of material taught). When programming the process of ongoing evaluation, it is advisable that breaks among subsequent milestones were properly set: shorter in the initial period of the program implementation (shaping and formative function), and longer at the end of the education process. This allows students to implement self-control and self-assessment of their progress. This type of evaluation allows to monitor teacher-induced changes related to the pace of student learning, the level of understanding the learning content, the difficulties encountered by students, well-being and safety of students, and the atmosphere in the group.

**Final evaluation**, or summative assessment, wraps up the overall education results. It fulfills a promoting (selective) function, and sometimes an attesting function (because of the social consequences of the gap between the competences and qualifications obtained by the student), and also a motivating function, as well as an informative and formative (shaping) function because the completion of a specific stage in the education process is often the starting point for the next stage. The final evaluation is to raise the student's awareness of their strengths and weaknesses after the completed education process and to motivate them to continue working on themselves in career development (based on the information concerning the dynamics of achievements, as well as on the changes made in their own capabilities and competencies).

Therefore, the final evaluation includes: measuring the learning results, evaluating of the program implementers, and evaluating the program itself (faculty assessment).

**Deferred final evaluation** is connected with the systematic gathering of data on the students' course of study and monitoring their career. It includes education result assessment, and gathering feedback from graduates and employers on the suitability of acquired competences and qualification in professional setting.

Evaluation is an integral part of the university and education process functioning. It significantly influences the results of the process (effect of learning). This forces the

universities to take certain actions related to designing and then properly implementing this process. The basis is to focus on the consequences of the declared and implemented philosophy of education, and on the reflection on them. The philosophy defines target values and educational goals, and the framework for the planned evaluation: organization, choice of methods and tools, ways of analyzing the results and communicating the results<sup>38</sup>.

In the planned evaluation system, the axiological aspect should prevail over the instrumental one. The criterion for the proper implementation of the evaluation is the degree to which its specific functions are implemented, such as assisting students in achieving their goals, stimulating their efforts, helping them identify the strengths and weaknesses, and obtain an adequate self-esteem. The evaluation should include different methods for examining the degree of implementation of the assumed objectives. The following should be subject to a quantitative measurement: changes happening under the influence operationalized educational goals, designated standards for the performance of tasks related to the acquired skills and knowledge. The qualitative measurement refers to shaping attitudes which are difficult to assign clear performance criteria to. The evaluation should focus on the change caused by the implementation of the assumed education objectives and cover knowledge gain as well as developing skills, and specific features (including attitudes) of a student; it cannot be an assessment of a student as a person<sup>39</sup>. As a result, one should assume that evaluation needs to cover various ways of presenting results: a quantitative and descriptive one. The quantitative result of measuring the extent of achieving education objectives can be put in an operating form; it features clearly defined criteria, and is subject to standards for the performance of tasks that can be measured and expressed in numbers (points, degrees). The descriptive result of the evaluation measurement means valuating in qualitative terms of implementing other objectives (psychological, moral, ethical, aesthetic terms), and can be presented in the form of a description, commentary, gestures, or facial expression.

Evaluation methods include the subject of education, educational program implementers, as well as the programs themselves. They can be listed in the order of their significance<sup>40</sup>:

1. Direct observation – enables the collection of hypotheses to be verified using more objective methods.

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<sup>38</sup> K. Ciekot: *Funkcje ewaluacji...*, *op. cit.*

<sup>39</sup> *Ibidem*, p. 76.

<sup>40</sup> *Ibidem*, pp. 70–71.

2. Document analysis (written material objects, school registers, meeting minutes, and other documents records documenting learning activities).
3. Survey methods (questionnaire and interview) – allow for studying the opinions of the educational process participants.
4. Didactic measurement – informs about the achievements of the learner and is performed using standardized didactic tests.

The listed evaluation methods can be supplemented by the methods to evaluate teacher performance, which, after some amendments, can be used to evaluate student performance. These are:

1. Contribution analysis (research papers, research reports, unpublished presentations, master theses, doctoral dissertations, posters).
2. Evaluation questionnaires – prepared by experts for final evaluation.
3. Conversation – allows to verify the material collected during observations or data from questionnaires, and to clarify doubts and concerns.

The type of educational goals (implemented as part of the program) is the primary criterion for choosing appropriate methods and tools for didactic measurement needed to accurately assess the changes in learners. The aim should be to ensure that measurement results are objective and fair. Therefore, when selecting evaluation methods and tools one should take into account their basic properties, i.e. accuracy, reliability, objectivity and practicality. Methods and evaluation tools should also match the conditions in which the learning process takes place: form of classes, task type, the specific nature of the group; they should also take into account the context of the future work of graduates.

As mentioned in the introduction, an important and integral part of the curriculum of the pedagogical studies is an appropriate teacher practicum programming and such a way of implementing education content and evaluation process that will provide students with good vocational education quality and high level of the acquired competences and qualifications.

The teacher practicum allows students to acquire knowledge and skills necessary to become a teacher. For example, in the U.S., there are national standards of skills and knowledge for the teacher education curriculum for physical education teachers<sup>41</sup>. The following six standards have been defined:

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<sup>41</sup> National Association for Sport and Physical Education: National standards for initial physical education teacher education, 2008. <http://www.shapeamerica.org/accreditation/upload/2008-National-Initial-Physical-Education-Teacher-Education-Standards-Edited-1-5-12.pdf>.

1. Scientific and technical knowledge (e.g. in terms of biomechanics, physiology, motor learning, motor development theory, and implementing knowledge in practice).
2. Fitness competences and motor skills (so that a teacher could demonstrate certain motor skills).
3. Planning and implementation skills (relating to planning, setting goals and executing them, selecting methods and tools, etc.).
4. Management and teaching skills (verbal and nonverbal skills of selecting teaching methods, instructing skills, providing feedback, as well as managing groups, classes, schools, study subjects, equipment, etc.).
5. Ability to influence the students' learning (by means of appropriate assessment, implementation of changes, etc.).
6. Professionalism (as a coherent vision of what a teacher preaches and how they live, etc.).

Each competence described in the above standards is developed during a properly conducted teacher practicum. Hence the emphasis on increasing the number of hours spent by candidates on practicing.

The University School of Physical Education in Wrocław developed a project called "New Quality of Teacher Practicums 2", which since the academic year of 2012/2013 has greatly changed the rules of implementing teacher practicums in primary and upper secondary schools. The project puts special emphasis on the individual development of each student to prepare them as well as possible for the future physical education teacher profession.

When developing the procedure for evaluating the quality of the student vocational education in teacher practicums in upper secondary schools, it was assumed that the practicum plays an important role in the curriculum of the second degree studies, and that the ongoing (gradual) evaluation is consistent with the university education quality assurance system. Since the evaluation takes place throughout the education process (as its essential link), it has been subjected to the motivating function, information and corrective function, and formative and diagnostic functions. In essence, the evaluation measuring will rely on valuating the way of implementing teacher practicum goals and tasks in the course of the preparation for the teacher's profession.

Evaluation of training programs for physical education teacher candidates raises a lot of controversy. It should be emphasized that most of the programs are composed of very similar elements<sup>42</sup>. They include<sup>43</sup>:

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<sup>42</sup> G. Hill, K.L. Brodin: Physical Education Teachers' Perceptions of the Adequacy of University Coursework in Preparation for Teaching. *Physical Educator*, 2004, 61(2), 75–87.

<sup>43</sup> M. O'Sullivan: Physical education teacher education in the United States. *The Journal of Physical Education, Recreation & Dance*, 1990, 61(2), 41–45.

1. compulsory general classes and lectures;
2. specialization (major) in physical education, including the skills and knowledge in sports (physical activity), sociological and philosophical foundations of physical education, and physical activity and health concepts;
3. pedagogy course, covering the knowledge in teaching, management, disciplining and assessing;
4. a course of activities for collecting early experiences at work with children and youth;
5. teacher practicum in a school under the supervision of a school teacher acting as a mentor.

Capabilities of physical education teacher training institutions (such as access to equipment, community cooperation, available academic staff, etc.) allow to differentiate the programs based on the proportions of individual elements. In addition, physical education teacher training programs change significantly, as a result of changes in the general trends on the education market. For example, according to Lawson's study<sup>44</sup>, which included 240 universities, since 1960 there was a 50% decrease in the number of classes dedicated to motor skills and teaching methods, while at the same time, a 500% increase in the number of classes dedicated to scientific aspects was observed.

Despite such changes, one element remained unchanged – teacher practicums in schools. This is the result of a common belief that a teacher practicum in a school is the most important and effective element of teacher training<sup>45</sup>. This is why physical education teacher training programs emphasize increasing the number of hours spent on practicums<sup>46</sup>. The existing recommendations for implementing teacher practicum include<sup>47</sup>: planning an interaction between a school teacher and a student, enabling teacher candidates to complete multiple practicums at different levels of education, each time with increasing number of students in groups. Special emphasis is put on planning interactions of teacher candidates with school teachers acting as practicum mentors. As Knowles and Cole<sup>48</sup> show, it is precisely this relationship that determines the subsequent success of the teacher practicum.

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<sup>44</sup> H. Lawson: Beyond positivism: research, practice, and undergraduate professional education. *Quest*, 1990, 42, 161–183.

<sup>45</sup> E. Guyton, D. McIntyre: Student teaching and school experiences. [In:] *Handbook of Research on Teacher Education*, W. Houston (ed.). Macmillan, New York, 1990, 514–534.

<sup>46</sup> M. O'Sullivan: Physical education teacher..., *op. cit.*

<sup>47</sup> G. Rikard, S. Knight: Obstacles to professional development: interns' desire to fit in, get along, and be real teachers. *Journal of Teaching in Physical Education*, 1997, 16, 440–453.

<sup>48</sup> J. Knowles, A. Cole: Developing practice through field experiences. [In:] *The Teacher Educator's Handbook*, F. Murray (ed.). Jossey-Bass, San Francisco, 1996, 648–688.

Hill and Brodin<sup>49</sup> emphasize in the conclusions of their research work that it is very important to select an experienced school teacher who developed their own curriculum at school to act as a mentor. Guyton and McIntyre<sup>50</sup> agree with this postulate. They also raised the issue of adequately extensive experience of a school teacher as a condition for a teacher candidate to draw skills and knowledge from them.

In the case of professions based on building relationships with pupils, supervision may turn out particularly practical and useful for training highly qualified and competent staff. It is the ultimate tool for increasing the work quality of the organization staff<sup>51</sup>. It allows to introduce a recovery plan because it is a tool for assessing and analyzing the didactic process. It allows to develop skills and competencies useful in professional work. Supervision is also a mutual exchange of experiences, reflections, common searching for the source of problems, and looking for new solutions. During the supervision, a student has the opportunity to share with experts their ideas, difficulties and doubts in practicum implementation to get better prepared for their work. The education system undergoes constant changes which may raise fear and resistance, but also be challenging to teachers. The supervision method in the proposed practicum model is to help physical education teachers and students who aspire to the profession to better cope with difficulties that accompany changes in education. The supervisor helps a student to look critically at their own work, deepen their knowledge of themselves, perfect their own professional competences, and deliver better results. The supervisor stimulates a student to learn about their strengths and weaknesses, and to know how their cognitive profile affects the processes of teaching and learning. Benefits that are expected as a result of carrying out supervision include a better understanding of oneself, a better understanding of the needs of children and youth, and an insight in one's own contribution to educational relationships, one's own limitations and the specificity of one's own functioning in professional relationships, as well as enhancing education skills and tools, and the skills of improving the understanding of educational situations. The supervision teaches how to prevent burnout and how to seek support when experiencing job-related difficulties. It can be used as a tool for evaluating an educational process.

When selecting methods and tools of the evaluation procedure in the "New Quality of Teacher Practicums 2" project, the authors concentrated firstly on the evaluation of an education subjects – students – and secondly on how to make the selected methods

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<sup>49</sup> G. Hill, K.L. Brodin: *Physical Education...*, *op. cit.*

<sup>50</sup> E. Guyton, D. McIntyre: *Student teaching...*, *op. cit.*

<sup>51</sup> M. Ferreira, M. Grewiński, J. Reis-Jorge: *Superwizja jako instrument rozwoju zawodowego w służbach społecznych*. Mazowieckie Centrum Polityki Społecznej, Wyższa Szkoła Pedagogiczna im. Janusza Korczaka w Warszawie, Warszawa, 2014.



and tools work for determining the type of change taking place in students. The aim of the evaluation was to recognize the opinion of all the stakeholders (students, mentors, and supervisors) on the practicum program, way of documenting the effects of practicum task implementation, and the design of the tool used to monitor quantitative and qualitative changes in students' competencies. When designing the evaluation procedure, one should adopt a multilateral approach to evaluation. In order to do so, answers to the following basic questions should be found<sup>52</sup>:

*1. Who will carry out the evaluation, and how will it function in the educational process?*

Students, physical education teachers (mentors) and academic teachers (supervisors) will carry out the evaluation.

*2. Who will be subject to evaluation?*

The evaluation will address measuring the quality of student work as part of practicum task implementation.

*3. What should be evaluated?*

The education result (understood as the dynamics of the changes in knowledge, skills, student attitudes), teacher practicum program, the functioning of the implemented program components (educational diagnosis, environmental diagnosis, research work, class observation, conducting classes and after-school activities, organizational solutions, the way of documenting the effects of the students' and teachers' work).

*4. How often should the evaluation be performed and what time should be allocated for it?*

According to current standards of teacher training, twice during first degree studies and twice during the second degree studies (during assistant practicum in a kindergarten and a primary school, during a pedagogical and methodological practicum in a primary school, lower secondary school and upper secondary school); the practicum will last for 3 and 4 weeks accordingly.

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<sup>52</sup> K. Ciekot: *Funkcje ewaluacji...*, *op. cit.*, p. 61.

5. *How should the teachers performing evaluation collaborate?*

Two meetings of all stakeholders to facilitate mutual exchange of views on the implementation of the selected program components are planned during the practicum. Qualitative and quantitative evaluation will be based on common quantitative and qualitative arrangements leading to the consistency of the program content and to coherent content requirements for students.

6. *How to use the results of the evaluation of teachers' work?*

The results of the pedagogical practicum evaluation were instantly used by students for self-education process and for choosing their own, individual career paths within the curriculum. They were used – and they still are used – by an academic staff on an ongoing basis to modify the practicum program and the tools for monitoring the teacher training quality on vocational practicums.

Drawing conclusions from the evaluation results obtained is a good way to induce reflection on the curriculum, ways of implementing it, education subjects (students), and the quality of didactic work of a teacher<sup>53</sup>.

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<sup>53</sup> *Ibidem*, pp. 73–74.

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## **2. The “New Quality of Teacher Practicums 2” project at the University School of Physical Education in Wrocław**

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The “New Quality of Teacher Practicums 2” is a project implemented in the period from October 10, 2012 to October 30, 2015 at the University School of Physical Education in Wrocław. The authors managed to gain a grant and it was co-financed by the European Union funds under the European Social Fund, as part of the Human Capital Operational Program (HCOP). The aim of HCOP was to “allow the full deployment of human resources [...], raising the level of education of the society [...]”<sup>54</sup>. This in turn was to stimulate the acceleration of a socio-economic development of Poland, employment growth and reinforcement of social, economic and territorial cohesion with the European Union countries.

The aim of the project was, as mentioned earlier, to achieve continuity in the area of practical education of students after modifying the implementation of teacher practicums at undergraduate studies as part of the NQTP project. The NQTP project was about innovative, quality changes in organization and execution of teacher practicums in primary and lower secondary schools, whereas the described NQTP2 project was guided by the same goals with reference to upper secondary schools.

The main beneficiaries of the project were second year students of the master studies at the Physical Education faculty<sup>55</sup> who – as per the curriculum – need to complete teacher practicums in upper secondary schools to get entitlement to work as a physical education teacher at all education levels. Students of undergraduate studies have only the entitlement to work at primary and lower secondary schools<sup>56</sup>. The second group that drew most

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<sup>54</sup> Human Capital Operational Program. <http://www.kapitalludzki.gov.pl/o-programie/>.

<sup>55</sup> In the last year of the project, students of year 1 of the second degree studies were also included in the practicums; the reasons are explained in the introduction to the book.

<sup>56</sup> At the time of writing this book, new standards of training teachers apply (those of 2012), which have changed the previous practicum organization. This has affected the qualifications of students, depriving them of their right to work in lower secondary schools after bachelor studies.

profit from taking part in the project were physical education teachers (appointed or certified) who decided to act as student tutors during practicums. Thanks to the participation of teachers, their school benefited as it received selected sports equipment.

The question thus arises what the novelty of the project was. The novelty consisted in the fact that the project involved comprehensive preparation of all the practicum stakeholders and developing the specific program assumptions.

The students joining the project took part in a 3-week teacher practicum in an upper secondary school where they had to carry out 70 hours of classes. This was the only aspect shared with the former practicums. The fundamental change introduced in the NQTP2 project was mentoring and supervision. Each student was provided with a two way care. On a daily basis, they were accompanied by a school teacher, and in addition they were visited twice by an academic teacher (a supervisor). As a result, students had the opportunity to immediately receive feedback on their independent activities preparing them to become a physical education teacher. The idea behind the introduction of supervision was to replace controlling students by supporting them to make them feel safe and comfortable. The model assumed that every student had the right to make mistakes (and it is written in “The rules of organization and execution of teacher practicum”), but, as a result of meetings and discussions addressing problems they encountered, the student was to reflect on their work to show next time that they properly analyzed their behavior, which would bring positive effects in their further teaching and didactic work.

### **2.1. Practicum management at the University School of Physical Education in Wrocław until 2012**

To discuss the rules of teacher practicums at the University School of Physical Education in Wrocław, it should be mentioned that in years 2011–2013 there was a dual system for full-time students in force at the University. At the first degree studies, the “New Quality of Teacher Practicums” project had already been successfully implemented and covered teacher practicums in primary and lower secondary schools. At the same time, at the second degree studies, the old, inefficient formula was still in force.

The character of changes that had taken place over many years at the University School of Physical Education in Wrocław in terms of practicum organization was described in much detail in books on the implementation of the abovementioned NQTP project<sup>57</sup>. From the rector’s directives presented there one can only learn about the salary

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<sup>57</sup> W. Starościak, S. Czyż, H. Guła-Kubiszewska: *Nowa jakość..., op. cit.*; H. Guła-Kubiszewska, W. Starościak, S. Czyż, M. Kübler: *Nowa jakość..., op. cit.*

for tutoring students during practicum, and group sizes. These documents did not show who was responsible for student supervision, the area in which schools could be selected from, the names of teachers who engaged in practicums, etc. Even more so there were no references to the program assumptions. By 2008, these issues had been decided by the Head of the Practicum Department. Only in 2009, the “Rules of organization and execution of teacher practicum” were adopted for the first time.

**Table 2.1. Main teacher practicum assumptions in subsequent years (by 2012)**

Year	An individual responsible for supervision	Number of school visits	Students supervised	Practicum place	Practicum duration
By 2004	academic teachers from the University	at least 3	10	Wrocław and the vicinity	3 weeks
2006 <sup>58</sup>	academic teachers from the University	0 (documentation check only)	20	Poland	3 weeks
2009 <sup>59</sup>	academic teachers from the University	0 (documentation check only)	at least 20	Poland	3 weeks
2009 <sup>60</sup>	academic teachers from the University	0 (documentation check only)	15–25 26–35 > 35	Poland	3 weeks
2011 <sup>61</sup>	head of the Teaching Practicum Laboratory	0 (documentation check only)	entire year	Poland	3 weeks

By tracking individual directives, one can find out that the form of the practicum completed as part of the NQTP2 project returned to the one that was in effect earlier at the University School of Physical Education in Wrocław, in which all the students were supervised by academic teachers (Table 2.1). However, despite the similar organizational form, the practicum in 2004 differed in fundamentals. At that time, neither school teachers nor tutors acting on behalf of the University were properly prepared to supervise students; moreover, they did not participate in any training. Also, schools where students were sent to undergo practicums were picked at random. Maybe they were not so scattered in Poland as in later years, but at least not limited to one city only.

<sup>58</sup> Directive No. 35/2006 of the Rector of the University School of Physical Education in Wrocław of November 13, 2006.

<sup>59</sup> Directive No. 44/2009 of the Rector of the University School of Physical Education in Wrocław of November 25, 2009.

<sup>60</sup> Directive No. 49/2009 of the Rector of the University School of Physical Education in Wrocław of December 4, 2009.

<sup>61</sup> Directive No. 25/2011 of the Rector of the University School of Physical Education in Wrocław of June 27, 2011.

A summary table quite clearly shows that subsequent changes gradually introduced more and more restrictions in the supervision of the quality of practicums. It is hard to believe that checking only documentation (a practicum journal) could fulfill the relevant functions in supporting students in their first independent teaching activities.

The effects of this situation were very quickly reflected in the results of the surveys conducted by the staff of the University School of Physical Education in Wrocław, and also – and perhaps above all – in the opinions of students. Numerous negative opinions caused that when such a possibility appeared in a form of EU funding, projects were developed to address the issue of new quality of practical student training. The changes were initiated in 2011 by the NQTP project in primary and lower secondary schools. Next they were continued in 2013 in the NQTP2 project in upper secondary schools.

Inadequate professional preparation of soon-to-be physical education teachers concerned not only the University School of Physical Education in Wrocław. The conclusions of two inspections carried out by the Supreme Audit Office were identical. Both in 2010<sup>62</sup> and three years later<sup>63</sup> improprieties were revealed related to the quality of teacher practicums, such as a failure to define practicum rules, failure to specify requirements for competences and qualifications of a teacher being a practicum tutor in a school, obliging students to choose their place of executing practicum, improper supervision over the course of practicums in schools, etc. The changes suggested based on the audit results mainly concerned the increase of hours of vocational practicums and program amendments (according to the opinions of school teachers and – what is more important – students themselves).

The described practicum formula caused students to “disappear”, and it is students who should be in the spotlight of all the activities. When selecting a school (often the place of origin was the only criterion), students were sent to random schools and physical education teachers, and they could not get what the essence of practicum was, i.e. a sound support (called mentoring in the project). Very often this was the result of the fact that teachers who had graduated from their universities years before could not help students execute the practicum program tasks. An economic factor also remained not without significance, i.e. a school teacher’s remuneration for tutoring students. Students could not count on academic teachers to give them support because it was not included in a practicum organizational chart. The academic teacher received a practicum journal (only after the practicum) and the main criterion in awarding marks to the student was

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<sup>62</sup> Informacja o wynikach kontroli. Wychowanie fizyczne i sport w szkołach publicznych, KNO-410-01-00/2009. Supreme Audit Office, Department of Science, Education and National Heritage, Warsaw, 2010.

<sup>63</sup> Informacja o wynikach kontroli. Wychowanie fizyczne i sport w szkołach publicznych i niepublicznych, KNO-4101-06-00/2012. Supreme Audit Office, Department of Science, Education and National Heritage, Warsaw, 2013.

whether the practicum journal was filled out correctly or not. There was no room for analyzing if the student had learned anything during the practicum, if they had been able to use the university knowledge and skills in practice, if they had developed any new competences, or if they had made any progress in preparation for physical education teaching profession during the practicum. This paradigm completely ignored student's efforts, which was their involvement in educational activities they had taken for 3 weeks at school.

The result of such an approach to training future teachers is that very often the effects do not coincide with the intended objectives included in curricula<sup>64</sup>.

## 2.2. Practicum management at the University School of Physical Education in Wrocław since 2013

As already written, the idea of the NQTP2 project was in a large part based on the assumptions of the NQTP project, therefore the practicum formula was similar. The changes introduced at an upper secondary school level were the continuation of innovations implemented earlier at the University School of Physical Education in Wrocław for the practicum organization in primary and lower secondary schools.

When creating a “new” practicum model, the authors based their ideas on long-term observations of the way of implementation and the efficiency of practicums, on their knowledge and experience, and on the requirements posed today by the labor market or the Polish school.

Before discussing the assumptions of the changes made, it is worth stressing that in the very heart of the changes were students who were supposed to receive the best possible preparation for working as a physical education teacher. All the project activities resulted from this tenet. The flagship pillars of the project can be illustrated as shown in Figure 2.1.

It is apparent that apart from students, school and academic teachers were the main actors involved in the new quality of practicums. To clarify the description, the cooperation of these three people represented the highest value. This cooperation should facilitate constant information exchange among them, forming a perfect ground for students to gain the most desirable competences.

What clearly distinguished practicums in the NQTP2 project from those earlier ones was the appearance of two actions that were crucial to the notion of student support: *mentoring* and *supervision*. School teachers (mentors) were responsible for the men-

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<sup>64</sup> W. Komar: *Współczesność i nauczyciel – perspektywy edukacji bez dogmatów*. Wydawnictwo Akademickie „Żak”, Warszawa, 2000, 149–174.

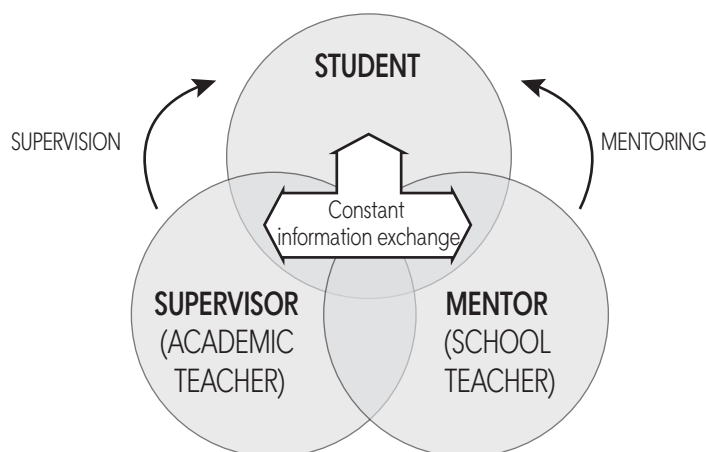


Figure 2.1. Entities involved in the project and their tasks

toring, academic teachers (supervisors) were responsible for the supervision. Practicum tutors in schools were supposed to have the most extensive contacts with students, and thus exert the greatest impact on them. Their presence was to refer to the unprecedented role of a Mentor in upbringing and teaching in Greek mythology. Student and teacher meetings in schools were to remind disciple and master meetings. Mentoring assumed a partnership oriented to discovering and developing the student's potential. The teacher was to inspire and stimulate the student so that the student could know themselves better under the leadership of the teacher, develop self-consciousness, and consequently, choose their own path to professional self-realization<sup>65</sup>. The student was to acquire the ability to transfer theoretical knowledge into practice.

After placing the responsibility on teachers of being guides for the students in the world of values related to the subject taught, it seems natural that all the teachers should be adequately prepared for such a situation. One of the conditions of joining the project was that a teacher had a career degree attesting many years of experience. Only appointed or certified teachers were admitted. As the second requirement, teachers had to undergo trainings before each practicum edition. These activities were supposed to prepare teachers in such a way that they were compatible with the practicum program tasks for students. The content scope and duration of the training is discussed in detail in section 3.5.

<sup>65</sup> M. Lewandowski, U. Supińska, H. Guła-Kubiszewska, W. Starościak: *Dziennik praktyki pedagogicznej. Szkoła ponadgimnazjalna, rok szkolny 2014/2015. Ed. 3. Wrocławskie Towarzystwo Naukowe, Wrocław, 2014.*



Speaking of school teachers, it is worth mentioning how they benefited from the project – apart from the unquestionable satisfaction from the participation in a new, innovative action. The benefits can be seen on a micro and macro scale. Certainly, one of the values very important for teachers was the economic factor, or the remuneration for taking care of students – it was many times higher than the one paid by the University outside the project. The second benefit, which had much greater range, translates into the school where the teacher worked. The participating schools received sports equipment, which was chosen after analyzing the assumptions for the “today’s” physical education and the core curriculum<sup>66</sup>. The idea was not to duplicate the equipment which is ubiquitous in most schools (such as football, volleyball or basketball balls or cones). Schools received innovative equipment that allows for the implementation of modern forms of physical activity:

- Nordic walking poles,
- heart rate monitors,
- pedometers,
- fitness mats,
- fitness steps,
- fitness weights,
- fitballs.

Being aware of the existing procedure, which let students choose any school in Poland to complete a practicum, and thereby accepting the lack of supervision over these schools (and teachers), the project initiators decided to limit the choice only to the area of Wrocław. On one hand, this allowed to maintain the supervision of these schools (for example in terms of the facilities available), and on the other, this helped standardize the level of education of students (through a teacher training program for these schools).

Another novelty distinguishing the practicum from the previous ones is a form of supporting students in their development, namely, supervision<sup>67</sup>. Academic teachers were responsible for this important tool to increase practicum efficiency. The visits they paid at schools and contacts with students they maintained were to strengthen the development of the students, who were accompanied by their mentors on a daily basis.

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<sup>66</sup> The Ordinance of the Minister of National Education of May 30, 2014 amending the regulation on the core curriculum for preschool and general education in particular types of schools (Journal of Laws 2014, item 803); The Ordinance of the Minister of National Education of August 9, 2011 on the acceptable forms of implementation of the compulsory physical education classes (Journal of Laws 2011 No. 175, item 1042).

<sup>67</sup> M. Ferreira, M. Grewiński, J. Reis-Jorge: *Superwizja...*, *op. cit.*; Z. Nęcki: *Komunikacja międzyludzka*. Wydawnictwo Antykwia, Kraków, 2000.

Supervision means overseeing, which would suggest unilateral actions, however, in essence these meetings were about mutual learning (by the supervisor and the student), and were aimed at raising students' awareness of their own knowledge and skills, and creative use of their own potential to work out their own strategies for education and training. As a result of the meetings, students were to be led to a reflective attitude to their own personality strengths and weaknesses so that at the end of the practicum they could have adequate self-esteem<sup>68</sup>.

Academic teachers acting as tutors did not participate in any special training because they took it as part of the NQTP project (these were the same people). Nevertheless, before each practicum a meeting was organized where practicum assumptions and the changes made in the course of practicum were discussed.

The responsibilities of a mentor (a practicum tutor on behalf of the school) and a supervisor (a practicum tutor on behalf of the University) were defined in detail in the regulations described in the next chapter.

Below you can find the rules of working for school and academic teachers. Please note, however, that the highest value in the new model was the way those people dealt with students and with each other. In the NQTP project, this configuration is called triad<sup>69</sup>. The idea was to jointly analyze student activities and support them both in success and in emerging difficulties or problems<sup>70</sup> for three weeks, and at the end of practicum to evaluate together all the activities undertaken by students, and in particular those related to their individual development. An important tool used for assessment (and self-assessment) of the student's work were teacher practicum monitoring sheets for upper secondary schools (see Appendix 4)<sup>71</sup>. Such a sheet, used by all three practicum stakeholders (student, school teacher, and academic teacher) served them to enter their notes about practicum task implementation and evaluate the degree of their implementation. As the final task, a student received the overall final assessment grade (worked out jointly).

Concluding discussions about differences in the new practicum model, one should also mention that, as part of the project, a very detailed documentation organizing the work of all the involved parties was elaborated to prevent pointless and chaotic activities. This concerned work regulations, programs, and also the tools to evaluate the practicum process.

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<sup>68</sup> H. Guła-Kubiszewska, M. Lewandowski: *Jak rozwijać samowiedzę uczestników kultury fizycznej*. Wydawnictwo AWF, Wrocław, 2007.

<sup>69</sup> H. Guła-Kubiszewska, W. Starościk, S. Czyż, M. Kübler: *Nowa jakość...*, *op. cit.*, p. 34.

<sup>70</sup> Z. Nęcki: *Komunikacja...*, *op. cit.*

<sup>71</sup> The attached teacher practicum monitoring sheet was in force in the academic year of 2014/2015.

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## 3. Programs and regulations developed for practicums in upper secondary schools

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Introducing comprehensive, systemic changes in the way the new practicums were carried out in upper secondary schools would not have succeeded without clearly defined rules for each of the groups participating in the NQTP2 project. All the information about the objectives, tasks, rights and obligations were included in the regulations, which can be found below<sup>72</sup>. The regulations were also included in practicum journals<sup>73</sup> and on the project website<sup>74</sup>.

### 3.1. Rules of recruitment and work of a school teacher acting as a practicum tutor

The rules apply to the school teachers who are tutors for the students taking part in teacher practicums held as part of the "New Quality of Teacher Practicums 2" project<sup>75</sup>.

#### Chapter 1 GENERAL PROVISIONS

##### § 1

1. The teacher practicum is an integral part of the student training process at full-time and extramural studies and it requires a compulsory credit.
2. The teacher practicum requirement results from the following:

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<sup>72</sup> The regulations introduced here were approved by the Physical Education Department's Deputy Dean of Teacher Practicums for Students.

<sup>73</sup> M. Lewandowski, U. Supińska, H. Guła-Kubiszewska, W. Starościak: *Dziennik praktyki...*, *op. cit.*

<sup>74</sup> "New Quality of Teacher Practicums 2". [www.praktyki2.awf.wroc.pl](http://www.praktyki2.awf.wroc.pl).

<sup>75</sup> The rules in effect from September 1, 2014 take into account the changes introduced in the project, i.e. including an additional student year.

- Art. 66 of the Higher Education Act of 26 March 2012 (Journal of Laws No. 0/2012, item 572), § 13 of the Ordinance of the Minister of Science and Higher Education of July 12, 2007 on standards of education for different specializations and education levels, as well as modes of creating and conditions that have to be met by the university to lead interdisciplinary programs and multi-majors (Journal of Laws No. 164/2007, item 1166, annex 113).
  - The Ordinance of the Minister of Science and Higher Education of September 7, 2004 on the standards of training teachers (Journal of Laws No. 207, item 2110).
  - The Statutes of the University School of Physical Education in Wrocław, § 55, sec. 2 with regards to §16 sec. 5 of the University School of Physical Education in Wrocław Regulations.
  - Art. 1 of the Act of November 21, 2008, amending the Act on The Teachers' Charter.
3. Terms used in the regulations:
- Rules – the rules of recruitment and work of a school teacher acting as a practicum tutor created under the project.
  - Project – project number UDA-POKL03.03.02-00-044/12-00, "New Quality of Teacher Practicums 2".
  - University – the University School of Physical Education in Wrocław, the project leader.
  - Partner – Wrocław Municipal Office, the authorized authority: The Wrocław Teacher Training Center (WTTC).
  - ST – school teacher, a teacher practicum tutor in an upper secondary school.
  - AT – academic teacher, a teacher practicum tutor on behalf of the University.

## § 2

1. The rules pertain to school teachers undertaking the role of a teacher practicum tutor executed as part of the "New Quality of Teacher Practicums 2" project in upper secondary schools by students taking semester 4 of full-time studies at the University in the academic year of 2014/2015.
2. The dean of the Physical Education Department of the University is responsible for the execution of teacher practicums at the University at the Physical Education Department and Physical Education Specialization.
3. The units responsible for the organization and implementation of teacher practicums implemented under the project are the Unit of the Methodology of Physical Education and Teaching Practicum Laboratory at the project leader side, and WTTC at the project partner side.

## Chapter 2

### SCHOOL TEACHER RECRUITMENT CRITERIA

#### § 3

1. School teachers are selected from the group of appointed and certified teachers employed in upper secondary schools in Wrocław, according to the following ST recruitment criteria (Table 1).

**Table 1. Criteria for selecting physical education teachers to hold the position of the supervised teacher practicum tutor in upper secondary schools for the physical education course**

CRITERION	POINTS
Academic title	MSc – 1; PhD – 2
Professional degree	appointed teacher – 2; certified teacher – 3; professor of education – 4
Years worked at school as a teacher of physical education	up to 5 years – 1; up to 10 years – 2; up to 15 years – 3; up to 20 years – 4; up to 25 years – 5; over 25 years – 6
Entitlement to conduct physical education classes	5
Managing position (or a self-study team leader in a teacher team)	3
Methodological publications	3 (regardless of the number of papers)
Instructor or coach entitlement	1 for each
Cooperation with a university as part of the "Exercise School" (Szkola ćwiczeń)*	10
Educational supervision over teacher practicum implementation by students*	for the last 5 years has been a tutor: 1 time – 1; 2 times – 2; etc.; not more than 15
*Applies to physical education	

2. The first recruitment will take place during the first year of the project implementation.
3. As a result, it is predicted that at least 120 STs from upper secondary schools would be employed, and a backup list of STs would be created.
4. When entering the recruitment process, ST files a project entry declaration in accordance with PEFS.

5. If necessary, an additional recruitment can be carried out – to be decided by the project manager.
6. If an ST selected in the primary or additional requirement decides not to participate in the project or does not meet the work criteria listed in § 4 point 3, they will be substituted by an ST from the backup list.
7. If an ST does not follow the work rules listed in § 4 point 3, they may be excluded from participation in the project by the project manager's decision. They will be substituted by an ST from the backup list.

### Chapter 3

#### RULES OF WORK AND REMUNERATION OF SCHOOL TEACHERS

##### § 4

1. School teachers are selected from the group of appointed and certified teachers in accordance with the ST recruitment criteria defined in § 3.
2. ST conducting the practicum supervises and tutors the group:
  - a) 1–2 students in physical education course in an upper secondary school;
  - b) when assigning students to particular STs, students' preferences can be taken into consideration.
3. ST's duties:
  - a) Supervises and tutors the student who takes part in the teacher practicum in the school.
  - b) Allows the student to execute the practicum program tasks in an appropriate order, as well as monitors the quality.
  - c) Stimulates the student to verify the knowledge and skills they have in creative lesson planning.
  - d) Together with the student, determines the framework plan of work and accepts its record in the teacher practicum journal no later than on the third day of the practicum.
  - e) Discusses the quality of particular tasks of the practicum with the student and the AT.
  - f) After each day of classes, notes the remarks in a monitoring sheet of the practicum program.
  - g) Is obliged to immediately inform AT in the case of a negligent fulfillment of teacher practicum tasks (being late, failing to meet the daily or weekly minimum time limits for being at school, deficiencies in the required practicum documentation, etc.).
  - h) Decides on a final grade together with the AT.

§ 5

1. For tutoring the student, the ST receives the hourly gross pay determined in the detailed project budget.

**FINAL PROVISIONS**

§ 6

1. These rules come into force on the day of signing, with effect from 1 September 2014.
2. The rules apply in their full extent to the STs who are practicum tutors in upper secondary schools in years 2013–2015.
3. Any matters not covered by these rules and any disputes arisen will be resolved by the University Rector in agreement with the project manager.
4. The rules may be changed in any scope. The grounds for such changes can include: changes in the project, substantial changes made at the request of school and academic teachers, or students. The changes have to be accepted by people responsible for substantial practicum supervision. Any possible changes in the rules will be announced before the start of the practicum and made known to STs before the practicum entry declaration is signed.

**3.2. Rules of recruitment and work of an academic teacher acting as a practicum supervisor**

The rules apply to the academic teachers who are tutors for the students taking part in teacher practicums held as part of the "New Quality of Teacher Practicums 2" project<sup>76</sup>.

**Chapter 1**

**GENERAL PROVISIONS**

§ 1

1. The teacher practicum is an integral part of the student training process at full-time and extramural studies and it requires a compulsory credit.
2. The teacher practicum requirement results from the following:
  - Art. 66 of the Higher Education Act of 23 May 2012 (Journal of Laws No. 0/2012, item 572), § 13 of the Ordinance of the Minister of Science and Higher Education of July 12, 2007 on standards of education for different specializations and educa-

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<sup>76</sup> The rules in effect from September 1, 2014 take into account the changes introduced in the project, i.e. including an additional student year.

tion levels, as well as modes of creating and conditions that have to be met by the university to lead interdisciplinary programs and multi-majors (Journal of Laws No. 164/2007, item 1166, annex 113).

- The Ordinance of the Minister of Science and Higher Education of September 7, 2004 on the standards of training teachers (Journal of Laws No. 207, item 2110).
  - The Statutes of the University School of Physical Education in Wrocław, § 55, sec. 2 with regards to §16 sec. 5 of the University School of Physical Education in Wrocław Regulations.
3. Terms used in the regulations:
- Rules – the rules of recruitment of an academic teacher acting as a practicum tutor for the practicum carried out as part of the project.
  - Project – project number UDA-POKL03.03.02-00-044/12-00, “New Quality of Teacher Practicums 2”.
  - University – the University School of Physical Education in Wrocław, the project leader.
  - Partner – Wrocław Municipal Office, the authorized authority: The Wrocław Teacher Training Center (WTTC).
  - ST – school teacher, a teacher practicum tutor in an upper secondary school.
  - AT – academic teacher, a teacher practicum tutor on behalf of the University.
  - Student – a student.

## § 2

4. The rules pertain to academic teachers undertaking the role of a teacher practicum tutor executed as part of the “New Quality of Teacher Practicums 2” project in upper secondary schools by students taking semester 4 of full-time postgraduate MA studies at the University in years 2012/2013, 2013/2014, 2014/2015 and taking semester 2 in the academic year of 2014/2015.
5. The dean of the Physical Education Department of the University is responsible for the execution of teacher practicums at the University at the Physical Education Department and Physical Education Specialization.
6. The units responsible for the organization and implementation of teacher practicums implemented under the project are the Unit of the Methodology of Physical Education and the Project Office at the project leader side, and WTTC at the project partner side.



## Chapter 2

## ACADEMIC TEACHER RECRUITMENT CRITERIA

## § 3

1. Academic teachers will be selected from the group of research and education employees or education employees of the University with at least three years of experience in didactic work based on the AT recruitment criteria (Table 1).

**Table 1. Criteria for selecting ATs to hold the position of the supervised teacher practicum tutor in upper secondary schools for the physical education course**

CRITERION	POINTS
Academic title	MSc – 1; PhD – 2; Asst. Prof. – 3; Prof. – 4
Position	assistant – 1; lecturer / senior lecturer – 2; adjunct professor – 3; assistant professor – 4; associate professor – 5; professor – 6
Years worked at the University School of Physical Education in Wrocław	up to 5 years – 1; up to 10 years – 2; up to 15 years – 3; up to 20 years – 4; up to 25 years – 5; over 25 years – 6
Years worked at school as a physical education teacher	up to 5 years – 1; up to 10 years – 2; up to 15 years – 3; up to 20 years – 4; up to 25 years – 5; over 25 years – 6
Employed in units/teams providing such majors as physical education methodology, and the theory and methodology of: physical games, gymnastics, track and field, swimming, physical games and activities	2
Methodological publications	1 (regardless of the number of papers)
Cooperation with a school as part of the "Exercise School" (Szkoła ćwiczeń)	10
Educational supervision over teacher practicum implementation by students as part of a physical education course	for the last 5 years has been a tutor: 1 time – 1; 2 times – 2; etc.; not more than 15
Educational supervision over teacher practicum implementation by students as part of the "New Quality of Teacher Practicums" project	1 time – 10; 2 times – 20; 3 times – 30

2. The recruitment will be conducted in accordance with the principle of equal opportunities for women and men.
3. The first recruitment will take place during the first year of the project implementation.
4. As a result, it is predicted that at least 25 STs would be employed, and a backup list created.
5. When entering the recruitment process, ST files a project entry declaration in accordance with PEFS and the project recruitment questionnaire.
6. If necessary, an additional recruitment can be carried out – to be decided by the project manager.
7. If an AT selected in the primary or additional recruitment decides not to participate in the project or does not fulfill the obligations listed in § 4 point 2, they will be substituted by an AT from the backup list.
8. If an AT does not fulfill the obligations listed in § 4 point 2, they may be excluded from participation in the project by the project manager's decision. They will be substituted by an AT from the backup list.

### Chapter 3

#### DUTIES AND REMUNERATION OF ACADEMIC TEACHERS

##### § 4

1. The AT supervises and tutors a group of 4–15 students for the physical education course.
2. AT's duties:
  - a) Undertakes to read "The rules of organization and execution of teacher practicum" and to supervise teacher practicums in upper secondary schools participated by the students of the University School of Physical Education in Wrocław taking semester 4 of full-time postgraduate MA studies in years 2012/2013, 2013/2014, 2014/2015 and taking semester 2 in the academic year of 2014/2015 as part of the "New Quality of Teacher Practicums 2" project.
  - b) Supervises. Supervision means monitoring or observing and is a process of mutual learning and watching over the practicum leading to strengthening the professional development of a student (for the benefit of the pupils).
  - c) Discusses the relations that a student makes with pupils; develops their consciousness, their individual style of pedagogical contact, and creating relationships with others.
  - d) Through contacts with students and with STs, an AT tries to reinforce the personal development processes of students, guides the creation of their own strategies for learning and extending their education, helps students synthesize the theoretical knowledge acquired during studies and use it in their own educational ways.

- e) Helps the student gain self-awareness and self-assessment of the knowledge in physical education methodology, solving the methodological and educational issues and difficulties, obtaining the ability to develop their own concepts and independent work (setting individual goals and using selected teaching methods).
- f) Stimulates the student to develop the curiosity for learning their personality strengths and weaknesses (building an adequate self-esteem), gaining the motivation to creative learning, and to take responsibility of their development and activity.
- g) The supervision includes at least 2 meetings of the AT, ST and the student during the practicum.
- h) The supervision should be preceded by the introductory meeting with students and teachers who tutor the students in a given school to present and discuss the principles and organization of the supervision.
- i) The supervision includes the observation of classes or activities held by the student, and discussing it.
- j) The AT should assign at least two lesson periods to observing and discussing classes.
- k) The classes or activities should be discussed immediately after they are completed. In reasonable individual cases it can be postponed to the next day.
- l) The AT documents each session of supervision in the Practicum Program Monitoring Sheet. The AT writes down their remarks, the teacher's remarks and the student's remarks on the observed actions; gives suggestions on any further work, writes down the grades given by them and by the teacher, as well as a student's self-assessment; during the last supervision, the AT summarizes the student's work and determines the grade together with the ST.
- m) The final grade from each part of the teacher practicum should be determined on the third day after the end of the practicum at the latest.
- n) After grading the supervised part of the practicum, the AT immediately delivers the documentation to the Project Office.

#### § 5

1. For conducting the supervision, the AT receives the hourly gross pay determined in the detailed project budget.

### FINAL PROVISIONS

#### § 6

1. These rules come into force on the day of signing, with effect from 1 September 2014.

2. The rules apply in their full extent to the STs who are practicum tutors in upper secondary schools in years 2013–2015.
3. Any matters not covered by these rules and any disputes arisen will be resolved by the University Rector in agreement with the project manager.
4. The rules may be changed in any scope. The grounds for such changes can include: changes in the project, substantial changes made at the request of school and academic teachers, or students. The changes have to be accepted by people responsible for substantial practicum supervision. Any possible changes in the rules will be announced before the start of the practicum and made known to ATs before the practicum entry declaration is signed.

### **3.3. Rules of organization and execution of teacher practicum as part of the project**

The rules apply to the students and school and academic teachers who are tutors for the students taking part in teacher practicums held as part of the “New Quality of Teacher Practicums 2” project<sup>77</sup>.

## **Chapter 1 GENERAL PROVISIONS**

### **§ 1**

1. The teacher practicum is an integral part of the student training process at full-time and extramural studies and it requires a compulsory credit.
2. The teacher practicum requirement results from the following:
  - Art. 66 of the Higher Education Act of 26 March 2012 (Journal of Laws No. 0/2012, item 572), § 13 of the Ordinance of the Minister of Science and Higher Education of July 12, 2007 on standards of education for different specializations and education levels, as well as modes of creating and conditions that have to be met by the university to lead interdisciplinary programs and multi-majors (Journal of Laws No. 164/2007, item 1166, annex 113).
  - The Ordinance of the Minister of Science and Higher Education of September 7, 2004 on the standards of training teachers (Journal of Laws No. 207, item 2110).
  - The Statutes of the University School of Physical Education in Wrocław, § 55, sec. 2 with regards to §16 sec. 5 of the University School of Physical Education in Wrocław Regulations.

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<sup>77</sup> The rules in effect from September 1, 2014 take into account the changes introduced in the project, i.e. including an additional student year.

- Art. 1 of the Act of November 21, 2008, amending the Act on The Teachers' Charter.
3. Terms used in the regulations:
- Rules – the rules of organization and execution of teacher practicums held as part of the "New Quality of Teacher Practicums 2" project.
  - Project – project number UDA.POKL03.03.02-00-044/12-00, "New Quality of Teacher Practicums 2".
  - University/leader – the University School of Physical Education in Wrocław.
  - Partner – Wrocław Municipal Office, the authorized authority: The Wrocław Teacher Training Center (WTTC).
  - ST – school teacher, a teacher practicum tutor in an upper secondary school.
  - AT – academic teacher, a teacher practicum tutor on behalf of the University.
  - Journal – teacher practicum journal for upper secondary schools.

## § 2

1. The rules of organization and execution of teacher practicums determine the methods of organization and implementation of teacher practicums held as part of the "New Quality of Teacher Practicums 2" project, as well as the criteria for getting credits for them, and duties of the organizers and participants.
2. The Dean of the Physical Education Department of the University is responsible for the execution of teacher practicums at the University at the Physical Education Department and physical education specialization.
3. The agreement on conducting continuous vocational and teaching practicums for students from Physical Education Department at the University with educational institutions has been concluded between the Rector of the University School of Physical Education in Wrocław, represented by the Dean of Physical Education Department, and the school headmaster for a specific period.
4. The agreement sets the rules of conducting the practicums, i.e. confirmation of admission for the practicum, setting the place and time of the practicum, the legal basis of the remuneration for the teachers acting as practicum tutors, and responsibilities of a school admitting the student for the practicum.
5. The units responsible for the organization and implementation of teacher practicums implemented under the project are the Unit of the Methodology of Physical Education and the Project Office at the project leader side, and WTTC at the project partner side.

## § 3

1. The teacher practicum rules apply to physical education students taking semester 4 of full-time second-degree studies at the University in the academic years of 2012/2013,

2013/2014, 2014/2015 and semester 2 in the academic year of 2014/2015 with the exception of the students listed in § 8 point 1, items a–c.

2. The rules list the general rules of the teacher practicums, including the practicum goals and forms, time and place, criteria for getting credits for them, as well as duties of students and practicum tutors – school teachers and academic teachers.

## TEACHER PRACTICUM GOALS

### § 4

1. According to the Ordinance of the Ministry of National Education and Sport of September 7, 2004, **on the standards of training teachers**, the teacher practicum goals are the following:
  - a) to get familiar with work organization at different schools and institutions, especially in those that may potentially hire future graduates;
  - b) to acquire the abilities of planning, teaching and documenting classes;
  - c) to acquire the abilities of supervising classes and documenting it;
  - d) to acquire the abilities to analyze the work of a teacher and pupils during the discussion on the practicums by tutors and students;
  - e) to acquire the ability to analyze one's own work and its effects, and the work of pupils.
2. General and specific goals, tasks of particular teacher practicums, as well as rights and responsibilities of the University students with respect to practicum execution are included in practicum journals.

## STUDENT RIGHTS AND RESPONSIBILITIES

### § 5

1. The teacher practicum requires a compulsory credit with an eOrdo system entry.
2. A student undergoing a teacher practicum in a school has the right to:
  - a) Make mistakes.
  - b) Receive help, support and kindness from the practicum supervisors.
  - c) Get to know the school organization structure.
  - d) Familiarize themselves with the curriculum and the school's teaching and educating work program.
  - e) Familiarize themselves with the physical education curriculum and work plan of the practicum tutor.
  - f) Carry on the discussions and interviews with the school headmaster, teachers, pupils, guidance counselor, healthcare representative, etc.

- g) Observe classes and activities of STs who give their consent.
  - h) Participate in teaching staff meetings and self-study team meetings.
  - i) Receive a framework and detailed program for working at school on the third day of the practicum at the latest.
3. The student is obliged to:
- a) Represent the University with dignity.
  - b) Fulfill all tasks resulting from the practicum and listed in the practicum journal.
  - c) Carry out the instructions of the school headmaster, school teacher and the academic teacher (University practicum tutor), and participate in the school life.
  - d) Observe the occupational safety and health regulations.
  - e) Keep practicum journal up to date.
  - f) Change into sportswear and footwear at school grounds.
  - g) Participate in the practicum in the school at the time appointed by the University, in accordance with the daily and weekly time limits.
  - h) Hand over the framework plan of work to the University tutor on the third day of the practicum at the latest.
  - i) Complete the practicum program included in teacher practicum journal.
  - j) Notify the University tutor in the case of any absence (e.g. because of an illness).

## Chapter 2

### THE PRACTICUM ORGANIZATION AND PLACE

#### § 6

1. The teacher practicums implemented under the project take place in upper secondary schools in Wrocław, appointed by the University and in agreement with the partner.
2. The teacher practicums at full-time studies take place continuously in the format of 3 weeks (70 hours).
3. Students complete teacher practicums at the time set in the curriculum (1st year – semester 2, 2nd year – semester 4).
4. Before commencing the practicum, students file a project entry declaration in accordance with PEFS.
5. The students' work time is as per the Teachers' Charter (5–6 hours per day).
6. The students' weekly work time for the school practicums is 20–25 hours.
7. Students are required to fulfill the practicum tasks on Saturdays and Sundays if this is due to the educational tasks carried out by the school.
8. The practicum is subject to an ongoing evaluation with respect to quality of fulfilling the goals and tasks, by way of systematic contacts of STs and ATs with the student.

9. The student can be dismissed from the obligation to fulfill a vocational practicum if they show a certificate of having been employed as a physical education teacher for at least three months and on at least a half time basis.

### Chapter 3

#### PRACTICUM TUTORS AND PRACTICUM ASSESSMENT

##### § 7

1. School teachers are selected from the group of appointed and certified teachers in accordance with the ST recruitment criteria defined by separate rules.
2. ST conducting the practicum supervises and tutors the group:
  - a) 1–2 students in physical education course in an upper secondary school;
  - b) when assigning students to particular STs, students' preferences can be taken into consideration.
3. ST's duties:
  - a) Supervises and tutors the student who takes part in the teacher practicum in the school.
  - b) Allows the student to execute the practicum program tasks in an appropriate order, as well as monitors the quality.
  - c) Stimulates the student to verify the knowledge and skills they have in creative lesson planning.
  - d) Together with the student, determines the framework plan of work and accepts its record in the teacher practicum journal no later than on the third day of the practicum.
  - e) Discusses the quality of particular tasks of the practicum with the student and the AT.
  - f) After each day of classes, notes the remarks in a monitoring sheet of the practicum program.
  - g) Is obliged to immediately inform AT in the case of a negligent fulfillment of teacher practicum tasks (being late, failing to meet the daily or weekly minimum time limits for being at school, deficiencies in the required practicum documentation, etc.).
  - h) Decides on a final grade together with the AT.
4. ATs are selected from the group of research and education employees or education employees of the University in accordance with the AT recruitment criteria defined by separate rules.
5. The AT supervises and tutors a group of 4–15 students for the physical education course.



6. AT's duties:

- a) Supervises. Supervision means monitoring or observing and is a process of mutual learning and watching over the practicum leading to strengthening the professional development of a student (for the benefit of the pupils).
- b) Discusses the relations that a student makes with pupils; develops their consciousness, and an individual style of pedagogical contact, and creating relationships with others.
- c) Through contacts with students and with STs, an AT tries to reinforce the personal development processes of students, guides the creation of their own strategies for learning and extending their education, helps students synthesize the theoretical knowledge acquired during studies and use it in their own educational ways.
- d) Helps the student in gaining self-awareness and self-assessment of the knowledge in physical education methodology, solving the methodological and educational issues and difficulties, obtaining the ability to develop their own concepts and independent work (setting individual goals and using selected teaching methods).
- e) Stimulates the student to develop curiosity for learning their personality strengths and weaknesses (building an adequate self-esteem), gaining the motivation to creative learning, and to take responsibility of their development and activity.
- f) The supervision includes at least 2 meetings of AT, ST and the student during the practicum.
- g) The supervision should be preceded by the introductory meeting with students and teachers who tutor the students in a given school to present and discuss the principles and organization of the supervision.
- h) The supervision includes the observation of classes or activities held by the student, and discussing it.
- i) The AT should assign at least two lesson periods to observing and discussing classes.
- j) The classes or activities should be discussed immediately after they are completed. In reasonable individual cases it can be postponed to the next day.
- k) The AT documents each session of supervision in the Practicum Program Monitoring Sheet. The AT writes down their remarks, the ST's remarks and the student's remarks on the observed actions; gives suggestions on any further work, writes down the grades given by them and by the ST, as well as a student's self-assessment; during the last supervision, the AT summarizes the student's work and determines the grade together with the ST.
- l) The final grade from each part of the teacher practicum should be determined a week after the end of the practicum at the latest.
- m) After grading the supervised part of the practicum, the AT immediately delivers the documentation to the Project Office.

7. The final grade from each part of the teacher practicum is not just an average grade of all partial effects of completed tasks, but being a supporting grade, it should include guidelines for further work of the student and be helpful in achieving better results. The aim of the final grade is to stimulate and support the student's professional development and to diligently advise on the effects of their efforts. If during the practicum a student extends their knowledge and skills following the NS's guidelines and the AT's suggestions received after observations, then the final grade should be higher than average; and in the opposite situation, it should be lower.
8. The final grade is assigned by the supervising AT. The grade should be entered into the student's transcript on the dates appointed by the Dean of the Physical Education Department.

### **THE TERMS OF CONDUCTING AND PASSING THE PRACTICUM**

#### **§ 8**

1. The teacher practicums implemented under the project in upper secondary schools are designed for the students taking semester 4 of full-time second-degree studies at the University in the academic years of 2012/2013, 2013/2014, 2014/2015 and semester 2 in the academic year of 2014/2015 with the exception of the students listed in § 8 point 1, items a–c.
  - a) Students who undergo their teacher practicum in upper secondary schools in the period other than the one set in the curriculum can qualify for the project only with the project manager's approval.
  - b) Students who retake the teacher practicum can qualify for the project only with the project manager approval.
  - c) Students of extramural studies cannot be admitted to the project.
2. In reasonable cases (short illness up to 3 days) the practicum can still be passed if the AT gives a positive opinion and the student makes up for the absences after the end of the practicum. The time and place of making up for the absences must be agreed with the AT.
3. A student who does not get a satisfactory grade from the teacher practicum held as part of the project can retake the practicum within the deadline set by the Dean of the Physical Education Department and in accordance with the University Study Regulations.
4. An unjustified day long absence at the practicum results in failing the practicum.

§ 9

To pass the practicum a student has to:

1. By the deadline set by the Dean, report to the Project Office to collect the documents.
2. Before the practicum, report to the AT for an organizational meeting to discuss specific conditions of executing practicum tasks. Starting the practicum without participating in an organizational meeting is breaching the conditions of passing the practicum and results in unsatisfactory grade (without checking the practicum documentation).
3. Meeting dates are announced each time before the start of the practicum on the project webpage, on the "News" tab, as well as on the bulletin board in the Project Office.
4. Send a detailed program to the AT for approval no later than three days after the beginning of the practicum.
5. Complete the practicum at the time and place appointed by the University.
6. Fulfill all the practicum program tasks.
7. Fill the self-assessment card and write the practicum report.
8. Deliver the practicum journal to the AT on the third day after the end of the practicum at the latest.
9. Get a positive grade for the work and documentation from the ST and AT.

**COSTS AND REMUNERATION**

§ 10

1. The student bears the costs of meals, accommodation, and commuting related to completing the practicum away from home. The University does not refund the expenses incurred by the student.

**FINAL PROVISIONS**

§ 11

1. These rules come into force on 1 September 2014, and are in effect throughout the whole project course.
2. The rules apply in their full extent to the students who began their studies in the academic year of 2011/2012 or 2012/2013 and the students who will begin studies in the academic years of 2013/2014 and 2014/2015.
3. Students who began studies before the academic year of 2011/2012 complete their teaching practicum in accordance with the earlier rules and cannot be qualified to participate in the project.

4. The leader reserves the right to decide in disputable issues and those not covered by the rules.
5. The leader reserves the right to introduce changes in these rules.
6. Information on changes in the Rules will be published on the project website and will also be available in the Project Office.

### **3.4. The teacher practicum program for upper secondary schools**

When designing the documents for the NQTP2 project, a lot of attention was paid to the practicum program. The detailed description of the tasks that were to be fulfilled by students in three weeks was the product of two factors: the standards of training teachers and huge experience of people dealing with training physical education teachers at the University School of Physical Education in Wrocław.

A precise and clear list of the requirements allowed students to follow a certain path that was marked out by the practicum tasks, and allowed the other party, i.e. the mentors and supervisors, to easily appraise the students of fulfilling the 3-week practicum activities.

The upper secondary school practicum differed from the practicum completed by the students at undergraduate studies. The differences were marked in the number of hours and program assumptions. In the primary and lower secondary school, students verified the skills and knowledge they acquired in individual phases of the educational process. Mainly, their activities consisted in selecting methods and forms to match the abilities of the children. In the upper secondary school, students were supposed to develop their own research competences and professional self-reflection, but in relation to working with mature pupils who have extensive motor experience, knowledge and skills. Working with pupils who had their interests already developed (not necessarily sport-related) had to be creative in nature so that they could be supported by actions aimed at preparing them for physical activity throughout life and self-reliance in protecting and improving their health condition and the health condition of other people. Planning the work at this level of education must address the needs of young people and enrich shaping the culture of behavior in spare time<sup>78</sup>.

Teacher practicum objectives for upper secondary schools covered several areas of interest in student education.

The most important element of practicum was the pursuit of developing pragmatic competences in students allowing them to transfer theoretical knowledge into practice.

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<sup>78</sup> M. Kübler, A. Wójcik-Grzyb, W. Starościak, H. Guła-Kubiszewska: High school student's education to participate in physical culture: research report. *Rozprawy Naukowe AWF we Wrocławiu*, 2009, 28, 312–316.

Not less important was gaining knowledge, experience, and skills to facilitate planning, organizing and performing physical education classes at the upper secondary school level.

The other part of activities consisted in reviewing the functioning of the school at the 4th education stage. The aim was to present students with the specifics of the functioning of such an institution as well as prevention, teaching and education programs which are implemented in them. At this stage, students should have been able to tell how work at schools at all stages of education differs in this respect.

The specific practicum goals were set to enable the students to evaluate their readiness to take the teaching profession role in health, recreation, sports and motor behavior aesthetics. Thus, they were required to demonstrate mature reflection, especially considering that the practicum took place almost at the end of the study<sup>79</sup>.

#### UPPER SECONDARY SCHOOL PRACTICUM PROGRAM TASKS

1. Get to know the school organization structure:
  - conducting interviews with the school headmaster, physical education teachers and the rest of the school staff about the school organizational structure as well as the rules and the character of teaching and educational cooperation;
  - participating in teaching staff meetings and self-study teams, as well as other meetings connected with school life and social activity for the school's benefit.
2. Familiarize with the general curriculum and the school's teaching and educating work program, physical education and health education curriculum, as well as other school documentation:
  - conducting a conversation with the headmaster on the implementation of the teaching and educational program, grading system used, cooperation with a parent council, and other local environment parties;
  - conducting an interview with a physical education teacher on the realization of programs and work plans for physical education, pro-health and ecological education;
  - familiarizing with the functioning and implementation of health prevention programs;
  - conducting an interview with a psychologist or health promoter on the implementation of the teaching and educational work plan and program, with particular emphasis on the role and place of conducting movement activities and monitoring addiction-related risks;

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<sup>79</sup> Practicum objectives drawn from: M. Lewandowski, U. Supińska, H. Guła-Kubiszewska, W. Starościk: *Dziennik praktyki...*, *op. cit.*, p. 8.

- conducting an interview with a healthcare representative in the school (a school nurse or doctor) on the implementation of health education program, and the assessment of pupils' health;
  - conducting an interview with a chosen form master on the forms and methods of educational work, the rules of contact and cooperation with parents, etc.;
  - conducting an interview with a guidance counselor on educational issues, cooperation with parents, forms of work, etc.;
  - getting familiar with the school documentation: teacher's notebook, student grade sheet, personal health sheet, as well as the documentation of a form master, a physical education teacher and course teachers.
3. Practically familiarize with planning, organizing, and implementing classes at the fourth stage of education, with a particular focus on physical education:
- observing physical education classes, and after-school movement activities;
  - observing form period, and other course classes;
  - assisting the physical education teacher or conducting fragments of classes;
  - conducting physical education classes and after-school sport and recreation activities;
  - conducting a form period.
4. Identify the substantial characteristics of a pupil in psychomotor, cognitive, physical and mental area at upper secondary schools:
- observing and analyzing the behavior of chosen pupils, and an entire class during different classes and after-school activities;
  - conducting interviews and surveys with pupils to learn about their interests, knowledge, self-assessment, and attitudes towards physical culture;
  - analyzing and assessing psychomotor, cognitive, physical and mental development of pupils.

#### SPECIFIC TASKS TO IMPLEMENT DURING TEACHER PRACTICUMS IN UPPER SECONDARY SCHOOLS

In upper secondary schools, the practicum lasted for 3 weeks. Students had 70 hours to execute all the practicum program tasks. These tasks, targeted at various objectives, can be divided into 4 groups. The first group (environmental diagnosis) included activities related to acquiring information about the school conditions determining the quality of physical education. The second, expanded part includes independent student activities related to research work. The third group covered observing classes conducted by a school teacher (practicum tutor). The last part relates to activities that are specific to physical education teaching, that is to independent planning and conducting physical education lessons and after-school activities.

The specific practicum tasks changed in the course of the project. The changes depended on the results of evaluation surveys which were completed after each practicum by students, school teachers and academic teachers. The practicum tasks presented below were in force in the academic year of 2014/2015<sup>80</sup>, that is during the last practicum. The description below incorporates the changes made over last three years.

ENVIRONMENTAL DIAGNOSIS (10 hours), in which students had to gather information in four areas:

A. Program and plan of methodological and educational work (1 hour):

1. School program and work plan.
2. Curriculum for grades 1–3, with the focus on methods and forms of implementation of the “mixed strategy” for physical education process.

B. School grading system (4 hours):

1. The detailed physical education grading criteria and system. Refer to the course grading system (CGS) in force at the given school for physical education, analyze it, and attach a photocopy to your practicum journal\*.
2. Student’s opinion on the physical education CGS in force in the school, including: assessment areas, assessment subject, grade scale, and how to assign final semester grades based on component grades.  
(\*Ad 1. Student’s comments and observations on physical education grading system in force in the school).

C. School physical education curriculum (3 hours):

1. Physical education teaching curriculum implemented in the school (goals and tasks, author, program structure)\*.  
(\*Ad 1. Student’s comments and observations on curriculum integration and physical education and the rules of implementing physical and health education in the school – physical education teachers’ cooperation with the rest of the teaching staff in the school).

D. Evaluation of conditions for conducting physical education classes (2 hours):

1. A number of practicing groups and the average number of pupils in a group during one period.
2. Timetable analysis to facilitate a rational use of the school base in physical education classes.

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<sup>80</sup> The detailed tasks drawn from: M. Lewandowski, U. Supińska, H. Guła-Kubiszewska, W. Starościak: *Dziennik praktyki...*, *op. cit.*

3. An assessment of the state of the school base and equipment for physical education.

CLASS OBSERVATION (10 hours); 10 or more class observations, including at least:

- 8 periods of physical education classes;
- observing 1 form period, and 1 other course class;
- 1 period of after-school sports and recreational activities held as part of UKS or SKS (sport clubs).

STUDENT RESEARCH WORK (10 hours). The research areas included:

- directional sphere measurement (personality) (2 hours);
- self-assessment of the pupils' motor skills (2 hours);
- analyzing the effectiveness of physical education classes (6 hours).

CONDUCTING CLASSES (25 hours). Each student has to conduct unassistedly the minimum of 25 classes, including at least:

- 4 periods of after-school sports activities (UKS, SKS sports clubs) (if there are after-school activities at the school);
- 1 form period;
- 20 periods of physical education classes (24 periods if there are no after-school activities).

Physical education classes were to be diversified and cover 4 physical culture areas: sports, recreation, health, and motor behavior aesthetics. The topics covered were to be drawn from thematic blocks of the core curriculum for upper secondary schools, such as:

- diagnosis of the fitness, physical activity, and physical development;
- health training;
- lifetime sports and recreation;
- physical activity safety and personal hygiene;
- sports;
- health education.

During the first practicum, in the academic year of 2012/2013<sup>81</sup>, when students planned physical education classes, they prepared only the frameworks for thematic

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<sup>81</sup> M. Lewandowski, U. Supińska, H. Guła-Kubiszewska, W. Starościek: *Dziennik praktyki pedagogicznej. Szkoła ponadgimnazjalna*. Wrocławskie Towarzystwo Naukowe, Wrocław, 2012.



cycles. Nevertheless, under the influence of numerous opinions claiming that it is not possible to conduct a series of classes in one thematic cycle with one class, two student selectable variants were introduced in the next practicum. The first variant was a continuation of the former solution, that is writing frameworks, in the second variant, students had to prepare 2 frameworks (outlines for other activities).

CONSULTATIONSWITHASCHOOLORACADEMICTEACHER(15hours).  
One hour each day for discussing classes and checking the current documentation.

### 3.5. Training upper secondary school teachers

One of the primary assumptions of the “New Quality of Teacher Practicums 2” project was eliminating the existing situation in which students of the University School of Physical Education in Wrocław were sent for practicum training to random physical education teachers. Those teachers were often very poorly prepared to act as practicum tutors in an ever evolving educational reality, especially in physical education process. The lack of cooperation between universities (academic teachers – supervisors, monitoring the process of achieving practicum aims) and teachers acting as student tutors on the school side (mentors) hampered maintaining regular contact with schools where students were sent to undergo practicums. According to the rules, students could complete practicums in the school they selected. So they were not limited to any practicum location (across Poland). This is why the map of schools selected by students (the schools often coincided with the place of their origin) extended over the entire Poland. This situation made it totally impossible to supervise the process and quality of this important element of the student education, regulated by the Ordinance of the Ministry of Science and Higher Education<sup>82</sup>.

This is why the project authors wanted the physical education teachers receiving students for a practicum to be properly prepared to this and to create the conditions for obtaining suitable practical preparation in terms of executing tutelary and educational tasks and gaining necessary teaching experience in terms of didactic process organization (planning, implementing and assessing the results of the teaching process). One of the conditions for teacher’s participation in the project was their participation in a training, which was planned so as to comply to the greatest extent with objectives of today’s physical education: the pedagogical idea of the body value, educational objectives and results set out in the core curriculum, and implementation of school physi-

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<sup>82</sup> The Ordinance of the Minister of Science and Higher Education..., *op. cit.*

cal education in the form of a “mixed strategy” (the system of in-class, facultative, and after-school activities).

Each practicum edition was preceded by a teacher training, and the organizers made every effort to ensure that some of hours in each year would be dedicated to practical activities using the sports equipment received by the participating schools. Each school joining the project received equipment necessary for the physical education curriculum activities which encourage students to mass participation in popular and attractive forms of physical activity, such as Nordic walking poles or fitness equipment.

Each of the three practicum editions was preceded by a teacher training, which included:

- Training 1 (32 hours) – 28 hours for physical education, 4 hours for Nordic walking.
- Training 2 (8 hours) – 4 hours for physical education, 4 hours for relaxation activities.
- Training 3 (8 hours) – 4 hours for physical education, 4 hours for fitness activities.

## TUTORING AND EDUCATIONAL SUPERVISION DURING TEACHER PRACTICUMS

Graduates who completed their education in preparation for the physical education teaching profession should be highly competent in knowledge (pedagogical and psychological to allow understand the processes of development, socialization, fostering, learning, teaching, and detailed methodology of pedagogical activities) and skills (comprehensive implementation of teaching, educational, and custodial tasks of a school, improving one’s own pedagogical skills, communicating with all stakeholders of the teaching and educational process). Extremely important are the social skills, such as ethical sensitivity, empathy, openness, reflectiveness, pro-social attitudes, and responsibility.

Practical preparation of students to carry out professional teaching tasks and measures to optimize efficiency of working with students during practicum were based on supervision as an important tool increasing the work efficiency and staff development.

Supervision<sup>83</sup> allows to develop skills and competencies useful in professional work. The supervisor stimulates the student to learn about their strengths and weaknesses, allowing them to know their own limitations and the specificity of their func-

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<sup>83</sup> M. Ferreira, M. Grewiński, J. Reis-Jorge: *Superwizja...*, *op. cit.*; Z. Nečki: *Komunikacja...*, *op. cit.*

tioning in professional relationships. The professional benefit from the supervision is developing a better insight into the causes of work problems (thanks to the possibility of getting back to problems together with other people), and consequently, obtaining a new, wider perspective on the problems.

Upper secondary school teacher training, both theoretical and practical, was carried out by highly qualified University staff specializing in general and detailed methodology. During the first year of the project, the training lasted 32 hours (4 days); during the second and third, it took 8 hours (1 day). The whole cycle of training was conducted in the form of lectures, methodical workshops and practical sessions (48 hours total).

During each of the three years, teachers received materials containing the program and the scope of the contents:

1. Guła-Kubiszewska H.: Szkolenie dla nauczycieli szkół ponadgimnazjalnych (Dec 2012–Jan 2013). Nowa jakość praktyk pedagogicznych II. Wrocławskie Towarzystwo Naukowe, Wrocław, 2012.
2. Guła-Kubiszewska H., Burzyński Z.: Szkolenie dla nauczycieli szkół ponadgimnazjalnych (Dec 2013–Jan 2014). Nowa jakość praktyk pedagogicznych II. Wrocławskie Towarzystwo Naukowe, Wrocław, 2013.
3. Guła-Kubiszewska H., Tomaszewska A.: Szkolenie dla nauczycieli szkół ponadgimnazjalnych (Nov–Dec 2014). Nowa jakość praktyk pedagogicznych II. Wrocławskie Towarzystwo Naukowe, Wrocław, 2014.

The project assumed the participation of and training for 100 physical education teachers. Finally, this number increased to 130 people.

#### Training 1 (4 days) – 28 hours for physical education, 4 hours for Nordic walking

Training content	Trainer work scope
<b>PHYSICAL EDUCATION (28 hours)</b>	
1. Teacher practicum goals for upper secondary schools 2. Student's rights and responsibilities during the practicum 3. Working rules for school teachers acting as tutors (mentors) 4. Practicum program in upper secondary schools – general and specific practicum tasks, criteria for getting practicum credits, costs and remuneration, teacher practicum journal and teacher practicum monitoring sheet	1 hour: – welcoming teachers and presenting the organization of the teacher practicum for upper secondary schools – debate: supervised practicum vs. controlled practicum – overview of teacher practicum monitoring sheets (training material) – completing a knowledge test by the teachers (pre-test) 1 hour: – work in teams: How do you understand the role of a modern physical education teacher? – Work method: case study, exercise sheet No. 1

<p>5. Core curriculum – assumptions for the implementation of school physical education in accordance with a “mixed strategy” (teaching effects after the completion of an upper secondary school)</p> <p>6. The competences of pupils as culture participants in the area of health, sports, recreation, and behavior aesthetics</p>	<p>1 hour: – debate: the contemporary concept of physical education – the competences of pupils as physical education culture participants; requirement standards (teaching effects) described in the core curriculum</p> <p>1 hour: – work in teams: elaborating a school offer for physical education</p>
<p>7. The requirements of MNE (Ministry of National Education) related to curriculum development</p> <p>8. Directional planning – hour budget (on a macro scale: 3-year education stage; on a micro scale: education level)</p> <p>9. Operationalization of general core curriculum goals to specific non-operating goals in thematic blocks of the curriculum</p>	<p>1 hour: – work in teams: working with text – alternative curricula (approved for general use), document structure analysis, ways to describe it</p> <p>– work in pairs: hour budget for implementing physical education in an in-class system in particular physical culture areas over 3 years</p> <p>– exchanging projects in pairs – project strengths and weaknesses</p> <p>1 hour: – work in teams: each team works on a selected thematic block, describing the contents of 2 cycle tasks to be implemented (in semesters 1 and 2)</p>
<p>10. Syllabus – a detailed work plan</p>	<p>1 hour: – work in triples: calculating the number of lessons for carrying out various forms of physical activity in accordance with students’ interests; selecting material for thematic cycle tasks to be implemented</p> <p>1 hour: – work in teams: planning activities in a facultative system</p>
<p>11. Educational diagnosis – scope and stages; preparing a physical education teacher to recognize an activity subject and conditions of the process implementation</p> <p>12. Result interpretation in the context of the goals</p>	<p>1 hour: – work in teams: the importance of educational diagnosis in the context of the goals and contents of a school physical education curriculum</p> <p>1 hour: – work method: Ishikawa fishbone diagram, exercise sheet No. 2</p> <p>– summary: attitudes and actions required from a modern physical education teacher who performs an educational diagnosis</p>

<p>13. Lesson – types, structure          14. The course of a physical education class          15. Physical education class tasks implemented in the introductory, main and closing parts          16. Lesson outline: the information and methodical parts</p>	<p>1 hour:          – work in teams: analyzing the issues on describing the lesson goals – subject and particular physical education lesson tasks (the task concerning motility, skills, knowledge and educational activities in a given lesson period)          1 hour:          – work method: reading a text using 5 step method (training material)          – summary: the rules of operationalizing lesson goals, scope and principles of formulating specific tasks</p>
<p>17. Operationalizing physical education lesson goals: subject, particular lesson tasks</p>	<p>1 hour:          – work in teams: formulating lesson goals in a physical education lesson outline, exercise sheet No. 3          1 hour:          – presenting the description of specific tasks of the lesson and discussing its accuracy          – summary: the most common mistakes in describing specific tasks (especially for the educational task); methods of describing pupil behaviors in specific tasks</p>
<p>18. Observing classes: types, difficulties and issues related to class observation          19. Diagnostic observation, advisory and perfecting observation, evaluating observation</p>	<p>2 hours:          – debate: issues related to class observation – how to identify them (lesson organization, implementation of lesson tasks, attitude of pupils and attitude of teachers); making entries in observation sheet (training material); evaluation of student work effects through the achievements of pupils – diagnostic observation (training material)</p>
<p>20. The methods of conducting motor tasks (pedagogical task: factual and operating element of the task)</p>	<p>2 hours:          – overview of methods of conducting motor tasks: an algorithm for teacher’s actions during physical education classes, the lesson course as a constant consequence of educational tasks, mistakes in planning a lesson course depending on lesson types (training material)          – design possibilities of application of those methods depending on the lesson objectives and tasks</p>

<p>21. Methods of intensifying the implementation of tasks during physical education classes – using them depending on lesson types and tasks</p> <p>22. Forms of physical education class activities</p>	<p>1 hour:</p> <ul style="list-style-type: none"> <li>– applying the methods of intensifying the implementation of tasks during physical education classes (diversity and attractiveness of task situations performed by strict methods)</li> <li>– selecting ordering forms, dividing pupils in groups, conducting classes depending on the location and teaching aids possessed (utensils and devices for physical exercises)</li> </ul>
<p>23. Pupils' achievements specified in the core curriculum in terms of operational goals</p> <p>24. The notion, objectives, scope and tasks of control</p> <p>25. Control methods and forms used in school education</p> <p>26. Developing curriculum requirements (auditing and evaluating)</p>	<p>1 hour:</p> <ul style="list-style-type: none"> <li>– “snowball”: each team member writes down in a control task sheet what should be verified in physical education classes; next, team members form pairs to compare their ideas and work out a joint result; next, they form fours to complete their notes; they form eights to complete their idea; each group presents their ideas and finally, team members together with the team leader establish the end result – the control task sheet</li> </ul> <p>1 hour:</p> <ul style="list-style-type: none"> <li>– work in 4-people teams: team members develop program requirements – some of them according to a two-tier model, and some according to a multi-tier model</li> <li>– answer the question: What effects of a pupil's behavior will I consider as a proof that they learned?</li> </ul>
<p>27. The interpretation of the MNE's Ordinance on grading and promoting pupils</p> <p>28. The notion, goals, functions, features and types of a grade (assessing in the narrow and broad sense in physical education)</p> <p>29. Supporting (shaping) assessment</p> <p>30. The methods and forms of assessment</p> <p>31. The object and criteria of a physical education grade</p>	<p>2 hours:</p> <ul style="list-style-type: none"> <li>– work in teams: team members receive the physical education core curriculum for the upper secondary schools; verification of the control task sheet – were all thematic areas included in the project (in accord with teaching effects for thematic blocks of the physical education core curriculum)</li> </ul>

<p>32. School grading system, course grading system (evaluating tasks in terms of directional and instrumental purposes)</p>	<p>1 hour:                      – work in pairs: for a given thematic cycle, elaborate control tasks for: skills, knowledge, and attitudes towards physical education                      – answer the question: According to your expectation, what a student should be able to do after completing the cycle? (working on selected parts of the program by Kierczak, Glos for upper secondary school)                      1 hour:                      – work in pairs: elaborate grading criteria for fulfilling operational goals – task related to knowledge, skills, attitudes, and motility</p>
<p>33. Course grading system for physical education based on the model of Madejski, Frołowicz, Pośpiech (authors' proposals)</p>	<p>1 hour:                      – work in 3-people teams building "Decision trees": team members fill decision tree forms by filling in the following order: tree trunk – issue (what should be evaluated); tree branches – your own proposals; next to tree branches – positive and negative consequences; tree crown – goals and values related to grading                      1 hour:                      – discussion: decision tree forms are pinned to the wall and all team members compare their proposals and exchange arguments; with the help of the team leader, they define what should be subject to assessment (and in what form) according to the MNE's Ordinance (on physical education); using the trees, they list common CGS components, and compare them with selected models; they try to answer the question: How will a pupil show they learned? (evaluating task for control tasks)</p>
<p><b>NORDIC WALKING (4 hours)</b></p>	
<p>1. Theoretical foundations of effort in Nordic walking                      2. Characteristics and selection of proper Nordic walking equipment</p>	<p>1 hour:                      – welcoming teachers and presenting the organization of the Nordic walking training                      – discussing the theoretical foundations of effort in Nordic walking                      – presenting the characteristics of and rules for selecting appropriate Nordic walking equipment</p>

<p>3. The basics of in pole Nordic walking techniques</p> <p>4. Elements of Nordic walking training at health, fitness and sports levels</p>	<p>3 hours:</p> <ul style="list-style-type: none"> <li>– practical outdoor activities: learning pole Nordic walking technique and elements of Nordic walking training at health, fitness and sports levels</li> <li>– completing a knowledge test by the teachers (post-test)</li> <li>– completing an assessment questionnaire of the workshops by the teachers</li> <li>– thanking the teachers for their active participation in training and a farewell</li> </ul>
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### Training 2 (1 day) – 4 hours for physical education, 4 hours for relaxation activities

Training content	Trainer work scope
<b>PHYSICAL EDUCATION (4 hours)</b>	
<ol style="list-style-type: none"> <li>1. Self-knowledge and its components, auto-learning, subjectivity and auto-regulation in physical education process</li> <li>2. Static and dynamic components of self-knowledge – pupil’s activity in meeting curriculum requirements; notions: self-control, self-assessment, self-control forms and methods</li> <li>3. Documenting individual work of a pupil</li> <li>4. Designing physical education classes at the level of self-education for the participation in physical culture by upper secondary school pupils</li> </ol>	<p>2 hours:</p> <ul style="list-style-type: none"> <li>– welcoming teachers and presenting the training contents</li> <li>– completing a knowledge test (pre-test)</li> <li>– “brain storm”: how pupils can document systematic results of the implementation of the physical education program requirements</li> <li>– summary: the meaning of self-control and self-assessment of pupils in CGS</li> <li>– at the end of the training, each participant has to complete the following sentence on an empty paper sheet: “The most important part of result-based planning is...”; all the sheets are then pinned to the wall, participants group similar answers and elaborate a common summary</li> </ul> <p>1 hour:</p> <ul style="list-style-type: none"> <li>– work in teams: pupil achievement cards (PAC), portfolio, SiS card, SiS book, inventory lists, reviews, self-presentations, lists – designing a tool for chosen lesson self-control tasks (ongoing work) and long-term homework</li> </ul> <p>1 hour:</p> <ul style="list-style-type: none"> <li>– work in teams: education strategy – from hetero-education to auto-learning cultural body competences – preparing a sample class scenario to a thematic cycle</li> </ul>



<b>RELAXATION ACTIVITIES (4 hours)</b>	
<ol style="list-style-type: none"> <li>1. Modern school as a neurotogenic factor</li> <li>2. Stress, stressor, stress response</li> <li>3. Stress in children and youth</li> <li>4. Teacher-student relationship</li> <li>5. Stress response and relaxation response</li> </ol>	<p>1 hour:</p> <ul style="list-style-type: none"> <li>– welcoming teachers and presenting the organization of activities</li> <li>– overview of the basic concepts associated with relaxation</li> <li>– debate: what a school stress is and what causes it</li> <li>– discussion of the principles of relaxation activities at school</li> </ul>
<ol style="list-style-type: none"> <li>6. Resting, relaxation, relaxation response</li> <li>7. Relaxation practice</li> <li>8. Organization of activities</li> </ol>	<p>3 hours:</p> <ul style="list-style-type: none"> <li>– practical activities: practicing relaxation techniques that can be used at physical education classes in upper secondary schools</li> <li>– completing a knowledge test by the teachers (post-test)</li> <li>– completing an assessment questionnaire of the workshops by the teachers</li> <li>– thanking the teachers for their active participation in training and a farewell</li> </ul>

### Training 3 (1 day) – 4 hours for physical education, 4 hours for fitness activities

<b>Training content</b>	<b>Trainer work scope</b>
<b>PHYSICAL EDUCATION (4 hours)</b>	
<ol style="list-style-type: none"> <li>1. Health education in the core curriculum and its connection to physical education</li> <li>2. Health behaviors in school children; HBSC research report</li> </ol>	<p>1 hour:</p> <ul style="list-style-type: none"> <li>– welcoming teachers and presenting the training contents</li> <li>– completing a knowledge test (pre-test)</li> <li>– discussion of the results of KAHN 2 questionnaire: recognizing predispositions to creative behaviors in teachers (the questionnaire was filled during training 2)</li> </ul> <p>2 hours:</p> <ul style="list-style-type: none"> <li>– planning and evaluation of health education at schools: organization of diagnosing needs                             <ul style="list-style-type: none"> <li>– diagnosing pupils' needs and priorities, setting objectives and tasks, planning evaluation</li> </ul> </li> </ul> <p>1 hour:</p> <ul style="list-style-type: none"> <li>– discussion of tools for studying health behaviors in upper secondary school pupils<sup>B4</sup></li> </ul>

<sup>84</sup> P. Wojtyła-Buciora: Badania nad zachowaniami zdrowotnymi młodzieży licealnej i ich rodziców w celu poznania możliwości optymalizacji programów edukacyjnych i działań z zakresu promocji zdrowia. Doctoral thesis, UM, Poznań, 2011.

<b>FITNESS ACTIVITIES (4 hours)</b>	
1. Warm-up 2. Using fitballs and fitness steps in a warm-up 3. Workout in pairs using fitballs 4. Strengthening exercises with fitballs 5. Steps on fitness steps	1 hour: – welcoming teachers and presenting the organization of activities – discussion of the organization of the fitness activities and using the selected fitness equipment in specific lesson parts; rules for selecting appropriate equipment, intensity, etc.
6. Sample exercises with z fitballs 7. Sample exercises with fitness steps, steps on fitness steps 8. Building choreography on fitness steps	3 hours: – practical activities: sample exercises using selected fitness equipment – work in teams: teachers in teams create choreography on fitness steps – completing a knowledge test by the teachers (post-test) – completing an assessment questionnaire of the workshops by the teachers – thanking the teachers for their active participation in training and a farewell

### 3.6. Psychological and educational training for students

Physical education teachers are not the only group which received support in the form of training for the participation in the NQTP2 project. In the funding application it was assumed that also each student joining the project will undergo 32-hour psychological and pedagogical training conducted by experienced psychologists selected in a tender.

The aim of the workshops was to raise the competence of students to implement teacher practicum in upper secondary schools by increasing the level of their knowledge and skills in pedagogy and psychology, i.e. raising their education competences, and fostering competences in particular.

Training activities were divided in 4 blocks, 8 hours each, and covered the following issues:

- conflict situations;
- dealing with conflict situations;
- manipulation;
- dealing with manipulation;
- conducting disciplinary talks;
- persuasive tools;

- specifics of working with youth;
- coping with the stress connected with conducting classes at school;
- methods of self-presentation.

Table 3.1 shows the detailed contents of the training.

Owing to the specifics of activities, in each training group, activities were conducted by two trainers. As early as at the proposal stage, it was obvious that training will have the form of workshops and case studies. This way as much time as possible could be devoted to practical tasks, and this lets students practice in small groups specific situations which they may encounter in teacher practicum or in their future teaching practice. The training formula was not typical of standard classes in their curriculum, although it is not new in the so called soft (psychological) training, for example in business trainings for managers.

Each student received training materials prepared by the company conducting the workshops<sup>85</sup>, and a participation certificate at the end.

**Table 3.1. The detailed contents of the psychological and pedagogical training for students**

Module	Content scope	Number of hours
1. Specifics of working with youth	a. Class integration – realization how important it is to get to know each other and team integration b. Establishing contacts with participants – referring to the contacts among the teacher and pupils and specifying work rules c. The characteristics of the development of children and young people at various stages of development (younger school age, early adolescence, late adolescence) in terms of: emotions, thinking, social development, mental development, physical development (physiological changes), sexual development, mental alertness d. Difficulties in working with youth and their sources at various stages of development e. Negative behaviors in pupils – common problems of childhood and adolescence on school grounds and methods of dealing with difficult situations f. Methods of overcoming difficulties and principles of working with youth at various stages of development g. Group roles in a school class – the characteristics of group roles h. Methods of recognizing group roles (sociometry and other techniques)	4 hours

<sup>85</sup> A. Sloniewska: Materiały dla studentów na szkolenia psychologiczno-pedagogiczne. New Quality of Teacher Practicums 2. Wrocławskie Towarzystwo Naukowe, Wrocław, 2012.

	<ul style="list-style-type: none"> <li>i. Ways of using knowledge of the group roles in everyday work of a teacher and a form master</li> <li>j. Group process dynamics</li> <li>k. Group process phases</li> </ul>	
2. Methods of self-presentation	<ul style="list-style-type: none"> <li>a. Characteristics and ways of using self-presentation techniques in everyday work of a teacher</li> <li>b. The role of non-verbal communication in the communication process</li> <li>c. The basic laws that govern the art of presentation: first impression effect, halo effect, contrasting effect, primacy effect and freshness effect</li> <li>d. The professional image of a teacher</li> <li>e. How to establish a teacher's authority among youth of different ages</li> </ul>	6 hours
3. Conducting disciplinary talks	<ul style="list-style-type: none"> <li>a. The process and essence of communication</li> <li>b. Methods of active listening: paraphrasing, clarifying, asking questions, reflecting feelings, sharing one's feelings, tuning up</li> <li>c. Communication barriers: assessing/judging, deciding for others, getting away from someone else's problems</li> <li>d. Overcoming communication barriers: using feedback, using simpler language, active listening, controlling emotions, paying attention to signals</li> <li>e. Disciplinary talk stages</li> <li>f. Difficulties in carrying out disciplinary talks and how to overcome them</li> <li>g. Practicing disciplinary talks with pupils using sample scenarios</li> </ul>	6 hours
4. Conflict situations and how to deal with them	<ul style="list-style-type: none"> <li>a. The essence of a conflict and types of conflicts</li> <li>b. The circle of conflict – learning about various conflict sources</li> <li>c. Conflict sources and strategies for responding to conflict</li> <li>d. The styles of functioning in a conflict</li> <li>e. Procedures for dealing with a conflict: negotiation, facilitation, mediation, arbitration</li> <li>f. I-message</li> </ul>	
5. Coping with the stress of conducting classes at school	<ul style="list-style-type: none"> <li>a. Emotional barometer among participants – methods of testing the mood of a group</li> <li>b. What is stress, is stress always negative</li> <li>c. Causes and symptoms of stress in teachers</li> <li>d. Strategies for coping with stress</li> <li>e. Searching for one's own antidote to stress</li> </ul>	6 hours
6. Persuasive tools	<ul style="list-style-type: none"> <li>a. What is persuasion</li> <li>b. How to distinguish persuasion from manipulation</li> <li>c. Essential mechanisms of influencing others: reciprocity, commitment and consistency, social proof, liking, authority, scarcity</li> </ul>	4 hours

7. Manipulation and how to deal with it	a. What is manipulation b. Manipulation techniques c. Games pupils play and methods of dealing with them; when a teacher is provoked and manipulated by a pupil; disruptive games and how to respond to them when a game interferes with conducting classes; humiliating games and how to respond to demonstrating the psychological advantage; tempting games and how to respond to sophisticated players d. Methods of dealing with manipulation: the Little Prince technique, broken record, playing for time, negative assertion, changing judgment into opinion, fogging, admitting a mistake to be ahead of criticism	6 hours
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The idea to organize psychological and pedagogical training for students emerged as a reaction to numerous opinions of students who completed teacher practicums in previous years. Very often, they admitted in the reports that they had not been properly prepared to deal with educational problems<sup>86</sup>. They were able to indicate subjects in which they received instructions on the topic, but their knowledge remained theoretical. According to students, they lacked workshops or “brainstorming” during which they could practice specific situations in practice and receive instant feedback. The Supreme Audit Office arrived at similar conclusions after auditing physical education and sports activities in public schools – school teachers pointed out very poor preparation of trainees for educational interactions, as presented in the report of 2010<sup>87</sup>.

Despite the content-rich training and an established program, people who carried out the practicum were forewarned to treat in a special way any students’ suggestions or expectations related to solving specific problems, such as the problems they met during previous practicums. The idea was that training was as practical as possible and was close to school reality.

<sup>86</sup> M. Krzak: Niedostatki w pedagogicznym kształceniu przyszłych nauczycieli wychowania fizycznego – refleksje po praktykach pedagogicznych. *Rozprawy Naukowe AWF we Wrocławiu*, 2009, 27, 48–51; M. Krzak, A. Małska-Śmiałowska: Przygotowanie przyszłych nauczycieli wychowania fizycznego do roli wychowawcy – opinia studentów I roku Akademii Wychowania Fizycznego we Wrocławiu. *Rozprawy Naukowe AWF we Wrocławiu*, 2009, 28, 308–311.

<sup>87</sup> Informacja o wynikach kontroli. Wychowanie fizyczne i sport w szkołach publicznych..., *op. cit.*, p. 57.



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## **4. Evaluation of the effectiveness of practicums in upper secondary schools**

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### **4.1. Analysis and interpretation of the respondents' feedback on the evaluation of teacher practicum**

#### **Survey goal**

The cognitive goal of the survey was to learn the opinions of students, school teachers and academic teachers engaged in teacher practicums in upper secondary schools as part of the “New Quality of Teacher Practicums 2” project in years 2012–2015 on practicum programs, journals, and monitoring sheets.

The practical goal of the research was to analyze the collected feedback of the respondents to provide input for introducing changes in a practicum program, journals, and tools used for monitoring practicums that take into account the justifiable demands.

#### **Survey queries**

1. How do respondents assess programs and practicum journals, and practicum monitoring sheets?
2. Are there marked differences in the opinions of students, school teachers and academic teachers?
3. Do opinions of different groups of respondents differ by gender?

#### **The characteristics of the researched group**

The research covered students participating in teacher practicums in years 2013–2015, school teachers acting as practicum tutors, and academic teachers acting as practicum supervisors. Table 4.1 shows the detailed number of people in individual groups in subsequent years divided by gender. During the project, 4 years of students of master studies completed their teacher practicums. The practicums took place in the following periods:

- 1st practicum: 11.02–01.03.2013;
- 2nd practicum: 03.03–21.03.2014;
- 3rd practicum: 02.03–20.03.2015;
- 4th practicum: 13.04–30.04.2015.

**Table 4.1. Students, school teachers and academic teachers taking part in teacher practicums held as part of the “New Quality of Teacher Practicums 2” project in years 2012–2015**

Group	Gender	2013	2014	2015 2nd year	2015 1st year	Project 2013–2015
Students	M	99	74	75	73	321
	F	76	71	68	62	277
	<i>Total</i>	175	145	143	135	598
School teachers	M	50	49	54	54	207*
	F	65	67	62	62	256*
	<i>Total</i>	115	116	116	116	463*
Academic teachers	M	16	13	11	12	52*
	F	9	9	7	8	33*
	<i>Total</i>	25	22	18	20	85*
All	M	165	136	140	139	580
	F	150	147	137	132	566
	<b><i>Total</i></b>	<b>315</b>	<b>283</b>	<b>277</b>	<b>271</b>	<b>1146</b>

\* Most of the upper secondary school teachers acting as practicum tutors were mentors during all the four practicums. The changes within this group may be a result of hiring rotation, retirements, or health leaves. Minor changes in academic teacher team’s line-up resulted from using health leaves or job changes by some group members. This is why the numbers of school and academic teachers given in the last column of the table should be treated rather as the number of evaluation surveys gathered, and not as the number of people participating in the project.

In 2013, a study was conducted on students who completed teacher practicums. The study covered 175 practicum students, including 99 men and 76 women; 115 school teachers, including 50 men and 65 women; and 25 academic teachers, including 16 men and 9 women. The gender structure in the group was as follows: 165 men and 150 women examined.

In 2014, a study was conducted on students who completed teacher practicums. The study covered 145 practicum students, including 74 men and 71 women; 116 school teachers, including 49 men and 67 women; and 22 academic teachers, including 13 men and 9 women. The gender structure in the group was as follows: 136 men and 147 women examined.



In 2015, there were two practicums, with a study conducted on each of them. In the first study, all the practicum students were included. The first study covered 143 practicum students, including 75 men and 68 women; 116 school teachers, including 54 men and 62 women; and 18 academic teachers, including 11 men and 7 women. The gender structure in the group was as follows: 140 men and 137 women examined.

In the second study, also all the practicum students were included. The second study covered 135 practicum students, including 73 men and 68 women; 116 school teachers, including 54 men and 62 women; and 20 academic teachers, including 12 men and 8 women. The gender structure in the group was as follows: 139 men and 132 women examined.

The practicums took place in 33 upper secondary schools. Appendix 3 shows the detailed list of practicum sites with the number students taking part in a practicum in individual schools in subsequent years.

### **The research method, research tools and techniques used**

In the conducted study, a diagnostic survey method<sup>88</sup> was applied, with the use of questionnaires. A proprietary survey questionnaire was used. The survey questionnaire for gathering feedback on the practicum program and journal is the same for all 3 practicum stakeholders, i.e. students, school teachers, and academic teachers. It has 2 parts: the questionnaire specifications, and the questionnaire contents (with the questions on respondents' feedback). In the specifications respondents filled in their age in years, and marked check boxes for selecting their gender and their role in the project (student, school teacher, or academic teacher). In the questionnaire contents, there were 7 questions, including 4 closed queries, and 3 open queries, where question 7 was only for students (only students were asked to mark their answers). In the closed queries (questions 1, 3, and 5), respondents were asked to rate the practicum program, the practicum journal, and the practicum monitoring sheet using a five-point Likert scale, where the respective numbers meant: 5 – very highly rated, 4 – highly rated, 3 – I'm not sure / I have no opinion, 2 – low rated, 1 – very low rated. In the open queries, respondents were asked to propose amendments in terms of the practicum program (question 2), the practicum journal (question 4), and the practicum monitoring sheet (question 6). Question 7, for students only, was about the future plans – whether they plan to be employed as a physical education teacher or not. The survey questionnaire used in the study can be found in Appendix 5.

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<sup>88</sup> T. Pilch, T. Bauman: *Zasady badań pedagogicznych. Strategie ilościowe i jakościowe*. Wydawnictwo Akademickie „Żak”, Warszawa, 2010.

The analyses were carried out in STATISTICA 9.1<sup>89</sup> statistical analysis software. The following statistical tools were used:

- descriptive statistics – cardinalities, averages, medians, and skewness;
- the nonparametric Mann-Whitney U test;
- the Wilcoxon matched pairs test.

### Survey result analysis

When analyzing closed query answers (questions 1, 3, 5), first, the number of respondents were counted who declared an opinion at each of the levels of the scale used. The results were shown on pie charts. Because of group sizes, the values were presented as converted into percentages.

The second part of the analysis was defining the differences in the opinions of respondents depending on gender and the function in the project (student, school teacher, academic teacher). The nonparametric Mann-Whitney U test was used to determine possible differences. Testing was performed for the whole examined population and for the separated groups of students, school teachers, and academic teachers. The analysis results were presented broken down by individual questions. Moreover, comparisons were also made between opinions in subgroups: students against school teachers, students against academic teachers, and academic teachers against school teachers.

*Survey result analysis for the question: How do respondents assess programs and practicum journals, and practicum monitoring sheets?*

Descriptive statistics were used to answer the first survey question. Closed query answers were counted in each answer category: 5 – very highly rated, 4 – highly rated, 3 – I'm not sure / I have no opinion, 2 – low rated, 1 – very low rated. The results were presented in pie charts.

The majority of respondents (81%) assessed the practicum program for upper secondary schools positively, including 49% with positive opinion, and 32% with very positive opinion. Only 14% of them answered “3 – I'm not sure / I have no opinion”. There was 5% negative answers, including 1% extremely negative ones (9 respondents). Such a large amount of very positive feedback among the respondents clearly indicates that the practicum program meets the expectations of all participating groups. The results described here are presented in Figure 4.1.

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<sup>89</sup> StatSoft, Inc. STATISTICA (data analysis software system), version 9.1, 2010. [www.statsoft.com](http://www.statsoft.com).

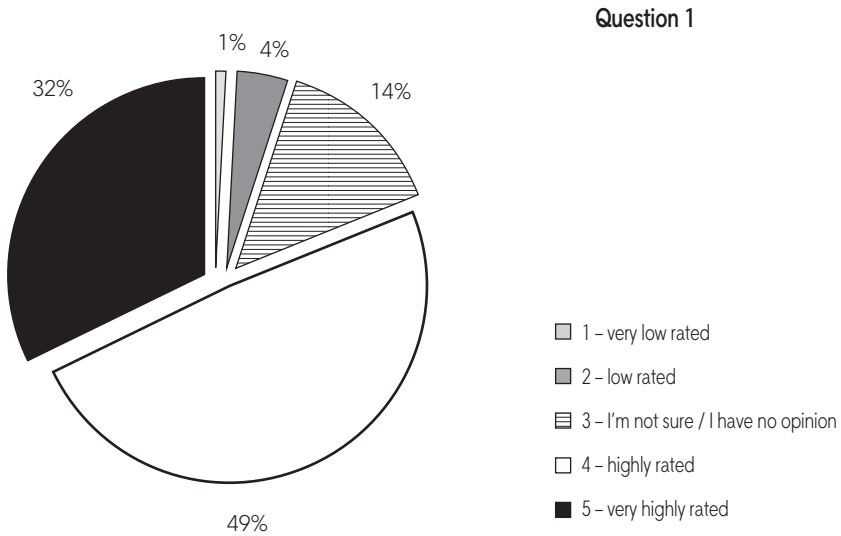


Figure 4.1. The percentage structure of answers to question 1 (*How do you evaluate the upper secondary school practicum program?*) among all the respondents

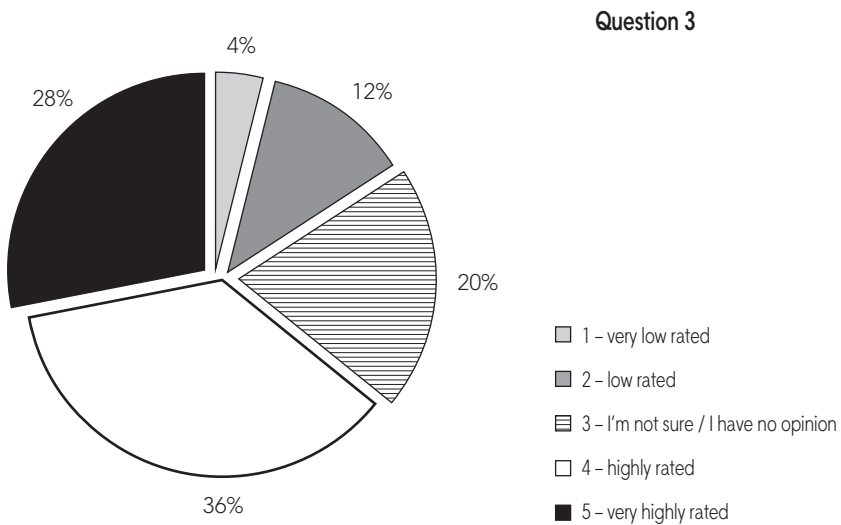


Figure 4.2. The percentage structure of answers to question 3 (*How do you evaluate the upper secondary school practicum journal?*) among all the respondents

Figure 4.2 shows the percentage structure of the answers where subjects were asked to assess the practicum journal used in upper secondary schools practicums. The total number of positive (36%) and very positive (28%) answers is greater than the total of negative (12%) and very negative (4%) ones. As many as 20% of respondents did not have a strong opinion on the practicum journal and answered “3 – I’m not sure / I have no opinion”.

The distributions of query answers to questions 1 and 3 are substantially different. In the case of the practicum program, the distribution is more skewed towards positive opinions ( $A = -0.91$ ) than in the case of the journal ( $A = -0.65$ ). The same regularity was observed in the answers in the corresponding study<sup>90</sup> on teacher practicums in lower secondary schools.

To confirm the significance of the differences between the distributions of answers to questions 1 and 3, the nonparametric Mann-Whitney U test was used. The t-test value  $T = 31009.5$  ( $p < 0.0001$ ) indicates that the differences between the distributions should be treated as statistically significant. Respondents highly rate the program and journal, but their opinions on the program are substantially more positive than on the journal.

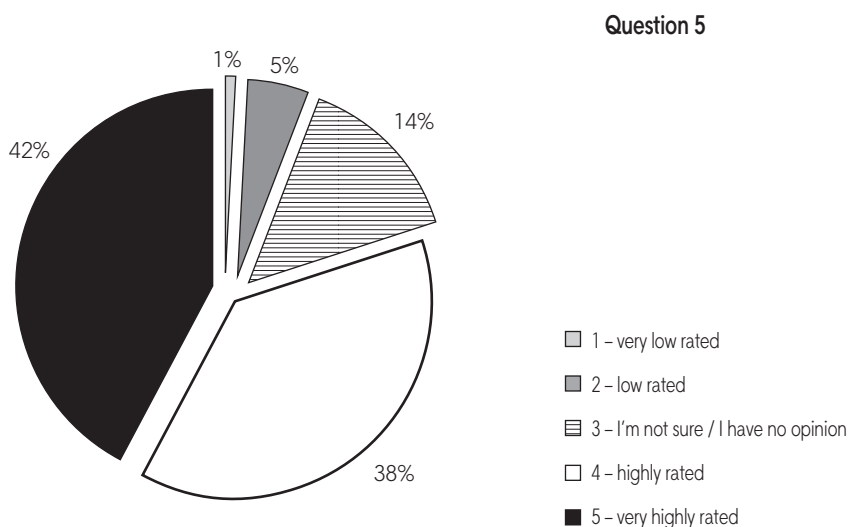


Figure 4.3. The percentage structure of answers to question 5 (*How do you assess the proposed tool to evaluate the course of the practicum: teacher practicum monitoring sheets for upper secondary schools?*) among all the respondents

<sup>90</sup> H. Guła-Kubiszewska, W. Starościk, S. Czyż, M. Kübler: *Nowa jakość...*, *op. cit.*, p. 72.

Figure 4.3 shows the percentage distribution of the respondents' opinion on the teacher practicum journal used as part of the project. As in previous cases, very positive feedback (42%) and positive (38%) feedback prevail, giving the total of as many as 80% of all the answers, while 14% were hesitant, 1% extremely negative, and 5% negative. The high assessment of teacher practicum journal used proves that this tool is useful.

### Summary and conclusions

The opinions on practicum programs and journals are mostly positive.

The majority of positive opinions were expressed by the respondents in the case of the practicum monitoring sheet for upper secondary schools practicums, thus this tool will be included in the teacher practicum process in the 5-year period of the project duration.

The respondents rated the practicum program higher than the practicum journals used to document the program implementation.

*Survey result analysis for the question: Are there marked differences in the opinions of students, school teachers and academic teachers?*

#### *Opinions of students and school teachers (ST) – differences*

The nonparametric Mann-Whitney U test was used to determine the significance of the differences among individual groups. The Mann-Whitney U test is a nonparametric alternative for a t-Student's test for independent samples<sup>91</sup>. The responses of students and school teachers to all the analyzed questions differ significantly. The further part of the analysis provides a detailed description of the differences in opinions of students and school teachers separately for each question.

Figure 4.4 shows the differences in opinions of students and school teachers with regard to the upper secondary school practicum program. The U test value for the difference shown in the figure is  $U = 94751.5$ , and the statistical significance  $p < 0.0001$ . The median value is 4 both in students and teachers, and quartile deviation (25–75%) in students is between 3 and 4, and in school teachers it is between 4 and 5. In the school teacher group, no extremely negative replies (1 – very low rated) were noted.

Figure 4.5 shows the differences in opinions of students and school teachers with regard to question 3. The median value in teachers is 4, and the quartile deviation is between 4 and 5, thus 50% of the responses in school teachers are: 4 – highly rated or 5 – very highly rated. In students, the medial value is 3, with the quartile deviation between 2 and 4. The difference between the opinions of students and school teachers is

<sup>91</sup> StatSoft, Inc. STATISTICA (data analysis software system), version 9.1, 2010. www.statsoft.com.

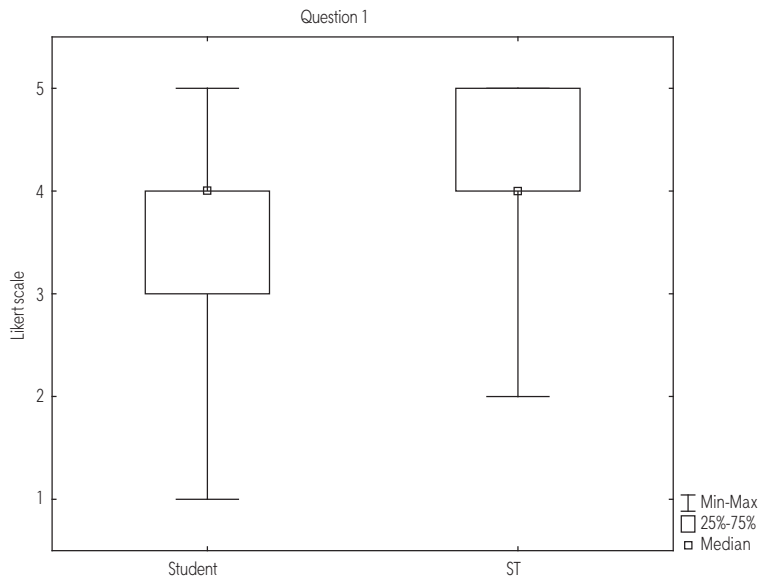


Figure 4.4. The differences between the opinions of students and school teachers (ST) with regard to question 1: *How do you evaluate the upper secondary school practicum program? Please mark on the scale.*

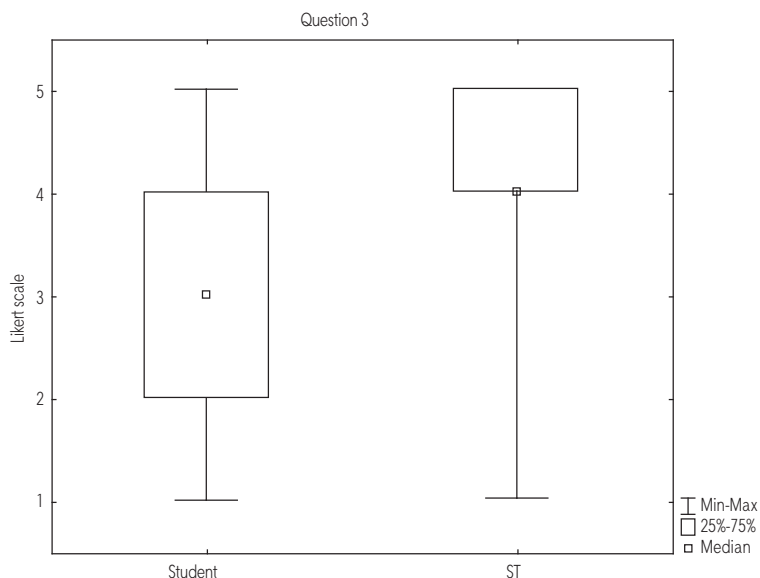


Figure 4.5. The differences between the opinions of students and school teachers (ST) with regard to question 3: *How do you evaluate the upper secondary school practicum journal? Please mark on the scale.*

statistically significant. The teachers evaluated the practicum journal more positively than students; the U test value = 77927.5;  $p < 0.0001$ .

The responses of students and school teachers question 5 also differ significantly ( $U = 103054.5$ ;  $p < 0.0001$ ) (Figure 4.6). The median value for both groups is in answer 4 – highly rated. The quartile deviation ranges (25–75%) overlap, i.e. the upper limit for both groups is in answer 5 – very highly rated, and the lower limit for students is in answer 3 – I’m not sure / I have no opinion, and for school teachers in answer 4 – highly rated. The quartile deviation range in students between 3 and 5 has the effect of differences between the groups. Students rated the teacher practicum monitoring sheet for upper secondary schools the highest of all three elements covered by the survey; only for this question, the upper limits of the second quartile reached the value of 5 – very highly rated, and matched the level of the upper limit of the second quartile in teachers.

### Summary and conclusions

Both students and school teachers rated the practicum journal and monitoring sheet for the most part highly or very highly. However, the opinions of the students are statistically significantly lower than the opinions of the teachers.

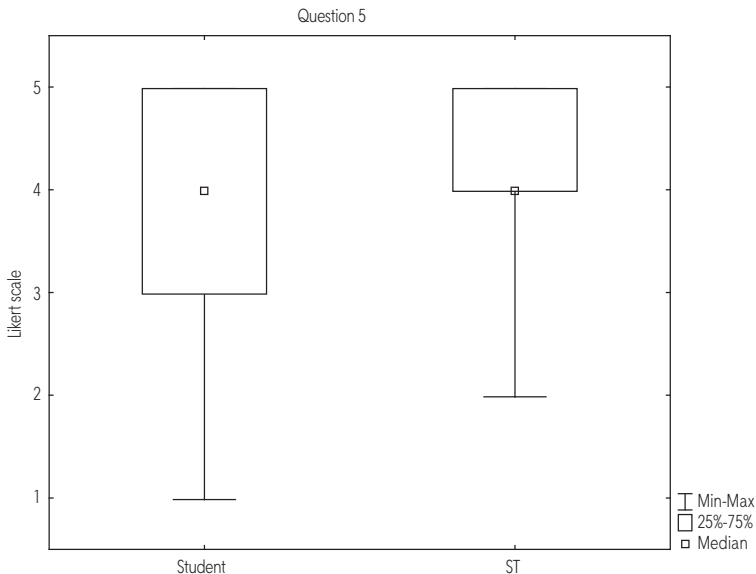


Figure 4.6. The differences between the opinions of students and school teachers (ST) with regard to question 5: *How do you assess the proposed tool to evaluate the course of the practicum: teacher practicum monitoring sheets for upper secondary schools?*

Both the students and the teachers rated highest the teacher practicum monitoring sheet for upper secondary schools, but the opinions of the students were statistically significantly lower than those of the teachers. Introducing the sheet to the practicum process was a good choice; this tool will be still used in the 5-year period of the project duration.

#### *Opinions of students and academic teachers (AT) – differences*

Figure 4.7 shows the differences in opinions of students and academic teachers with regard to the upper secondary school practicum program. The opinions of students are statistically significantly less positive than the ones of academic teachers. The test value  $U = 11990.50$ ;  $p < 0.0001$ , and the answer range in the students is bigger (1–5) than in the teachers (3–5), and quartile deviation values (25–75%) are between 3 and 4 in the students and between 4 and 5 in the academic teachers.

Figure 4.8 shows the comparison of the opinions of the students and academic teachers with regard to teacher practicum journals. Here also the opinions of students are statistically significantly less positive than the ones of academic teachers, the U test

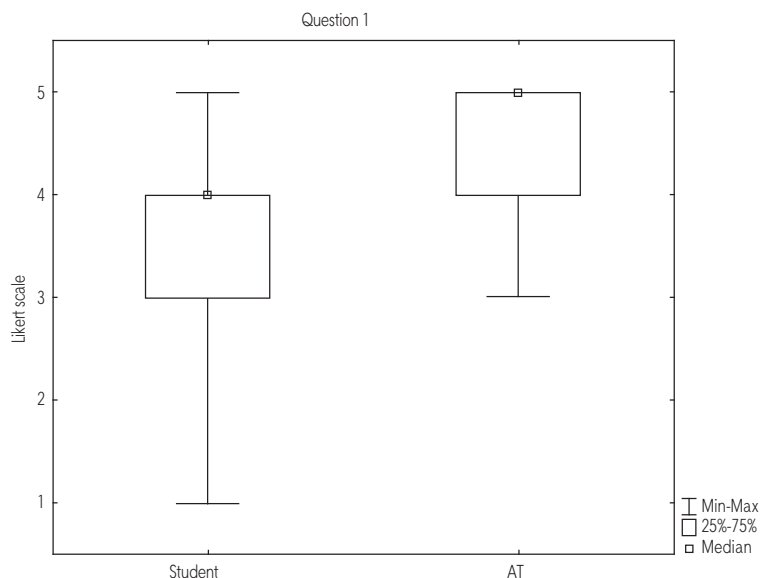


Figure 4.7. The differences between the opinions of students and academic teachers (AT) with regard to question 1: *How do you evaluate the upper secondary school practicum program? Please mark on the scale.*



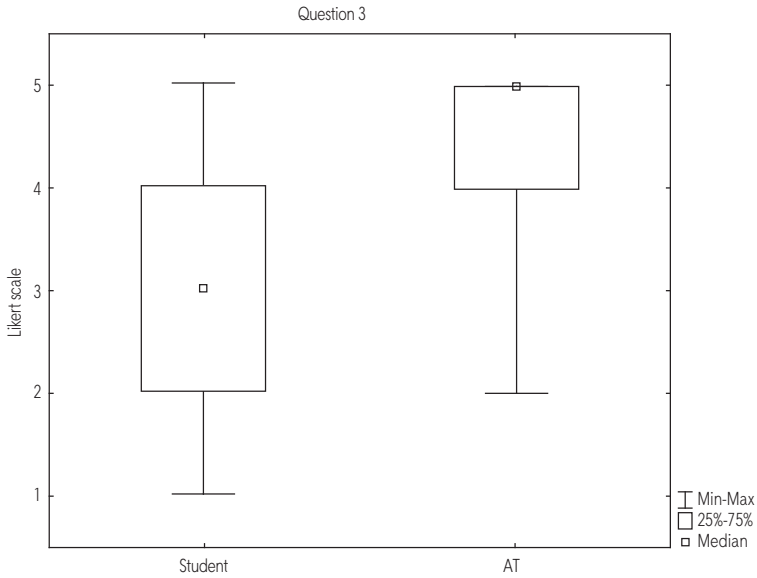


Figure 4.8. The differences between the opinions of students and academic teachers (AT) with regard to question 3: *How do you evaluate the upper secondary school practicum journal? Please mark on the scale.*

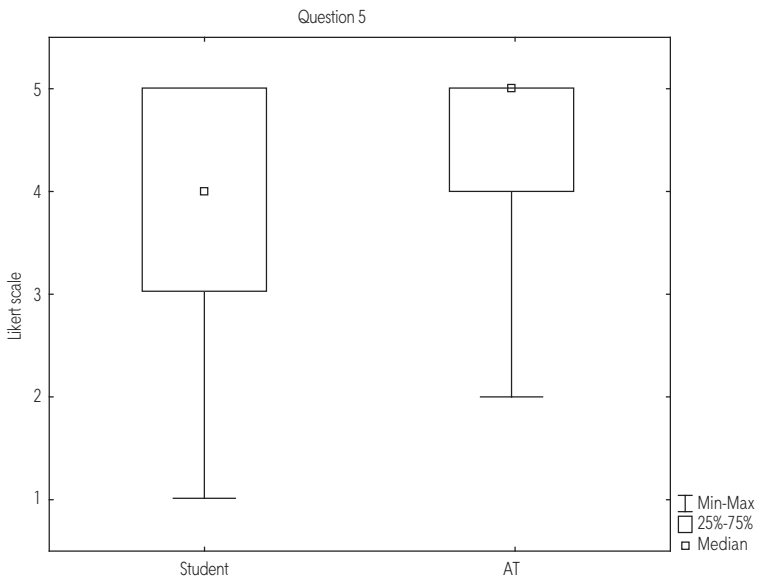


Figure 4.9. The differences between the opinions of students and academic teachers (AT) with regard to question 5: *How do you assess the proposed tool to evaluate the course of the practicum: teacher practicum monitoring sheets for upper secondary schools?*

value  $U = 10861.5$ ;  $p < 0.0001$ . The median value for the opinions of the students is two points (3) lower than the median value for the academic teachers (5) and the quartile deviation (25–75%) from 2 to 4 on Likert scale, while the academic teachers have the quartile deviation from 4 to 5.

Figure 4.9 shows the differences in opinions of students and academic teachers with regard to the teacher practicum monitoring sheets for upper secondary schools. The opinions of both groups are positive or very positive for the most, the median value for the student opinions is in answer 4, and for the teachers is in answer 5, the quartile deviation is in the range of 3–5 and 4–5 respectively. Testing using the Mann-Whitney U test ( $U = 17625$ ;  $p < 0.000002$ ) showed significant differences in the opinions of both groups. The opinion of the academic teachers is much more positive than the opinion of the students.

### Summary and conclusions

The opinions of students with regard to the upper secondary school practicum program and journal are statistically significantly less positive than the ones of academic teachers. The students gave less positive assessments to the practicum journal, and more positive assessments to the practicum monitoring sheet.

Both analyzed groups highly rated the teacher practicum monitoring sheet for upper secondary schools, therefore this tool will continue to be used throughout the project.

#### *Opinions of school teachers (ST) and academic teachers (AT) – differences*

The comparison of the opinions of two teacher groups taking part in the project showed very positive opinions for both the practicum program and the practicum journal and monitoring sheet. Figures 4.10 and 4.11 show the statistically significant differences in the opinions of school teachers (ST) and academic teachers (AT). In both cases, the opinions of ATs are statistically significantly more positive than the opinions of STs. In the case of the practicum program, the difference is a result of the median value (4 for ST and 5 for AT) and of the range (2–5 and 3–5 respectively); the Mann-Whitney test value  $U = 14786$ ;  $p < 0.0003$ .

In the case of the question on the practicum program, the difference observed, also statistically significant, is a result of the higher median value (5) in the group of the academic teachers than in the group of the school teachers (4); the range is 2–5 for NA ad 1–5 for NS ( $U = 15642.50$ ;  $p < 0.003$ ) (Figure 4.11).

The opinions of both teacher groups with regard to the practicum monitoring sheet are positive and very positive (Figure 4.12). Testing using the Mann-Whitney U test did not show any statistically significant differences between the opinions of the school teachers and academic teachers.

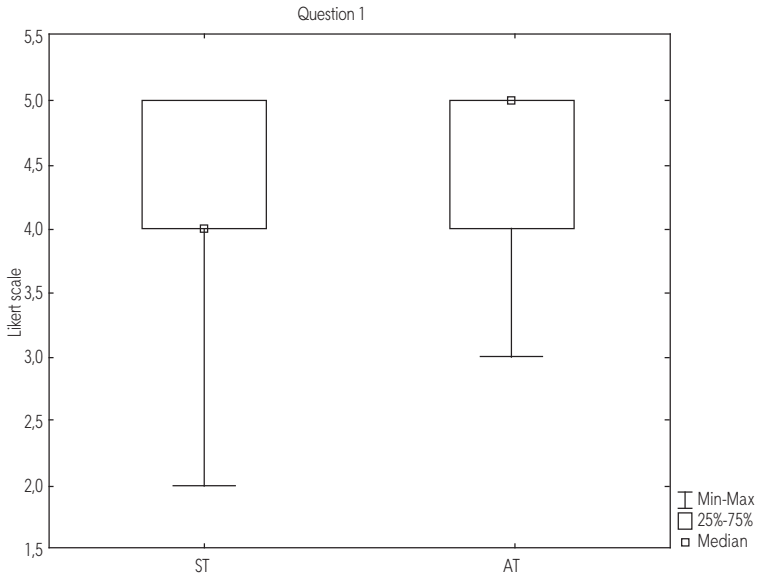


Figure 4.10. The differences between the opinions of school teachers (ST) and academic teachers (AT) with regard to question 1: *How do you evaluate the upper secondary school practicum program? Please mark on the scale.*

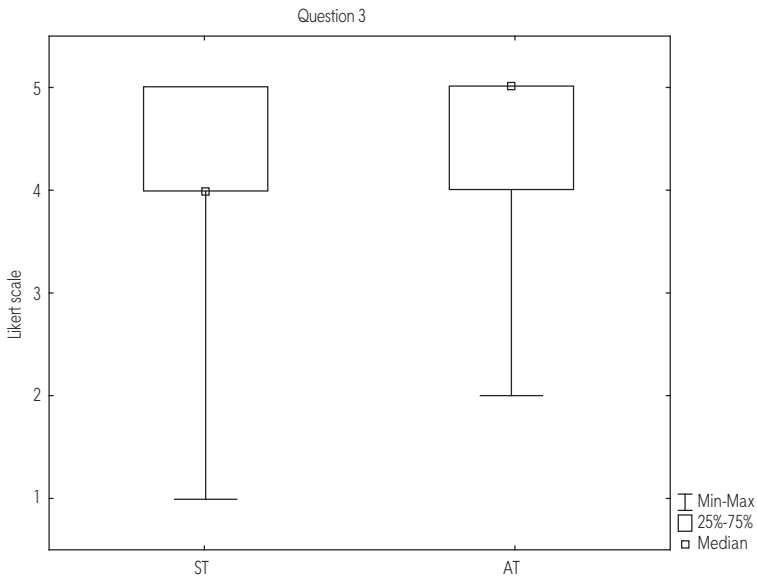


Figure 4.11. The differences between the opinions of school teachers (ST) and academic teachers (AT) with regard to question 3: *How do you evaluate the upper secondary school practicum journal? Please mark on the scale.*

### Summary and conclusions

Both teacher groups highly rated the practicum program, journals, and monitoring sheet for upper secondary schools.

These groups do not differ in opinions on the teacher practicum program or journal.

The practicum monitoring sheet for upper secondary schools is a tool that meets the needs of all the studied groups, and thus it will be permanently incorporated in the implementation process of teacher practicums at the University School of Physical Education in Wrocław.

In order to improve the implementation of practicums and adapt them to the school reality and any legislative changes, opinions should continue to be gathered among students, school teachers, and academic teachers about programs, journals, and monitoring tools.

The practicum program and journals used in the implementation of the project will be changed in subsequent years, so that they can be applied to prepare further student years to teaching profession.

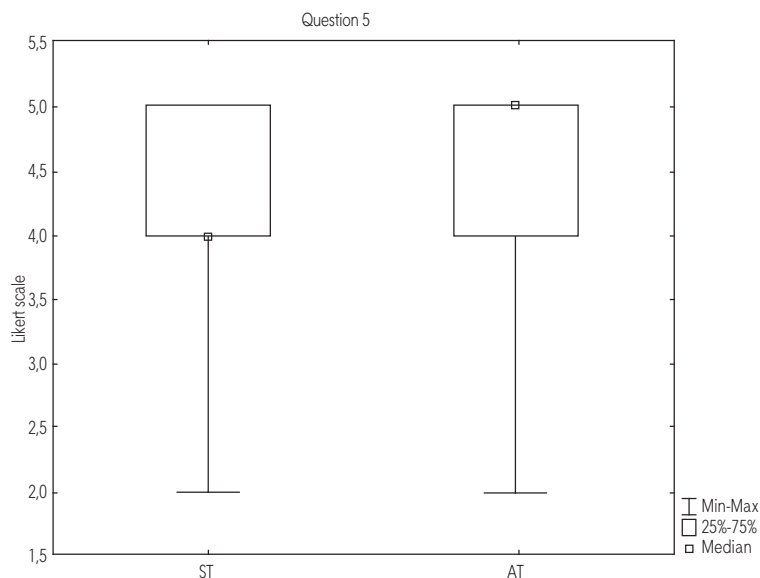


Figure 4.12. The differences between the opinions of school teachers (ST) and academic teachers (AT) with regard to question 5: *How do you assess the proposed tool to evaluate the course of the practicum: teacher practicum monitoring sheets for upper secondary schools?*

*Survey result analysis for the question: Do opinions of different groups of respondents differ by gender?*

To analyze the responses to the third question, also the nonparametric Mann-Whitney U test was used.

*Opinions of the students – similarity bordering on identity*

Figures 4.13–4.15 show the comparison of levels of opinions in male and female students for questions 1–3 in the survey. No statistically significant differences were observed between men and women in the group of students. The practicum monitoring sheet was rated highest by the respondents (the median value in answer 4), the practicum journal was rated relatively lowest (prevalence neutral opinions, the median value in answer 3 in both groups). The opinions on the practicum program are rather positive (the median value in answer 4 for both sexes).

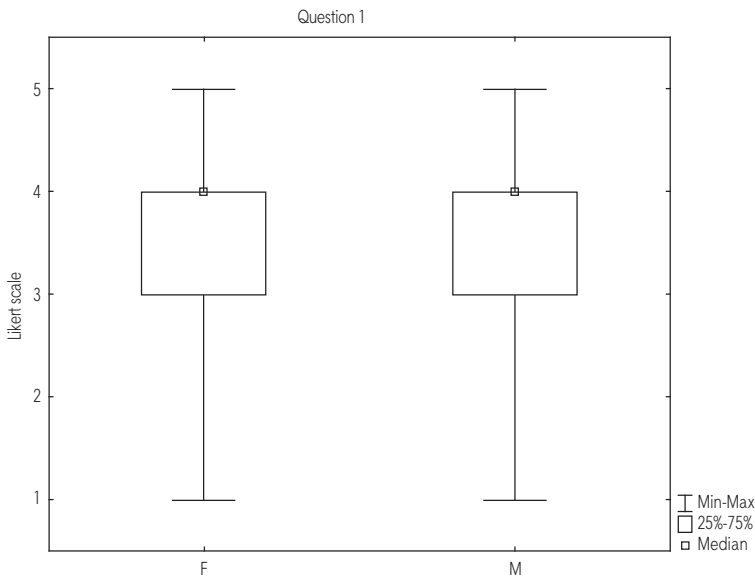


Figure 4.13. The differences between the opinions of male (m) and female (f) students with regard to question 1: *How do you evaluate the upper secondary school practicum program? Please mark on the scale.*

*Opinions of male and female school teachers – differences and similarities*

Figures 4.16–4.18 show the comparison of levels of opinions in male and female school teachers for questions 1–3 in the survey. No statistically significant differences were observed between men and women with regard to question 1 (about the practicum program) or with regard to question 5 (about the practicum monitoring sheet). However, in the group of women, there were more extremely negative replies for question 3, linked to the practicum journal. This resulted in appearing of the statistically significant difference ( $U = 22076$ ;  $p < 0.002$ ).

*Opinions of male and female academic teachers – differences*

In the group of academic teachers statistically significant differences in opinions in men and women were noted in the case of all the three questions in the survey (Figures 4.19–4.21). Each time, the difference was the result of a bigger median value in men (5) than in women (4). Moreover, the opinions of men were extremely positive in majority of cases, which may be inferred by the quartile deviation (25–75%) clustered in the median point; in the group of female teachers the results had a greater dispersion. The Mann-Whitney U test had the following values: question 1:  $U = 493$ ,  $p < 0.00008$ ; question 3:  $U = 555$ ,  $p < 0.006$ ; question 5:  $U = 515$ ,  $p < 0.002$ .

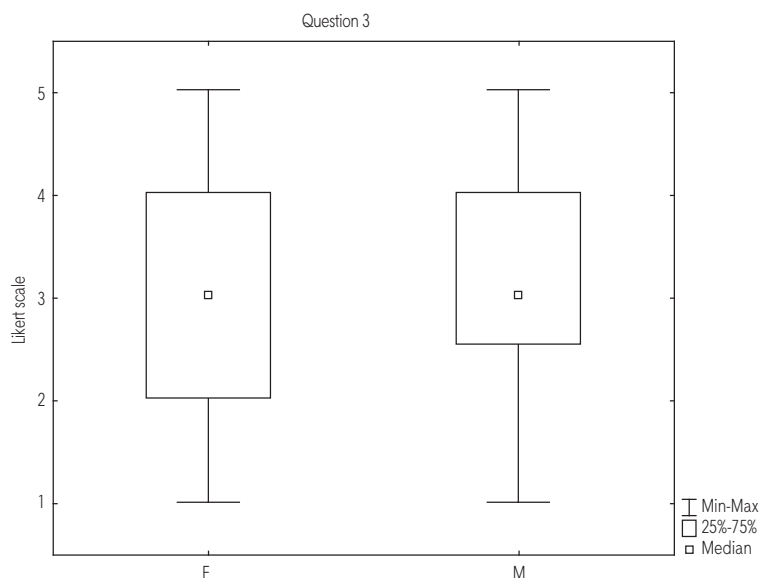


Figure 4.14. The differences between the opinions of male (m) and female (f) students with regard to question 3: *How do you evaluate the upper secondary school practicum journal? Please mark on the scale.*

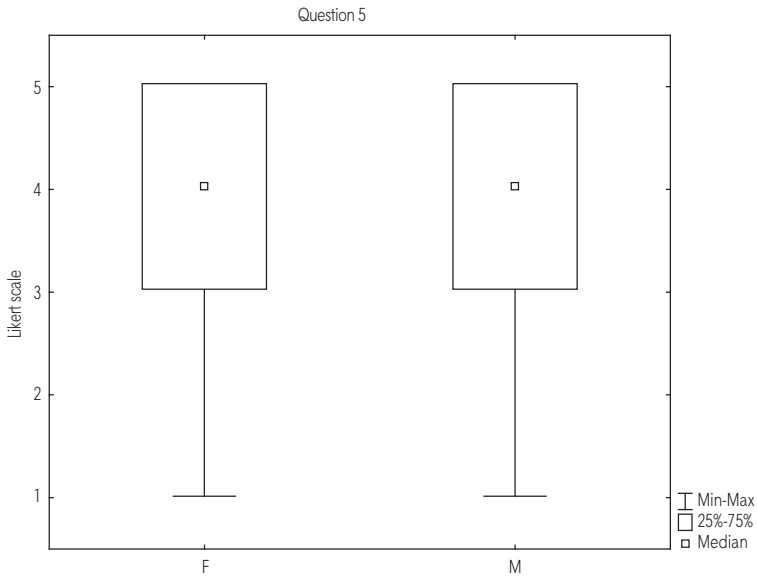


Figure 4.15. The differences between the opinions of male (m) and female (f) students with regard to question 5: *How do you assess the proposed tool to evaluate the course of the practicum: teacher practicum monitoring sheets for upper secondary schools?*

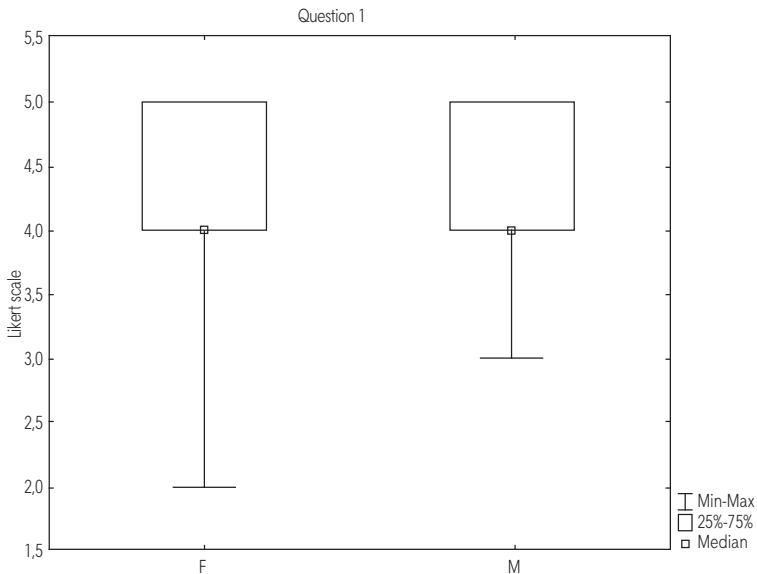


Figure 4.16. The differences between the opinions of male (m) and female (f) school teachers with regard to question 1: *How do you evaluate the upper secondary school practicum program? Please mark on the scale.*

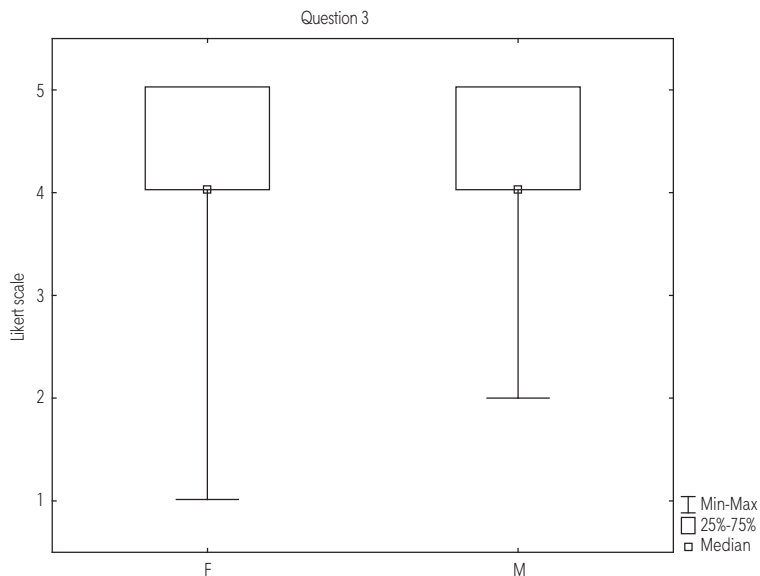


Figure 4.17. The differences between the opinions of male (m) and female (f) school teachers with regard to question 3: *How do you evaluate the upper secondary school practicum journal? Please mark on the scale.*

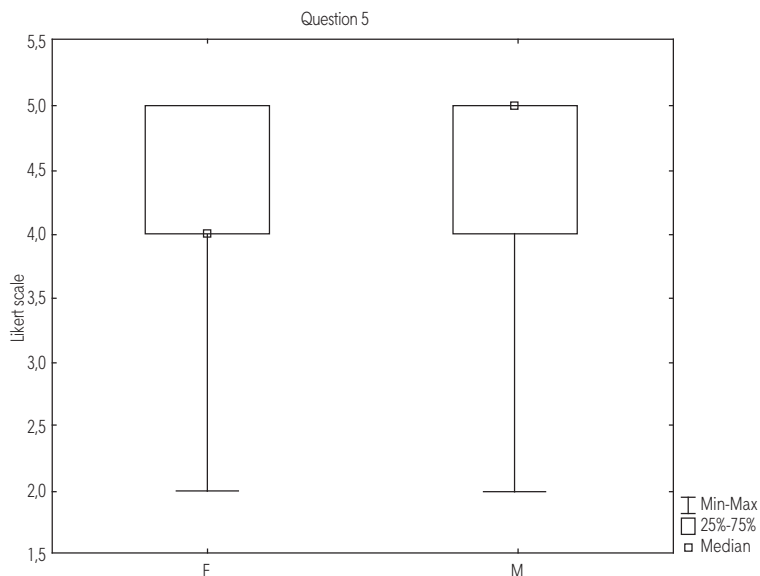


Figure 4.18. The differences between the opinions of male (m) and female (f) school teachers with regard to question 5: *How do you assess the proposed tool to evaluate the course of the practicum: teacher practicum monitoring sheets for upper secondary schools?*



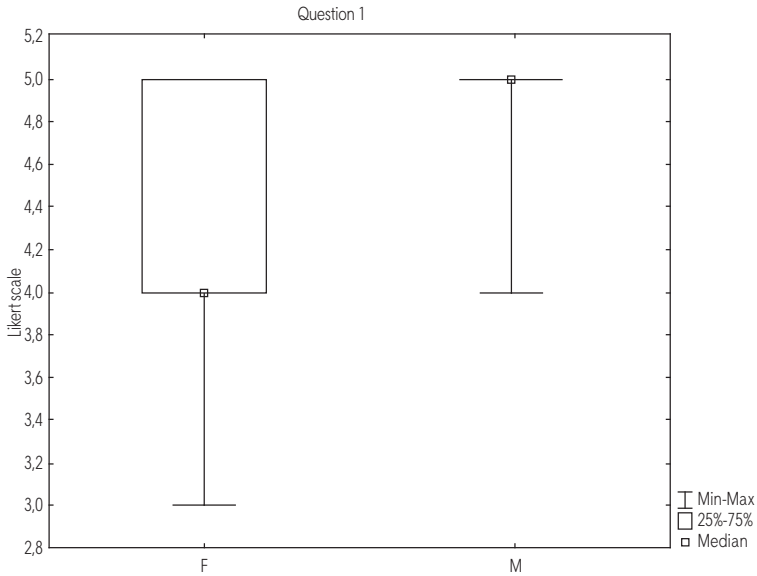


Figure 4.19. The differences between the opinions of male (m) and female (f) academic teachers with regard to question 1: *How do you evaluate the upper secondary school practicum program? Please mark on the scale.*

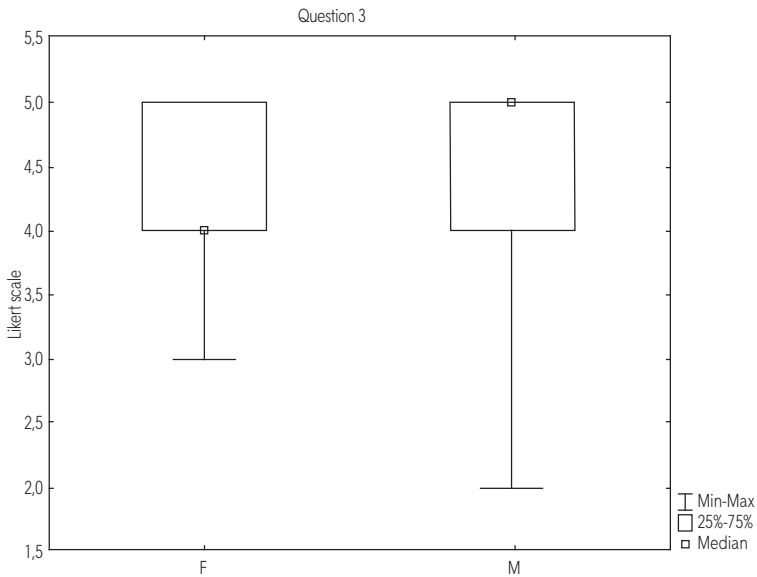


Figure 4.20. The differences between the opinions of male (m) and female (f) academic teachers with regard to question 3: *How do you evaluate the upper secondary school practicum journal? Please mark on the scale.*

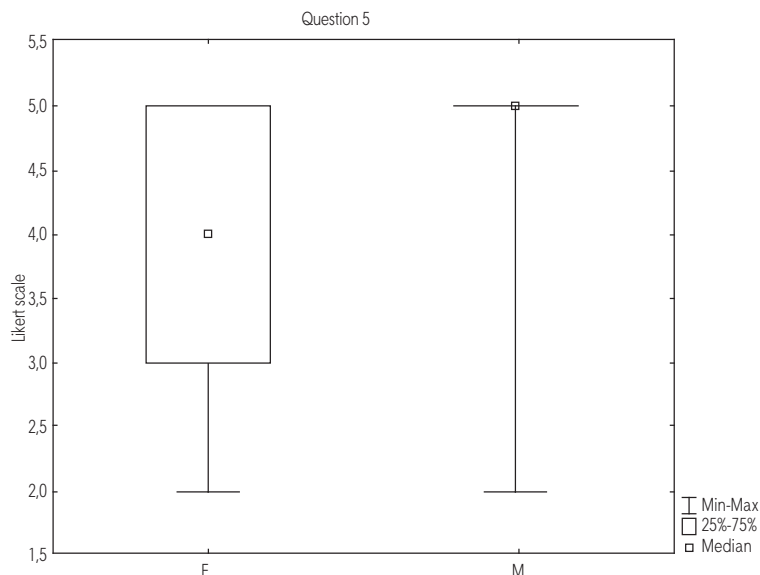


Figure 4.21. The differences between the opinions of male (m) and female (f) academic teachers with regard to question 5: *How do you assess the proposed tool to evaluate the course of the practicum: teacher practicum monitoring sheets for upper secondary schools?*

### Summary and conclusions

The opinions of male and female students with regard to the practicum program, journal, and monitoring sheet did not differ from each other.

No statistically significant differences were observed between male and female school teachers with regard to question 1 (about the practicum program) or with regard to question 5 (about the practicum monitoring sheet). However, in the group of women, there were more extremely negative replies for question 3, linked to the practicum journal. The observed difference is statistically significant.

In the group of academic teachers statistically significant differences in opinions in men and women were obtained in the case of all the three questions in the survey. The opinions of men were more positive than the opinions of women.

#### 4.1.1. Selected opinions on practicum programs, journals, and monitoring sheets

The earlier analysis of evaluation surveys pertained only to the closed questions, where the respondents were only to rate in the scale of 1 to 5 the assertions linked to specific practicum elements, such as the program, journal and the monitoring sheet. These

questions were made more specific through the open questions, where the respondents could write down their comments, observations, and amendment proposals. Below you can find selected opinions of students, school teachers and academic teachers. The proposals were pre-selected because answers often included multiple repetitions of content and sometimes respondents did not give precise answers on the given topic.

In the first place, thematic blocks were isolated that drew the attention of the respondents; then the most valuable opinions, according to the authors of the book, were chosen, having in mind the further development of the teacher practicum model (Tables 4.2–4.4).

**Table 4.2. Selected respondents’ answers linked to the teacher practicum program (students, school teachers, and academic teachers together)**

Blocks	Content
<b>Comments linked to the place, time, and duration of the practicum</b>	<ul style="list-style-type: none"> <li>– Undergoing practicum during the 4th year</li> <li>– Extend the program to the entire region (not just the area of Wrocław)</li> <li>– Different period for the practicum implementation</li> <li>– The practicum duration for at least 2 months</li> <li>– Verify if a school indeed fulfills appropriate conditions to host a practicum with a certain number of students</li> <li>– The practicum program longer than 3 weeks, however combined with classes at the University, e.g. 2 days of practicum in a school and 3 days of classes at the University</li> <li>– A later practicum date so that more activities could be held outdoors</li> <li>– Better schools to choose from, even on the outskirts of Wrocław</li> <li>– Practicum paid</li> <li>– Practicum taking place all year long (one day per week included in the student’s timetable)</li> </ul>
<b>Comments pertaining to ST and AT only</b>	<ul style="list-style-type: none"> <li>– Those who monitor the practicum should pay attention to the students’ skills and not only check whether the practicum journal is completed or not</li> <li>– Check the exact timetable of the school teacher, so that their working hours in an upper secondary school could match the number of the supervised students</li> <li>– Need more practical notes and tips from the physical education teachers who supervise us</li> <li>– Want more time devoted to supervision; discussing classes together shows our shortcomings very well and lets us draw conclusions for the future</li> <li>– My suggestion for amendments to the practicum program is to select competent teachers acting as practicum tutors – not every school teacher assigned to a student is able to teach students</li> <li>– I suggest school teachers with less professional experience for practicum tutors; it was younger teachers who helped me much more; my tutor said they were professionally burned out – such individuals should not be practicum tutors for students</li> <li>– There should be one student per one school teacher only</li> </ul>

<p><b>Comments on individual practicum tasks</b></p>	<ul style="list-style-type: none"> <li>- The practicum journal should be smaller</li> <li>- Give up parts of the environmental diagnosis (they were already performed at earlier stages)</li> <li>- Reduce the amount of documentation</li> <li>- Increase the number of practicum hours (to work more with pupils)</li> <li>- Make it more practice, less theory and less journal filling</li> <li>- Give up the educational diagnosis</li> <li>- Give up all the surveys and diagnoses</li> <li>- Too many tasks to complete during the practicum</li> <li>- I would change the distribution/allocation of hours for individual blocks; too much time was spent on observing classes and research work, too little time on conducting classes; this is already the third practicum, so why repeat all the same actions – conducting classes is what really matters</li> <li>- Use surveys in electronic form (excessive paper consumption)</li> <li>- Some assistance would be helpful</li> <li>- Simplify monitoring sheets</li> </ul>
<p><b>Comments on the implementation of frameworks, thematic blocks</b></p>	<ul style="list-style-type: none"> <li>- Eliminate frameworks as we are not able to implement them completely because of lack of access to sports facilities and the existing school conditions</li> <li>- Allow more choices in selecting thematic blocks and allow to implement 1 framework twice</li> <li>- Sometimes it is not possible to conduct classes for all thematic blocks</li> <li>- Replace frameworks with outlines because pupils have classes in various classrooms/halls</li> <li>- Timetable did not allow to continue a thematic block</li> <li>- It is difficult to implement the entire framework in one class at school</li> <li>- Writing a framework makes no sense as we carry out usually 2 lessons in a thematic cycle; we interfere with the ST's classes</li> </ul>
<p><b>Positive feedback or no comments</b></p>	<ul style="list-style-type: none"> <li>- I don't know</li> <li>- The practicum program is very good</li> <li>- The program is all right, only the research work requires a lot of effort and nerves, etc.</li> <li>- No changes suggested</li> <li>- No comments</li> <li>- I liked the practicum program a lot</li> </ul>

**Table 4.3. Selected respondents' answers linked to the teacher practicum journal (students, school teachers, and academic teachers together)**

Blocks	Content
<p><b>Comments to reduce the practicum journal size, number of practicum tasks</b></p>	<ul style="list-style-type: none"> <li>- Want to write less, there's too much writing</li> <li>- Want fewer environmental diagnoses, and more conducting classes, fewer class observations</li> <li>- Introduce mandatory provision to allow students to carry out an in-depth analysis and assessment of their activities on each practicum phase; introduce the obligation to write conclusions from conducted classes (ST, S, AT)</li> <li>- Reduce size</li> <li>- Introduce sample outlines for conducting classes</li> <li>- Class outlines can be developed on methodology courses and apply them in real life during practicum</li> <li>- Add additional pages where we could write our own notes and relevant information</li> </ul>
<p><b>Comments on changing practicum journal to an electronic plus printing</b></p>	<ul style="list-style-type: none"> <li>- Electronic form or printing option</li> <li>- Practicum journal in a multimedia form, possibility to include ready-made outlines in it, as rewriting outlines and the amount of information to write in a journal cause students to be worse prepared mentally and practically for conducting classes</li> <li>- I would fill the journal in electronic form and let there be an option to print it after filling; the journal would be clearer and more useful in future – let's change with the times, computers don't bite</li> <li>- There is too much handwriting, writing outlines and frameworks on a computer would greatly simplify the work</li> </ul>
<p><b>Comments on frameworks, and thematic blocks</b></p>	<ul style="list-style-type: none"> <li>- Prepare a few frameworks (sheets) for a greater number of lesson periods (e.g. one foldable paper sheet for 6–8 classes)</li> <li>- Make it selecting of frameworks or outlines only, and do not mix them together because it is not possible to get through the whole framework in every school/class</li> <li>- Outlines only, diverse and prepared before the practicum</li> <li>- Classes in upper secondary schools should not be limited to outlines only because pupils face monotony and get bored</li> </ul>
<p><b>Positive feedback or no comments</b></p>	<ul style="list-style-type: none"> <li>- The practicum journal is well-developed, it properly reflects the work of a student at school</li> <li>- No comments, clear and well designed</li> <li>- Allows you to fully describe the completed practicum</li> <li>- I have no objections, the journal fully covers the most important aspects of a physical education teacher profession</li> <li>- The practicum journal was revised during practicum, I assess those changes as positive</li> <li>- Surprisingly, everything is fine, the journal is demanding, but this is it! We have an external motivation, and it is essential for every student, as for every human being; good job!</li> <li>- The practicum journal has been professionally designed, it is simple enough, I would not introduce any changes</li> </ul>

**Table 4.4. Selected respondents' answers linked to the teacher practicum monitoring sheets (students, school teachers, and academic teachers together)**

Blocks	Content
<b>Comments on the way of filling the sheet, its format, layout</b>	<ul style="list-style-type: none"> <li>- Need more space for comments</li> <li>- Add the instructions for completing the sheet</li> <li>- Need a detailed description of what should be written in these cells; or train us about this, as everyone was saying something different</li> <li>- During the training explained too little about filling the sheet</li> <li>- The sheet should cover more of the monitoring for an ST so that during conducting classes they could assess, there is too little space for notes in the journal</li> <li>- The monitoring person imposes what lesson they want to check (specifies the lesson type)</li> <li>- No room for a general description of the attitude of a student – I suggest to add such a cell</li> <li>- Final grade is in a wrong place, teachers did not know if strengths and weaknesses are to be filled by a school teacher or academic teacher</li> </ul>
<b>Comments on the practicum grading system</b>	<ul style="list-style-type: none"> <li>- I believe that student's research work should not be assessed because the way they interpret the conclusions (and express their opinions) cannot be assessed in an objective manner</li> <li>- Additional supervision; 1–2 meetings with AT is not enough to fairly evaluate a student</li> <li>- I believe that AT should come and assess the development; the grade should be based more on the opinion of a school teacher and a student, as they know best what comes out in practice</li> <li>- There should be no grade for the research work, diagnosis, pupils' attitudes towards physical culture</li> <li>- I would not break up the overall grade into component grades</li> <li>- Make it more grades for conducting classes</li> </ul>
<b>Comments on giving up the practicum sheet</b>	<ul style="list-style-type: none"> <li>- I feel that this tool is unnecessary; AT, ST and students do not enter their observations on the sheet and reproduce their assessments</li> <li>- Eliminate, everything should be in the journal, there will be more space</li> </ul>
<b>Positive feedback or no comments</b>	<ul style="list-style-type: none"> <li>- It is clear, it is good</li> <li>- I think the sheet is all right; it is good that students and academic teachers entered their comments</li> <li>- Everything is clear in the sheet and that is why I would not change anything in it</li> <li>- The practicum monitoring sheet meets my expectations</li> <li>- I evaluate the sheet very well, I can see no need to change it</li> <li>- Few things there can be changed for the better</li> </ul>

The idea to present the above statements is to draw attention to the fact that people directly involved in the project often gave some very valuable suggestions on possible changes – in order to make project activities more effective. The (constructive) feedback should be treated as a very important voice in an evaluation process which paves the way for further actions to ensure a high level of practical education for students at the University School of Physical Education in Wrocław.

## 4.2. Analysis and interpretation of the effects of teaching (the knowledge and skills of students)

### Survey goal

The cognitive goal of the survey was to determine if and to what extent the students' knowledge changed with reference to the issues practically implemented during the teacher practicums in upper secondary schools as part of the "New Quality of Teacher Practicums 2" project, and what grades were given to the students by school and academic teachers.

### Practical survey goal

The practical goal of the research was to modify the process of preparing and implementing teacher practicums with respect to the practicum program and implementation, and the program and implementation of teacher training sessions for the school teachers acting as practicum tutors.

### Survey queries

1. What are the knowledge levels of the students of particular years before and after practicum?
2. What are the self-assessments by the students, and what grades do they receive from school and academic teachers for completing practicums?

### The characteristics of the researched group

The research covered students participating in teacher practicums in years 2012–2015. Table 4.5 shows the detailed number of people in individual years divided by gender.

**Table 4.5. Students completing teacher practicums as part of the "New Quality of Teacher Practicums 2" project in years 2012–2015**

Group	Gender	2013	2014	2015 2nd year	2015 1st year	Project 2013–2015
Students	M	99	74	75	73	321
	F	76	71	68	62	277
	<i>Total</i>	175	145	143	135	598

### The research method, research tools and techniques used

In the conducted study, a diagnostic survey method<sup>92</sup> was applied, with the use of questionnaires. To check the knowledge level in students, a knowledge test with 10 questions on teaching in general and the methodology of physical education was used.

The survey questionnaire used in the study can be found in Appendix 6 to this report.

The other part of the study was the examination of documents. The input was collected using teacher practicum monitoring sheets for upper secondary schools (Appendix 4) which was filled by the students together with the school teachers and academic teachers during the practicum. In this document, each student had to provide a self-assessment of the completion of individual practicum tasks, and the school and academic teachers evaluated the quality of the tasks from their own perspective on the grade scale used at the University, that is from 2 (fail) to 5 (very good), with the 0.5 step, and in the descriptive form. Only self-esteems and the marks expressed in the university grade scale were taken into account for the analysis. The self-assessments of the students, and the grades assigned by the school and academic teachers for demonstration lessons (monitored by a school teacher and supervised by an academic teacher) conducted during the practicums, as well as overall final practicum grades given by academic teachers were used as the input data to be analyzed.

Throughout the practicum, each student conducted 2 lessons, which were subject to a three-way assessment. At the same time, each lesson was assessed by: the student themselves (as part of the self-assessment), a school teacher (ST) acting as a practicum tutor, and an academic teacher (AT) acting as a supervisor. As a result of the procedure, six component grades were received. After the end of the practicum, each supervisor assigned a final grade, which was assumed to be the result of assessments for the execution of all practicum tasks by the student. Table 4.6 shows sample self-assessment and assessment grades for individual lessons and activities.

**Table 4.6. A sample grade sheet with component grades received by students for monitored/supervised lessons, and with final grades**

No.	Student's full name	Gender	S1	ST1	AT1	S2	ST2	AT2	Final grade
1	X1	F	4	5	4.5	4.5	5	5	5
2	X2	M	4.5	5	4.5	5	5	5	4.5
3	X3	F	5	5	5	5	5	5	5
4	X4	M	5	5	5	5	5	5	5
5	X5	F	3.5	3.5	3.5	4	4	4	4

<sup>92</sup> T. Pilch, T. Bauman: *Zasady badań...*, *op. cit.*



The analyses were carried out in STATISTICA 9.1<sup>93</sup> statistical analysis software. The following statistical tools were used:

- descriptive statistics — cardinalities, averages, minimum, maximum, standard deviation;
- t-Student's test for samples independent of the variables;
- simple linear correlation (Pearson's r).

**The analysis of the changes in students' knowledge changes resulting from the teaching practicum in upper secondary schools**

To perform this analysis, knowledge level indicators were devised, as well as knowledge change indicators between the initial test taken before the practicum, and the final test taken after the practicum.

The knowledge level indicators are the numbers of correct answers in the initial knowledge test (T) and final (R).

Indicators T and R can theoretically have values from 0 to 10, and the knowledge change indicator between the initial test and final test (TR) was calculated as a difference between the final result (R) and initial result (T) – the difference between the number of correct answers in knowledge tests taken after the practicum and the number of correct answers in tests taken before practicum:

$$TR = R - T$$

**Knowledge test results achieved by the students of particular years before and after practicums**

Table 4.7 shows the indicators of the level and changes of general teaching knowledge and knowledge in the methodology of physical education. The symbols stand for the indicators of the following (from left to right): knowledge level before practicum (T), knowledge level after practicum (R) and knowledge change (TR). The following statistical measures were used to describe the phenomenon: arithmetical mean, minimum, maximum, and the standard deviation. Arithmetical mean values of particular indicators are marked bold.

The mean values for the whole group and for individual years can be seen in Figure 4.22. The indicators have been grouped so that the presented values pertain to the appropriate level, and to show the results for the whole group and for individual years.

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<sup>93</sup> StatSoft, Inc. STATISTICA (data analysis software system), version 9.1, 2010. www.statsoft.com.

**Table 4.7. Knowledge test results achieved by all the tested students before (T) and after (R) the practicums, and knowledge change indicators (TR), divided by study years**

Tested students	Measure	T	R	TR
All the tested students	n of valid	598	598	598
	Mean	<b>5.4</b>	<b>7.7</b>	<b>2.3</b>
	Minimum	0	0	-5
	Maximum	9	10	9
	Standard deviation	1.6	2.2	2.5
Students completing practicums in the academic year of 2012/2013	n of valid	175	175	175
	Mean	<b>5.5</b>	<b>7.0</b>	<b>1.5</b>
	Minimum	0	0	-4
	Maximum	9	10	7
	Standard deviation	1.5	2.0	2.3
Students completing practicums in the academic year of 2013/2014	n of valid	145	145	145
	Mean	<b>5.1</b>	<b>7.0</b>	<b>1.9</b>
	Minimum	0	2	-5
	Maximum	9	10	8
	Standard deviation	1.8	2.3	2.6
Students completing practicums in the academic year of 2014/2015, group 1	n of valid	143	143	143
	Mean	<b>5.7</b>	<b>8.4</b>	<b>2.7</b>
	Minimum	1	3	-4
	Maximum	9	10	8
	Standard deviation	1.4	2.1	2.5
Students completing practicums in the academic year of 2014/2015, group 2	n of valid	135	135	135
	Mean	<b>5.3</b>	<b>8.5</b>	<b>3.3</b>
	Minimum	1	3	-1
	Maximum	9	10	9
	Standard deviation	1.8	1.8	2.3

As can be easily seen in Figure 4.22, each time the knowledge level of students is higher after the practicum (R) than before it (T). T-Student's test for samples independent of the variable was used to calculate statistical significance. The differences among mean values of T and R indicators are statistically significant at the level of  $p < 0.05$ . This means that the students answered correctly more questions in the knowledge test after the practicum than before it.

The best result in T test was achieved by the students who completed their practicum in the academic year of 2014/2015, group 1, and the worst result – by the students who completed their practicum in the academic year of 2013/2014. The best result in R test was achieved by the students who completed their practicum in the academic year of 2014/2015, group 2, and the worst result – by the students who completed their practicum in the academic year of 2013/2014.

**Summary and conclusions**

Students achieve worse results in knowledge tests taken before practicums than after them, and the observed difference is statistically significant.

Students who completed their practicums in the academic year of 2014/2015, group 2, achieved the best knowledge level test results.

**The grades given by school and academic teachers and self-assessments of the students for the execution of practicum tasks**

Comparing the mean values of the students’ self-assessments for the monitored physical education classes against the grades given by their mentors, school teachers

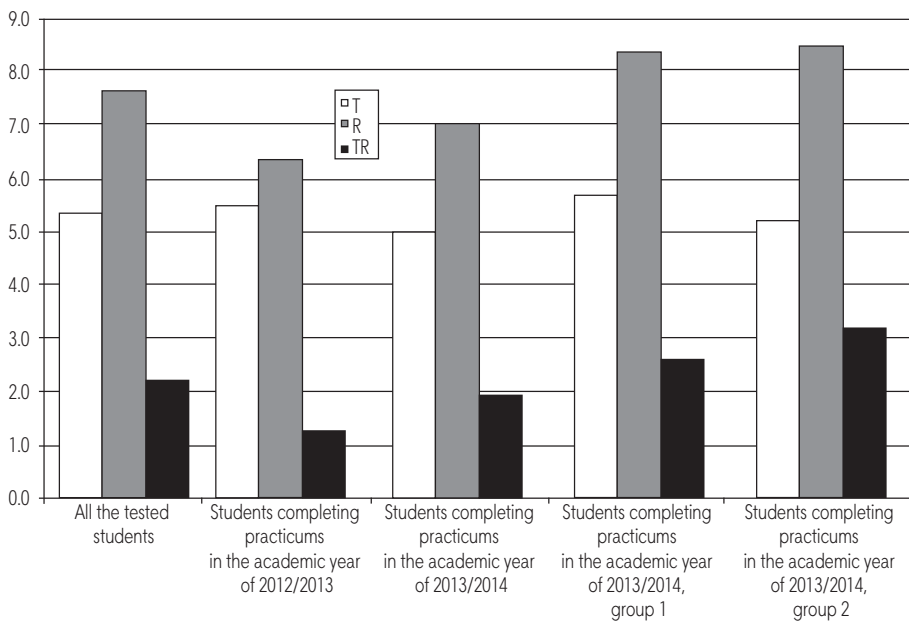


Figure 4.22. Mean percentage values of knowledge level indicators before (T) and after (R) the practicums, and knowledge change indicators (TR) for all the tested students, divided by study years

(ST), and supervisors, academic teachers (AT) was performed using a t-Student's test for samples independent of the variables.

Also, a Pearson's correlation analysis was conducted for the students' self-assessments and the grades given to students by school (ST) and academic teachers (AT).

The presented analyses pertain to all the student years who completed a teacher practicum in upper secondary schools.

Figure 4.23 shows mean values of students' self-assessments for individual monitored physical education classes and the mean values of the grades given by school teachers (ST). The mean values of the grades given by the students for the first monitored lesson are lower than the mean values of the self-assessments and the grades given for the second monitored physical education lesson; the difference being statistically significant ( $p < 0.01$ ). No statistically significant differences were observed between the grades given by the school teachers (ST) for the first and the second lesson. The mean grades of the school teachers were higher than the mean students' self-assessments. The differences among the means values of the students' self-assessments and the grades given by school teachers are statistically significant at the level of  $p < 0.0001$ .

The Pearson's  $r$  correlation coefficient between the students' self-assessments and the grades given to students by the school teachers is:  $r = 0.68$  for the first monitored lesson, and  $r = 0.68$  for the second monitored lesson.

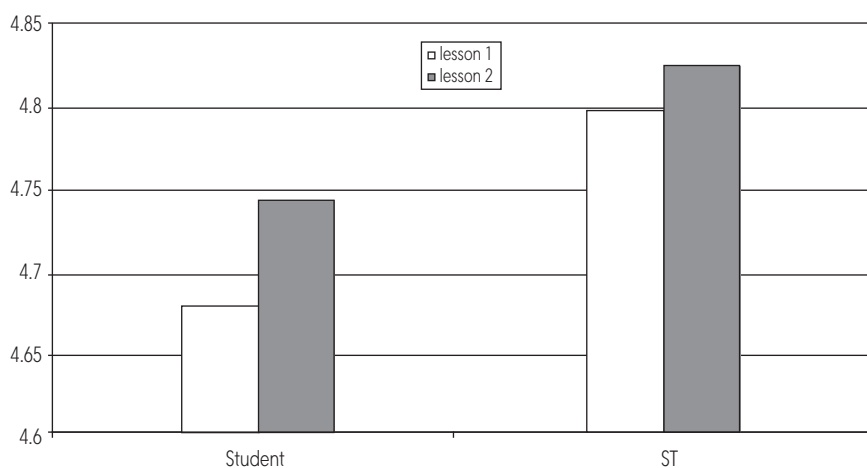


Figure 4.23. Mean self-assessments of the students, and grades assigned by school teachers (ST) for the monitored physical education classes. Lesson 1 – the first monitored physical education lesson, lesson 2 – the second monitored physical education lesson

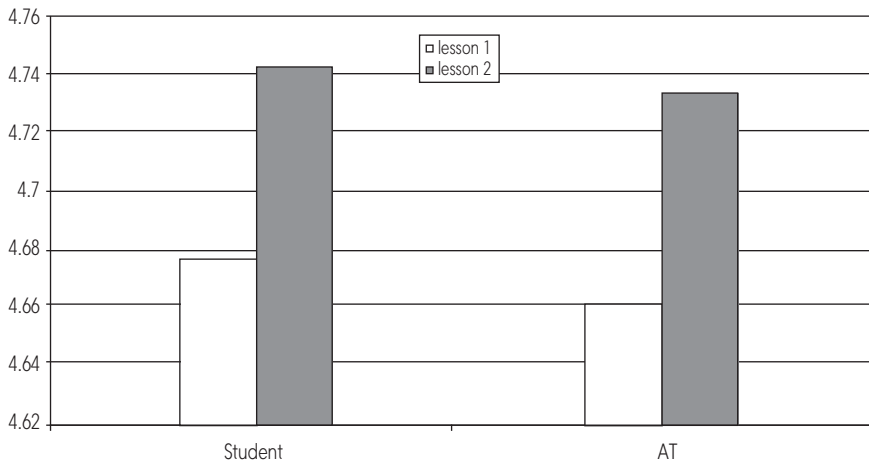


Figure 4.24. Mean self-assessments of the students, and grades assigned by the academic teachers (AT) for the monitored physical education lessons. Lesson 1 – the first monitored physical education lesson, lesson 2 – the second monitored physical education lesson

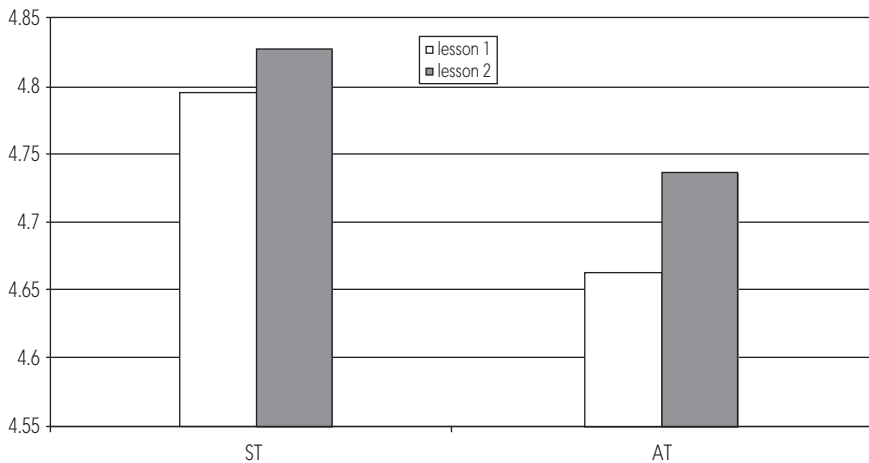


Figure 4.25. Mean grades given by the school teachers (ST), and by the school teachers (ST) for the monitored physical education lessons. Lesson 1 – the first monitored physical education lesson, lesson 2 – the second monitored physical education lesson

Figure 4.24 shows mean values of the students' self-assessments for individual monitored physical education classes and the mean values of the grades given by the academic teachers (AT). Both groups gave lower grades for the first monitored lesson than for the second one; the differences are statistically significant at the level of  $p < 0.01$ . No statistically significant differences were observed among the mean self-assessments given by the students and the grades given by the academic teachers for both supervised physical education lessons.

The values of the Pearson's correlation coefficient  $r$  among the students' self-assessments and the grades given by academic teachers for the monitored lessons were determined. The coefficient was:  $r = 0.67$  for the first physical education lesson, and  $r = 0.67$  for the second one.

Figure 4.25 shows the mean grades given by the school teachers (ST), and by the school teachers (ST) for both monitored physical education lessons. In academic teachers group lower grades were noted for the first monitored lesson; the difference shown is statistically significant at the level of  $p < 0.01$ . The school teachers assessed both monitored lessons equally high. The mean grades of the school teachers (ST) are higher than the mean grades of the academic teachers (AT); the differences are statistically significant at the level of  $p < 0.0005$ .

The Pearson's  $r$  correlation coefficient among the grades given by the school teachers (ST) and the academic teachers (AT) is:  $r = 0.69$  for the first monitored physical education lesson, and  $r = 0.75$  for the second one.

At the next analysis stage, the correlation coefficient was calculated among the self-assessments and the grades given by the monitored lessons and the final grade students received for completing the teacher practicums. The correlation coefficient values are shown in Table 4.8. The highest values of the correlation coefficient were noted among the practicum final grade and the grades for the monitored physical education lessons given by the academic teachers (AT) ( $r = 0.67$  for the first lesson, and  $r = 0.72$  for the second lesson), and for grades given by the school teachers (ST) for the second monitored physical education lesson ( $r = 0.65$ ). The grades for the second monitored lesson were assigned in the third (last) week of the practicum and were some kind of summary grades for all the student skills in planning and conducting physical education classes.

**Table 4.8.** The Pearson's  $r$  correlation coefficient among the final practicum grade and individual self-assessments and grades received for the monitored lessons

The values of the Pearson's $r$ coefficient (all the correlation coefficients are statistically significant at $p < 0.05$ level)		
Assessing person	Lesson assessed	Final grade
Student	lesson 1	0.57
	lesson 2	0.57
School teacher	lesson 1	0.63
	lesson 2	0.65
Academic teacher	lesson 1	0.67
	lesson 2	0.72

### Summary and conclusions

The high correlation among the grades given by the school and academic teachers for the second monitored lesson and the final grade, and among the grades given by both teacher groups for the monitored lessons allows you to present the postulate that the action of giving final practicum grades should be taken over by the school teachers acting as mentors.

However, bearing in mind the fact that the school teachers' grades were statistically significantly higher than the academic teachers' grades, the authors believe that teacher practicums should remain supervised by academic teachers to the extent that will ensure the quality of education of students.





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## 5. Summary

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Any conscious action – and such was the NQTP2 project implemented at the University School of Physical Education in Wrocław – should be concluded with a thorough performance analysis in relation to the assumed goals. The theoretical introduction focused on the process of teacher training evaluation, and this monograph will be closed with the conclusions which will allow to evaluate the individual elements of the practicum model proposed in the project.

The data collected allowed to formulate the answers to the research questions asked:

1. The opinions of the respondents on practicum programs and journals are mostly positive. The respondents rated the practicum program higher than the practicum journals (the difference was statistically significant). The majority of positive opinions were expressed in the case of the practicum monitoring sheet for upper secondary schools.
2. The opinions of students with regard to the upper secondary school practicum program and journal are statistically significantly different from the ones of the academic and school teachers. The opinions of the academic and school teachers do not differ significantly, but are higher rated than the opinions of the students. The practicum journal was the lowest rated practicum element in the opinions of the students. All three analyzed groups highly rated the teacher practicum monitoring sheet for upper secondary schools, but the opinions of students and school teachers differ significantly. Very favorable opinions on this tool confirm that it is worth continuing to use it for the evaluation of the teacher practicums as part of the project.
3. In the group of the tested students, no statistically significant differences were noted with respect to all other practicum elements (program, practicum journal, teacher practicum monitoring sheet for upper secondary schools). The opinions of the tested men and women show similarity bordering on identity. In the group of school teachers, sex substantially differentiates opinions on the practicum journal. Female

teachers expressed more extremely negative opinions. As per the remaining elements, i.e. practicum program and monitoring sheets, there are no male/female related differences. This is the academic teacher group where there was the greatest diversity of opinions based on sex. Women rated the practicum program and journal lower than men.

4. Students achieved worse results in knowledge tests taken before practicums than after them, and the observed difference is statistically significant. Students who completed their practicums in the academic year of 2014/2015, group 2, achieved the best knowledge level test results.
5. There was a high correlation among the grades given by the school and academic teachers for the second monitored lesson and the final grade, and among the grades given by both teacher groups (academic and school teachers) for the monitored lessons. The mean grades given by the school teachers for the monitored physical education classes were statistically significantly higher than those of the academic teachers.

Currently, evaluation is one of the fundamental instruments to ensure the quality of education at universities. Any university functioning, as well as implementing by it any new and innovative solutions must be accompanied by an appropriate evaluation process. It is crucial on one hand to be able to know how different project elements operate at any time, and on the other hand to be always ready to make decisions to introduce modifications and changes.

The teacher practicum evaluation procedures designed as part of the “New Quality of Teacher Practicums 2” project were the product of the assumption that students are treated as subjects; they are aware of the education objectives pursued, and understand the practicum standards and requirements. These requirements are designed primarily to enable them to recognize their personal strengths in educational activities, and looking for their reserves (recognition of weaknesses). The supervision method was used for that purpose. The permanent care of mentors and being monitored by the supervisors support evaluation and reinforce its contexts (axiology, psychology, communication, organizational culture of the University, and teaching) throughout the education process. The effects of teaching students, as it is understood, are important to the University – as they help improve evaluation procedures, methods and tools at further education stages – and to the students themselves – in their transition from information to knowledge and wisdom. In the physical education process, this implies changing the professional orientation of the physical education teacher from a biotechnologist to an axiological teacher.

Summing up the effectiveness of the NQTP2 project, it can be certainly stated that the actions taken have considerably contributed to meeting the main project ob-

jective. The overriding striving was to change the organization and improvement of teacher practicums for students by using supervision – and this was achieved. This is evidenced by the opinions gathered from all the practicum project stakeholders. Obviously, one should be aware of all the reservations presented in Section 4.1.1. They show that although the main activities of the project have been completed, having in mind the 5 years of the project duration, further analysis and reflection should be carried out, and further amendments introduced to build such a system which will ensure top quality of physical education teacher training at the University School of Physical Education in Wrocław.

What should remain unchanged and is the greatest value is the design of the practicum model – based on three pillars: student, school teacher and academic teacher, and more specifically on close cooperation of these three people. This was confirmed by the conclusions uttered in the NQTP<sup>94</sup> project summary.

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<sup>94</sup> H. Guła-Kubiszewska, W. Starościak, S. Czyż, M. Kübler: *Nowa jakość...*, *op. cit.*, p. 107.



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## APPENDICES

### Appendix 1

#### Standards of education preparing for working as a teacher (selected fragments)

The Ordinance of the Minister of Science and Higher Education  
of January 17, 2012  
on education standards in preparation for the teaching profession  
(selected fragments)

[...]

#### II. Description of the education process and organization

Higher education institutions provide training for the teaching profession during graduate and postgraduate studies through training modules.

##### 1. University education

First degree university education includes the training for the teaching profession in kindergartens and primary schools, while second degree studies and 5 year uniform master studies — for the teaching profession in all types of schools and education institutions.

[...]

#### MINIMUM NUMBER OF HOURS OF ORGANIZED CLASSES, TEACHING PRACTICUMS AND THE MINIMUM NUMBER OF ECTS CREDITS ASSIGNED TO INDIVIDUAL MODULES

Module	Module components	Hours	ECTS credits
Module 1: Content-based preparation for teaching the first subject (conducting classes)	Content-based preparation — according to the description of the effects of teaching for a particular field of study	*	**

<b>Module 2: Psychological and pedagogical training</b>	1. General psychological and pedagogical training	90	10
	2. Psychological and pedagogical training for teaching at given educational levels	60	
	3. Practicum	30	
<b>Module 3: Didactic training</b>	1. Basis of didactics	30	15
	2. Didactics of the course (type of classes) at given educational levels	90	
	3. Practicum	120	
<b>Module 4: Preparation for teaching the next subject (conducting classes)</b>	1. Content-based preparation	*	**
	2. Didactics of the course (type of classes) at given educational levels	60	10–15
	3. Practicum	60	
<b>Module 5: Special education training</b>	1. Special psychological and pedagogical training	140	25
	2. Special didactics	90	
	3. Practicum	120	
* In the scope sufficient to ensure the preparation for teaching the subject (conducting classes).			
** In the amount assigned to a particular field of study.			

[...]

Education content

Education content is determined by a particular field of study.

## **Module 2: Psychological and pedagogical training**

Module characteristics

[...]

3. The goal of the practicum is to gain experience connected with working as a tutor with pupils, managing a group, diagnosing needs of individual pupils, and confronting the knowledge gained with the pedagogical reality in practice. The practicum takes place along with the realization of the second component of this module. Depending on an education level for which the trainee is being prepared, the practicum takes place in an educational institution suitable for the given level.

[...]

### 3. Practicum

During practicum, the tutelary and educational competences are developed by:

- 1) getting familiar with the kindergarten, school or other institution where the practicum takes place, and in particular getting to know the tutelary and educational tasks, the way of its functioning, work organization, employees, pedagogical process members, and the documentation in place;
- 2) observing:
  - a) organized and spontaneous activities of formal and informal groups of pupils,
  - b) activities of individual pupils, including pupils with special educational needs,
  - c) interactions between an adult (teacher, tutor) and a child, and interactions between children and youths (of the same and different age),
  - d) processes of interpersonal and social communication in groups, with their regularities and disturbances,
  - e) activities taken by the practicum tutor and classes conducted by them,
  - f) methods of integrating different activities by the practicum tutor, including tutelary, educational, didactic, as well as aiding and therapeutic activities,
  - g) group dynamics, roles of group members, behaviors and attitudes of children and adolescents,
  - h) activities chosen by the practicum tutor to ensure safety and discipline in the group;
- 3) cooperating with a practicum tutor in:
  - a) taking care of and supervising the group, and ensuring safety,
  - b) taking educational actions resulting from existing situations,
  - c) conducting organized educational classes,
  - d) taking actions for pupils with special educational needs;
- 4) taking the role of a tutor, and in particular:
  - a) diagnosing the group dynamics and the position of individuals in a group,
  - b) getting to know students and pupils, their social situation, needs, interests and talents, as well as evaluating the level of development and preliminarily diagnosing dysfunctions and disorders,
  - c) independently conducting the tutelary, and educational actions for groups and individuals in groups,
  - d) taking care of a group during spontaneous activities of pupils,
  - e) arranging and conducting pedagogical classes (including preventive actions and activities integrating the group) based on independently prepared scenarios,

- f) animating teams and the cooperation of members, organizing work of pupils in task groups,
  - g) conducting individual work with pupils (including those with special educational needs),
  - h) taking on educational interventions in the event of a conflict, security threat, violation of the rights of others, failure to comply with the established rules,
  - i) taking care of students and pupils outside the kindergarten, school or institution;
- 5) analyzing and interpreting the observed or experienced situations and educational incidents, including:
- a) keeping practicum documentation,
  - b) confronting the theory with practice,
  - c) self-assessment in the course of executing tutelary and educational tasks (recognizing one's own strengths and weaknesses),
  - d) assessing the course of actions taken and achieving the established goals,
  - e) consulting the practicum tutor to discuss the observed situations and actions taken,
  - f) discussing the gathered experience in a group of students.

### **Module 3: Didactic training**

#### Module characteristics

[...]

3. The goal of the practicum is to gain experience connected with working as a tutor with pupils, and confronting the gained knowledge of detailed teaching methodology with the pedagogical reality in practice. The practicum takes place along with the realization of the second component of this module. Depending on an education level of a person being trained as a teacher, the practicum takes place in an educational institution suitable for the given level.

[...]

#### 3. Practicum

During the practicum the teaching competences are developed by:

- 1) getting familiar with the school or other institution where the practicum takes place, and in particular getting to know the teaching tasks, the way of its functioning, work organization, employees, pedagogical process members, and the documentation;
- 2) observing:
  - a) activities taken by the practicum tutor and classes conducted by the tutor,



- b) methodical procedures applied during classes, methods and forms of work, as well as aids used by the teacher,
  - c) in-class interactions between an adult (teacher, tutor) and a child, and interactions between children and youths,
  - d) in-class processes of interpersonal and social communication, with their regularities and disturbances,
  - e) methods of stimulating and disciplining pupils, as well as diversifying the level of activity of individual learners,
  - f) methods of evaluating pupils,
  - g) methods of assigning and checking homework,
  - h) dynamics and the social atmosphere of the class, learners' roles, their behaviors and attitudes,
  - i) functioning and activity of individual pupils during classes, including pupils with special educational needs and especially gifted ones,
  - j) activities chosen by the practicum tutor to ensure safety and discipline,
  - k) organizing classroom space and its use (arrangement of furniture, fittings, decoration);
- 3) cooperating with a practicum tutor in:
- a) planning and conducting classes (activities),
  - b) organizing work in groups,
  - c) preparing didactic aids,
  - d) using multimedia and information technology in didactic work,
  - e) supervising and evaluating pupils,
  - f) taking actions for the sake of pupils with special educational needs and especially gifted ones,
  - g) organizing classroom space,
  - h) taking actions in arranging and providing psychological and pedagogical help;
- 4) taking the role of a teacher, in particular:
- a) planning classes, formulating goals, choosing the means and forms of work, and didactic methods,
  - b) customizing the methods and forms of work to the contents, education level and group dynamics,
  - c) organizing and conducting classes based on independently created scenarios,
  - d) using multimedia and information technology in classes,
  - e) adapting the communication method during classes to the students' level of development,
  - f) animating cognitive activities and cooperation of students, developing the ability of independently acquiring knowledge with the use of information technology,

- g) organizing work of pupils in task groups,
  - h) adapting the actions taken to the level and limitations of students with special educational needs,
  - i) diagnosing the knowledge level and capabilities of students,
  - j) conducting an individual didactic work with students (including those with special educational needs),
  - k) taking educative actions in the course of didactic work in the event of: a security threat, violation of the rights of others, failure to comply with the established rules,
  - l) cooperating with other teachers, tutors, guidance counselor, psychologist, and specialists working with students;
- 5) analyzing and interpreting the observed or experienced situations and educational incidents, including:
- a) keeping practicum documentation,
  - b) confronting the theory with practice,
  - c) self-assessment in the course of executing the teacher's role (recognizing one's own strengths and weaknesses),
  - d) assessing the course of the conducted lessons and achieving the established goals,
  - e) consulting the practicum tutor to discuss the observed situations and conducted classes (activities),
  - f) discussing the gathered experience in a group of students.

[...]

#### **IV. Practicum management**

During a practicum, students are provided the following forms of activities:

- 1) visiting kindergartens, schools and institutions;
- 2) observing classes;
- 3) assisting a teacher who conducts classes;
- 4) conducting classes unassistedly;
- 5) planning and discussing classes conducted by the students themselves and by others (teachers, students).

Universities:

- 1) develop rules of completing practicums;
- 2) prepare students to take part in practicums;
- 3) ensure the possibility to discuss the practicums during the classes at the University;
- 4) systematically stay in touch with kindergartens, schools and institutions where students complete teacher practicums.

During the practicums, universities are obliged to provide students with the following:

- 1) conditions allowing to achieve practical preparation in terms of executing tutelary and educational tasks, as well as getting to know different classes and children groups, and gaining necessary teaching experience in a kindergarten, school or other institution in terms of work organization, planning, implementing and assessing the results of the teaching process;
- 2) access to specialist laboratories, equipment, and teaching aids;
- 3) supervision and help of an practicum tutor;
- 4) conditions allowing to create outlines or scenarios of classes unassisted, based on the information and guidelines given by a practicum tutor;
- 5) conditions to conduct classes with the use of information technology, especially using Internet-based educational content and resources.

Practicum should mostly be held in parallel with university classes.

## Appendix 2

### List of the applicants with whom the grant agreements for project co-financing were signed

No.	Beneficiary name	Beneficiary seat	Project title	Project value (PLN)	Grant amount (PLN)	Total number of points	Date of signing the agreement
1	Adam Mickiewicz University	ul. Wieniawskiego 1 60-712 Poznań	Developing and Implementing a Model Program of Teacher Practicum for the Students of the Faculty of Mathematics and Computer Science at Adam Mickiewicz University in Poznań: "Practicum Makes Perfect"	3 179 383.00	3 179 383.00	95	2010-09-10
2	State School of Higher Education in Chełm	ul. Pocztowa 54 22-100 Chełm	Practice and Knowledge – The Path to Success	1 659 887.45	1 659 887.45	80.5	2010-09-16
3	Halina Konopacka University College of Physical Culture and Tourism	ul. Staszica 1 05-800 Pruszków	Teacher Practicum Program to Raise the Quality of Education for Future Teachers	3 623 402.00	3 623 402.00	71.5	2010-09-16
4	Lublin University in Ryki	ul. Warszawska 3b 08-500 Ryki	Innovative Teaching Practicum Opportunity for the Development of Education	1 518 850.00	1 518 850.00	79	2010-09-20
5	Humanitas School of Higher Education	ul. Kilińskiego 43 41-200 Sosnowiec	Through Practice to Profession – Teacher Practicum Program at the Humanitas School of Higher Education	1 701 963.00	1 701 963.00	68	2010-09-22
6	Białystok University	ul. Marii Curie-Skłodowskiej 14 15-097 Białystok	USUS EST OPTIMUS MAGISTER – PRACTICE IS THE BEST TEACHER	13 945 378.00	13 945 378.00	66.5	2010-09-29

7	<b>Pedagogical Academy in Łódź</b>	ul. Żeromskiego 115 90-542 Łódź	Custom Made Practicum. Teacher Practicum Program to Raise the Quality of Education for Future Teachers	2 089 930.00	2 089 930.00	2 089 930.00	89.5	2010-10-04
8	<b>Higher School of Administration</b>	ul. A. Frycza Modrzewskiego 12 43-300 Bielsko-Biała	Through Practice to Knowledge	2 667 810.00	2 667 810.00	2 667 810.00	79	2010-10-08
9	<b>State Higher Vocational School in Racibórz</b>	ul. Słowackiego 55 47-400 Racibórz	A Model Practicum Program of Raising the Quality of Education of Students Prepared to Work as Teachers in SHVS in Racibórz	3 311 731.84	3 311 731.84	3 311 731.84	87.5	2010-10-13
10	<b>University School of Education and Technology</b>	ul. Chopina 21 H 62-510 Konin	A Well Prepared Teacher is the Future of Education	1 232 320.00	1 232 320.00	1 232 320.00	84	2010-10-13
11	<b>Szymon Szymonowicz State Higher Vocational School</b>	ul. Akademicka 8 22-400 Zamość	Innovative Practicums as a Way to an Innovative School	1 874 028.68	1 874 028.68	1 874 028.68	76.5	2010-10-13
12	<b>Siedlce University of Natural Sciences and Humanities (former University of Podlasie)</b>	ul. Konarskiego 2 08-110 Siedlce	Teacher Practicum – Complete, Creative and Fun	3 833 175.00	3 833 175.00	3 833 175.00	83	2010-10-18
13	<b>State University of Applied Sciences in Konin</b>	ul. Przyjaźni 1 62-510 Konin	Professional Practicum – Professional Teacher	3 542 459.22	3 542 459.22	3 542 459.22	87	2010-10-26
14	<b>Łódź University</b>	ul. Narutowicza 65 90-131 Łódź	Know-Understand-Experience. Practical Preparation to Teaching Profession	2 982 608.00	2 982 608.00	2 982 608.00	85.5	2010-11-16

15	Adam Mickiewicz University	ul. Wieniawskiego 1 61-712 Poznań	School and University – Common Actions to Enhance the Quality of Teacher Practicums for Students	4 950 240.24	4 950 240.24	82.5	2010-11-19
16	Maria Curie-Skłodowska University in Lublin	pl. Marii Curie-Skłodowskiej 5 20-031 Lublin	www.praktyki.wh.umcs – Preparation and Implementation of a New Practicum Program at the Human Sciences Faculty at UMCS	7 634 166.88	7 634 166.88	89	2010-12-09
17	Maria Curie-Skłodowska University in Lublin	pl. Marii Curie-Skłodowskiej 5 20-031 Lublin	Professional Education. Preparation and Implementation of a New Practicum Program at the Human Sciences Faculty at UMCS	3 833 300.80	3 833 300.80	90	2010-12-14
18	Maria Grzegorzewska University	ul. Szcześliwicka 40 02-353 Warszawa	Good Practicums – Good Teachers – Successful School	9 702 826.46	9 702 826.46	67	2010-12-30
19	Łódź University	ul. Narutowicza 65 90-131 Łódź	Safe and Friendly School. Practical Preparation of Schools to Implement Teaching and Tutoring Goals	3 853 108.50	3 853 108.50	69	2011-01-25
20	Adam Mickiewicz University	ul. Wieniawskiego 1 61-712 Poznań	Good School – Better Practicums – a Perfect Teacher. Preparing Schools and Practicum Supervisors for Effective Collaboration with Chemistry Students	4 830 556.00	4 830 556.00	95.5	2011-01-25
21	Higher Vocational School "Human Resources for Europe"	ul. P. Mansfelda 4 60-855 Poznań	Good Practicum as a Foundation	2 392 100.00	2 392 100.00	69.5	2011-01-31
22	University College of Social Sciences	ul. Kopernika 17/19/21 42-200 Częstochowa	University College of Social Sciences – a Leader in Effective Teacher Training	4 221 305.00	4 221 305.00	95.5	2011-02-11
23	University of Lower Silesia	ul. Wagonowa 9 53-609 Wrocław	Through Practice to Professionalism – a New Idea of Practicums and Its Implementation	3 744 142.92	3 744 142.92	68.5	2011-02-22

24	<b>University School of Physical Education in Wrocław</b>	ul. Ignacego Jana Paderewskiego 35 51-612 Wrocław	The New Quality of Teacher Practicums	3 121 329,76	3 121 329,76	90.5	2011-03-02
25	<b>State University of Applied Sciences in Elbląg</b>	ul. Wojska Polskiego 1 82-300 Elbląg	Innovative Teacher in the 21th Century School	4 356 715,23	4 356 715,23	70.5	2011-03-21
26	<b>Business and Marketing University in Chrzanów</b>	ul. J. Woyrnarowskiej 1 32-500 Chrzanów	GOOD PRACTICE TEACHER	2 014 696,00	2 014 696,00	67	2011-04-11
27	<b>The General Jerzy Ziętek Silesian Management University</b> – the project received funding under the provision of funds for the appeal procedure	ul. Krasińskiego 2 40-952 Katowice	Practicum Makes Perfect!	1 389 769,75	1 389 769,75	84	2011-05-02
28	<b>University of Physical Education and Tourism in Białystok</b> – the project received funding under the provision of funds for the appeal procedure	ul. Mickiewicza 49 15-213 Białystok	The Preparation and Implementation of Teacher Practicums in Białystok	3 538 297,86	3 538 297,86	91	2011-05-05

29	Adam Mickiewicz University	ul. Wieniawskiego 1 61-712 Poznań	New Quality of Practicums in the Faculty of Pedagogy and Fine Arts at the Adam Mickiewicz University	5 109 300.00	5 109 300.00	71.5	2011-05-10
30	Pomeranian University of Humanities in Gdynia	ul. Opata Hackiego 8-10 81-213 Gdynia	Practicum Makes Perfect – an Innovative Program of Teacher Practicums at Pomeranian University of Humanities	2 664 080.00	2 664 080.00	73	2011-06-08
31	Bogdan Jański University	ul. Chełmska 21 a 00-724 Warszawa	Effective Teacher Practicums – a Platform Between Theory and Practice for Trainee Teacher Education	2 352 700.00	2 352 700.00	72	2011-06-21
32	State Higher Vocational School in Włocławek	ul. 3 Maja 17 87-800 Włocławek	Good Practicum is the Best Teacher	2 021 754.56	2 021 754.56	78	2011-07-14
33	Bogdan Jański University	ul. Chełmska 21 a 00-724 Warszawa	Teacher Practicums as a Guarantee of Effective Education of Future Teachers	2 539 553.00	2 539 553.00	72.5	2011-07-15
34	The Bronisław Czech University of Physical Education in Krakow – the project received funding under the provision of funds for the appeal procedure	al. Jana Pawła II 78 31-571 Kraków	PRACTICAL PHYSICAL EDUCATION – Developing and Implementing an Innovative Teaching Practicum Program at the Teaching Faculty of the University of Physical Education in Krakow	3 741 610.00	3 741 610.00	75	2011-07-25



35	<b>Maria Skłodowska-Curie Warsaw University</b> – the project received funding under the provision of funds for the appeal procedure	ul. Łabiszyńska 25 03-204 Warszawa	The Perfect Teacher (PT) – Quality as the Foundation of Success	5 037 242.50	5 037 242.50	5 037 242.50	79.5	2011-09-07
36	<b>Adam Mickiewicz University</b>	ul. Wieniawskiego 1 61-712 Poznań	Innovative Strategies for Extensive Preparation of Students to the Teaching Profession with the Help of E-learning Nature in Teacher Practicum	3 366 530.75	3 366 530.75	3 366 530.75	88	2011-09-27
37	<b>Pomeranian University in Słupsk</b>	ul. Arciszewskiego 22A 76-200 Słupsk	Flawless Practicums – a New Quality in Teacher Education	1 218 721.00	1 218 721.00	1 218 721.00	92.5	2011-12-05
38	<b>State School of Higher Education in Chełm</b>	ul. Pocztowa 54 22-100 Chełm	Flawless Practicums – a New Quality in Teacher Education	1 258 274.44	1 258 274.44	1 258 274.44	71.5	2012-01-03
39	<b>State Higher Vocational School in Nysa</b>	ul. Armii Krajowej 7 48-300 Nysa	Practicum Fit for the 21 <sup>st</sup> century	492 890.00	492 890.00	492 890.00	70	2012-04-11
40	<b>The University of Humanities and Journalism</b>	ul. Gen. T. Kutrzeby 10 61-719 Poznań	New Models of Teacher Practicums for Training Early School Education and Kindergarten Teachers	1 798 102.00	1 798 102.00	1 798 102.00	85	2012-05-17
41	<b>Wielton State University of Applied Sciences in Legnica</b>	ul. Sejmowa 5A 59-220 Legnica	Learn by Practice! From Reflection on Action to Professionalism	512 329.60	512 329.60	512 329.60	71.5	2012-06-14

42	University of Warmia and Mazury in Olsztyn	ul. Oczapowskiego 2 10-719 Olsztyn	Through Practice to Profession	2 118 890.00	2 118 890.00	63	2012-06-26
43	Szczepan A. Pieniążek University of Economics and Humanities in Skierniewice	ul. Mazowiecka 1 B lok. 002 96-100 Skierniewice	Professional Teacher Practicums as a Path to Success of Early School Education and Kindergarten Teachers	816 444.00	816 445.00	80.5	2012-08-06
44	Radom Academy of Economics	ul. Domagalskiego 7a 26-600 Radom	The Best Practicum Program as the Key to Professional Teacher Education	776 014.40	776 014.40	81.5	2012-09-04
45	University School of Physical Education in Wrocław	ul. Ignacego Jana Paderewskiego 35 51-612 Wrocław	The New Quality of Teacher Practicums	1 992 177.88	1 992 177.88	76.5	2012-10-10
46	University of Economy, Tourism and Social Sciences in Kielce – the project received funding under the provision of funds for the appeal procedure	ul. Ponurego Piwnika 49 25-666 Kielce	Innovative Education in Modern Kindergarten and Primary School	3 146 263.06	3 146 263.06	77	2012-10-10
47	Teacher Training College in Bydgoszcz	ul. Dworcowa 80 85-010 Bydgoszcz	From Trainee to Expert – Practicum as a Key Factor of Being a Professional European Foreign Language Teacher	1 928 078.35	1 928 078.35	74.5	2012-10-18

48	<p><b>University of Warsaw</b> – the project received funding under the provision of funds for the appeal procedure</p>	<p>ul. Krakowskie Przedmieście 26/28 00-927 Warszawa</p>	<p>Good Practicum as a Key to Professionalism in Education</p>	<p>1 991 366.94</p>	<p>1 991 366.94</p>	<p>69</p>	<p>2012-11-13</p>
49	<p><b>University of Humanities and Economics in Włocławek</b></p>	<p>pl. Wolności 1 87-800 Włocławek</p>	<p>A Better Prepared Teacher – a Better Prepared Pupil</p>	<p>558 471.00</p>	<p>558 471.00</p>	<p>70.5</p>	<p>2013-01-22</p>

### Appendix 3

#### List of upper secondary schools participating in the project

No.	Name and address of the school	Number of students completing the practicum in given years				
		2012/2013	2013/2014	2014/2015 2nd year	2014/2015 1st year	
1	Upper Secondary School No. 1 ul. Księcia Józefa Poniatowskiego 9, 50-326 Wrocław	10	10	8	7	
2	Adam Mickiewicz Upper Secondary School No. 3 ul. Składowa 5, 50-209 Wrocław	4	4	3	3	
3	Stefan Żeromski Upper Secondary School No. 4 ul. Stacha Świstackiego 12-14, 50-430 Wrocław	2	2	4	2	
4	Bolesław Prus Upper Secondary School No. 6 ul. Hutnicza 45, 54-139 Wrocław	7	6	5	5	
5	Krzysztof Kamil Baczyński Upper Secondary School No. 7 ul. Krucza 49, 53-410 Wrocław	8	7	8	8	
6	Bolesław Krzywousty Upper Secondary School No. 8 ul. Zaporoska 71, 53-415 Wrocław	4	3	2	2	
7	Stefania Sempolowska Upper Secondary School No. 10 ul. Presza 1, 51-109 Wrocław	5	4	5	5	
8	Bolesław Chrobry Upper Secondary School No. 12 pl. Orłąt Lwowskich 2a, 53-605 Wrocław	3	2	2	2	
9	Mjr. Piotr Wysocki Upper Secondary School No. 15 ul. Wojrowicka 58, 54-436 Wrocław	6	5	7	7	
10	Agnieszka Osiecka Upper Secondary School No. 17 ul. Łęczowa 60, 53-603 Wrocław	9	6	6	5	
11	School Complex No. 1 ul. Ślubicka 29-33, 53-615 Wrocław	6	6	4	4	

12	1st Armoured Corps of the Polish Armed Forces School Complex No. 2 ul. Borowska 105, 50-551 Wrocław	1	2	2	1
13	School Complex No. 3 ul. Szkocka 64, 54-402 Wrocław	2	1	3	2
14	Commission of National Education School Complex No. 4 ul. Powstańców Śląskich 210-218, 53-140 Wrocław	7	7	5	4
15	School Complex No. 5 ul. gen. Józefa Hauke-Bosaka 33-37, 50-447 Wrocław	4	5	6	5
16	School Complex No. 14 al. Aleksandra Brücknera 10, 51-410 Wrocław	8	5	9	9
17	School Complex No. 18 ul. Młodych Techników 58, 53-645 Wrocław	7	5	4	4
18	School Complex No. 19 ul. Spółdzielcza 2a, 51-662 Wrocław	4	4	4	4
19	School Complex No. 22 ul. Parkowa 18-26, 51-616 Wrocław	10	10	8	8
20	Stanisław Staszic School Complex No. 23 ul. Jana Wł. Dawida 9-11, 50-527 Wrocław	3	3	2	2
21	School Complex No. 25 ul. Skwierzyńska 1-7, 53-521 Wrocław	6	5	3	2
22	Upper Secondary School Complex No. 3 ul. ks. Piotra Skargi 31, 50-082 Wrocław	8	6	6	6
23	Upper Secondary School Complex No. 5 ul. Grochowa 13, 53-423 Wrocław	3	3	4	4
24	Vocational School Complex No. 5 ul. Jana Wł. Dawida 5, 50-527 Wrocław	6	4	4	4
25	Fryderyk Joliot-Curie Electronic Upper Secondary Technical School ul. Braniborska 57, 53-680 Wrocław	4	3	4	5

26	Aeronautical Upper Secondary Technical School ul. Kiefczowska 43, 51-315 Wrocław	8	3	2	2
27	Gen. Józef Bem Construction Technical School Complex ul. Grabiszyńska 236, 53-235 Wrocław	5	3	4	4
28	Maria Dąbrowska Administrative and Economics School Complex ul. Stanisława Worcella 3, 50-448 Wrocław	5	4	5	5
29	Mikołaj Kopernik Economics School Complex ul. Drukarska 50, 53-312 Wrocław	2	3	2	2
30	Catering College Complex ul. Kamienna 86, 50-547 Wrocław	7	3	5	5
31	Integrated School Complex ul. Nowodworska 70-82, 54-438 Wrocław	2	2	2	2
32	Stanisław Kopystyński Art School Complex ul. ks. Piotra Skargi 23b, 50-082 Wrocław	2	2	2	2
33	Electronic and ICT Upper Secondary Technical School Complex ul. gen. Józefa Hauke-Bosaka 21, 50-447 Wrocław	8	7	3	3

### Appendix 4

#### Teacher practicum monitoring sheets for upper secondary schools

Full name of the student .....

Full name of the school teacher (ST).....

Full name of the academic teacher (AT) .....

Date	Issues discussed	Student's remarks	ST's remarks	AT's remarks	Signatures Student, ST, AT
	Environmental diagnosis				
		Component grade:	Component grade:	Component grade:	
	Research work (individual diagnosis, pupils' self-assessment, analysis of lesson effectiveness)				
		Component grade:	Component grade:	Component grade:	

	Observing classes				
		Component grade:	Component grade:	Ocena Component grade:	
	Lesson framework/ outline				
		Component grade:	Component grade:	Component grade:	

### CLASS MONITORING EVALUATION SHEET

Date	Student's self-assessment	ST's assessment	AT's assessment
	Outline/framework	Outline/framework	Outline/framework
	Conducting	Conducting	Conducting
	Outline/framework	Outline/framework	Outline/framework
	Conducting	Conducting	Conducting

**Final grade (entered by the academic teacher) .....**



Student's strengths in execution of practicum tasks

Student: .....

.....

ST:.....

.....

AT:.....

.....

Student's weaknesses in execution of practicum tasks

Student: .....

.....

ST:.....

.....

AT:.....

.....

Academic teacher's signature ..... date .....

School teacher's signature ..... date .....

Student's signature..... date .....



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University School of Physical Education in Wrocław, al. I.J. Paderewskiego 35, 51-612 Wrocław

The project office: ul. Witelona 25, room 406, 51-617 Wrocław

e-mail: projekt.praktyki2@awf.wroc.pl

tel. 71 347 31 59

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## Appendix 5

### Questionnaire for gathering feedback on practicum as part of the project

#### UPPER SECONDARY SCHOOL PRACTICUM IN THE ACADEMIC YEAR

...../.....

Survey for evaluating the teacher practicum  
conducted as part of the “New Quality of Teacher Practicums 2” project

Please provide honest and comprehensive answers. Your feedback will be used to modify the future practicum program to develop a fully operational system to prepare students to become teachers of physical education.

Please complete or tick:

Age .....

Sex F  M

Student

School teacher

Academic teacher

In answers to closed questions, the following scale is used:

5 – very highly rated,

4 – highly rated,

3 – I’m not sure / I have no opinion,

2 – low rated,

1 – very low rated.





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1. How do you evaluate the upper secondary school practicum program? Please mark on the scale.

5 — 4 — 3 — 2 — 1

2. What changes would you suggest in the practicum program?

.....

.....

.....

.....

.....

3. How do you evaluate the upper secondary school practicum journal? Please mark on the scale.

5 — 4 — 3 — 2 — 1

4. What changes would you suggest in the practicum journal?

.....

.....

.....

.....

.....





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5. How do you assess the proposed tool to evaluate the course of the practicum: teacher practicum monitoring sheets for upper secondary schools?

5—4—3—2—1

6. What changes would you suggest in the teacher practicum monitoring sheets for upper secondary schools?

.....

.....

.....

.....

.....

7. Are you planning to work as a physical education teacher in the future? (mark only if you are a student)

- yes
- no
- I don't know

Thank you for your answers!





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## Appendix 6

### Knowledge assessment questionnaire

Full name..... Wrocław, on.....

*Before practicum*

*After practicum*

Please complete the following assertions related to the teacher practicum program. The aim of this survey is to diagnose your knowledge level and therefore to recognize your preparation for the professional role of physical education teacher.

Please fill in the blanks with the selected reply symbol (a, b, c, d):

#### 1. Physical education classes:

These are deliberately organized didactic and teaching scenarios aimed at carrying out *physical education* (implementing changes in the body structure and functions in pupils, as well as acquiring knowledge, skills and habits in physical culture), and ..... (associated with the formation of positive attitudes towards physical culture values).

- a) youth education
- b) youth teaching
- c) youth upbringing
- d) youth shaping





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**2. The course of a lesson is a fairly fixed sequence of pedagogical .....**

- a) drills
- b) tasks
- c) goals
- d) requirements

**3. The structure of educational tasks: the factual element (what?) – the aim of the task – and the ..... element (how?) – the content of the task.**

- a) verbal
- b) lesson course
- c) operational
- d) describing the mode of action

**4. A framework is a plan of methodical unit .....**

- a) which is a collection of lesson outlines
- b) designed for a single PE class
- c) for 1 semester
- d) in a particular thematic cycle

**5. Proactive methods (for becoming independent): imitation game, classical game, direct movement and purposefulness, and .....**

- a) programmed learning
- b) planned physical fitness improving
- c) planned learning
- d) programmed physical fitness improving





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**6. Diagnosing stages: identification, ....., understanding, predicting, forecasting.**

- a) explaining
- b) classifying
- c) determining pupil's development stage
- d) concluding

**7. Each teacher is obliged to specify the detailed ..... connected to the realization of the applied program and advise the pupils and their parents (guardians) about them at the beginning of the school year.**

- a) tests
- b) fitness requirements
- c) control tasks
- d) educational requirements

**8. In a broad sense, a grade means ..... reasonable control of instrumental dispositions (technological) in the form of knowledge, skills and abilities, and directional dispositions (axiological), relating to values, attitudes and motivation in the complex process of education and physical education.**

- a) all activities and decisions connected to
- b) range of school marks connected to
- c) using school notes in accordance with
- d) giving formal marks in accordance with





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**9. Types of observations in the context of measuring school performance are: auditing and evaluating observation, advisory and perfecting observation, and**

.....

- a) diagnostic observation
- b) summary observation
- c) educational observation
- d) teacher's observation

**10. The self-knowledge components of a physical education culture participant are: descriptive judgments (self-description), value judgments (self-assessment), personal standard judgments, ....., judgments about the rules of communicating knowledge about oneself (self-description).**

- a) judgments about the rules of communicating with others
- b) judgments about the rules of building an opinion of oneself
- c) judgments about the rules to generate knowledge about oneself
- d) judgments about the rules to control oneself

