

## **POSTER: STAKEHOLDERS' PERCEPTIONS OF PETE CANDIDATES' KNOWLEDGE OF MOTOR DEVELOPMENT**

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**Objective:** To examine stakeholders' perceptions of PETE teacher candidates' (TCs) professional competencies. **Method:** We administered a mixed methods design to the Professional Advisory Council (PAC) of an accredited PETE program in the Southeast United States. The PAC consists of eight stakeholders, which are host and mentor teachers for TCs during practicums and internships, respectively. PETE faculty members developed a survey to identify the most common areas in need of improvement as perceived by the stakeholders and developed proposals for program revisions accordingly. A follow-up meeting was held with the PAC to discuss the survey findings and further solicit their recommendations for program development and to obtain their feedback on the PETE faculty members' proposed program improvements. **Results:** The PAC survey results found that 13% of the stakeholders agreed that TCs need to improve their ability to "assess" motor skills, 13% agreed that TCs need to improve their understanding of "content", and 25% felt that the TCs' should display a greater appreciation for "assessment importance" of motor skills. All three of these skill sets are relevant to TCs' knowledge of motor development. **Implications:** These findings indicate mixed perceptions of TCs' competence in SHAPE America Initial PETE Standards 1.d, 1.e, 5.a, and 5.b, all of which are based on TCs' knowledge, application, and assessment of motor learning principles. Actual assessments, rather than perceptions of these TCs' motor learning and development competencies, also indicate mixed levels of competence. These include high passing rates on Task 3 of the edTPA (100%) and the PETE assessment content course, "Assessment in Physical Education" (100%), however mean scores (Content Knowledge= 66.1% & Student Assessment= 84.4%) on the Praxis II indicate a need for improvement. The generalizability of these mixed findings is limited, considering this case study investigated one group of stakeholders' perceptions of a single (N=27) PETE program. Further research is needed to examine multiple institutions' stakeholders' perceptions of their respective PETE programs.