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# Empowering Fitness Education: A Collaborative Project with PSU PEHE Teacher Certification Students and the Concord Public Schools [Project Proposal]

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# PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

**Project Proposal Submittal Process:** All IC projects requesting funding will require the completion and submittal of three (3) forms:

- ☒ **Project Proposal Form – project scope & outcomes** (*included in this document*)
- ☒ **Project Guidelines Form – reflective document outlining desirable IC project attributes**
- ☒ **Project Budget Form – Excel spreadsheet to facilitate budget planning**

## **Instructions for Submitting Project Proposals:**

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer [rhumer@plymouth.edu](mailto:rhumer@plymouth.edu)
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

**Project Funding Review Process:** All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$5,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$5,000 but less than \$10,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 2:** Any project with a proposed budget of \$10,000 or greater or requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

**Deliverables:** At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

## **PSU Integrated Cluster Project Proposal Form**

**Title:** *Empowering Fitness Education Champions: A Collaborative Project with PSU PEHE Teacher Certification Students and the CONCORD PUBLIC SCHOOLS.*

**Project Leadership:** Irene Cucina

**Project Description:** *There is a current lack of high quality secondary placements for PE and HE Teacher Candidates within a reasonable distance from PSU. To address this problem, a partnership has been developed with the Concord Public School PE and HE Teachers to align the skills of the public school teachers with current pedagogy and practices in health and physical education. This will improve the experiences of PSU students as they complete their required final internship experiences with the Concord Public Schools.*

*In the early stages of the partnership with the SAU 8, Irene Cucina facilitated a professional development (PD) workshop for the K-12 physical education and health education teachers on the Fitnessgram during the spring of 2017. After the all day workshop, there was clear evidence of a lack of consistency in the testing protocols making it difficult to review and apply data for the K-12 students. Additionally, it was evident that there was a lack of understanding on the purpose and goals of health related fitness education. The PE and HE department of SAU 8 then applied for monies to purchase the Fitnessgram software which was approved and supported by the Superintendent. Once the software was purchased, Irene Cucina applied and was approved to be trained as a Trainer of Trainers for PYFP (Summer 2017). After collaborating with the SAU 8,*

*A schedule has been developed in collaboration with the SAU 8 PEHE Department Chair which involves PSU PEHE TC students in assisting with the conducting fitness assessment for Concord HS, Rundlett Middle School and the six elementary school this fall. PSU TC students will assist in the entry of data into the software. After data is uploaded, Irene Cucina will be meeting with the teachers to provide assistance in the analysis of the data in order to evaluate the K-12 PEHE CURRICULUM. As part of this project, the PSU STUDENTS as well as the SAU 8 PEHE teachers will be certified as Fitnessgram Trainers. It is noteworthy that 26 of the 32 teachers are PSU alumni of HHP.*

### **Project Goals and Outcomes:**

#### **Project Goals**

1. *To enhance the quality of PE/HE student teacher placements in the central NH region experience;*

2. *To reinforce the value of the Presidential Youth Fitness Program (PYFP) as an integral part of fitness education;*
3. *To increase the skills and knowledge of the public physical education and health education professionals for effectively implementing all aspects of the PYFP using provided training guides and materials;*
4. *To increase the opportunities for PSU teacher candidates in PEHE to practice using the Fitnessgram™ software.*

**5. Student Learning Outcomes – Outline the expected student learning**

**outcomes:** *PSU PE and HE Teacher Certification students will be able to:*

- 1) *Implement accurate fitness assessment with K-12 students using protocols learned in Concepts of Fitness course at PSU;*
- 2) *Complete the Presidential Youth Fitness Program Training and earn certification as a PYFP TRAINER;*
- 3) *Demonstrate improved classroom management skills by working with a K-12 PE and HE Teacher;*
- 4) *Demonstrate mentoring and leadership of data collection by mentoring the K-12 teachers on the proper protocol for assessing K-12 students; and*
- 5) *Reflect on experiences in working with the PYFP Fitnessgram software.*

**Project Synopsis (objectives & outcomes):**

*A collaborative partnership has been established between the NH SAU 8 Health and PE teachers and PSU faculty and students in Health and Human Performance for the leadership training and implementation of the Presidential Youth Fitness Program in the public schools. Certified public school teachers and PSU teacher candidates trained and worked together to assess all students from the 6 elementary schools, middle school and high school. A final report was prepared for the superintendent of SAU 8 on the quality of the K-12 fitness education curriculum with recommendations for future improvements.*

**Project Documents/Pictures/Videos On-line Archive:** *Photos, videos and participant testimonies/reflections will be recorded across the entire process. PSU TC students as well as mentor teachers who complete the photo release will be included. K-12 student photos will only be used when parental release is provided.*

**Rationale and Impact:**

*The current project is designed to meet the vision of the new learning model at PSU which states, “Creating real-world experiences and possibilities that promote an entrepreneurial mindset and innovative approaches to problem solving.” The PSU PE and HE students are required to demonstrate the ability to assess K-12 students on motor skills, health related fitness, and concepts required to practice a healthy lifestyle.*

*This project will allow PSU teacher candidates the opportunity to experience the process while working with practicing teachers. The importance of experiential learning in the area of health related fitness stems from the current childhood obesity epidemic that has become a serious problem in the United States. This issue is putting kids at risk for poor health. Despite recent declines in the prevalence among preschool-aged children, obesity amongst all children is still too high (CDC, 2017). The collaborative process between teacher candidates and the already practicing teachers will help solidify the partnership between PSU and SAU 8. The impact will be: 1) the improved reliability of fitness assessment results for the K-12 students; 2) leadership experience for the PSU students; and 3) better field experience placements that are based on best practices for fitness education.*

**How does this proposed project advance the Integrated Cluster mission and vision?** *This project is nurturing a partnership between SAU 8 and PSU PEHE teacher candidates. The students from PSU will gain experience working with a diverse population of students and staff. The physical education and health education teachers from SAU 8 will be mentoring the PSU students while the PSU students assist the teachers with consistent protocols and data entry.*

**How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration?** *See previous statements.*

**What are the anticipated impacts of this project?** *See previous statements.*

**Is this project an extension of work already in progress, or an entirely new endeavor?** *This project has not been done in the past and is a brand new effort on behalf of the PEHE Teacher Certification program.*

**Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?** *Irene Cucina has been the faculty member responsible for teaching the health related fitness concepts. Her expertise is the reason she was chosen to receive the grant from the National Fitness Foundation.*

## Project Team

PSU Project Participants (essential core team participants including faculty and staff)

| Name         | Position/ Title               | Project Role                                | Discipline/ Specialty      | Email                |
|--------------|-------------------------------|---|----------------------------|----------------------|
| Irene Cucina | Professor/PEHE TC Coordinator | Faculty Supervisor/PYFP Trainer of Trainers | PEHE/Teacher Certification | icucina@plymouth.edu |

| Name         | Organization | Project Role | Discipline/ Specialty | Email           |
|--------------|--------------|--------------|-----------------------|-----------------|
| Leslie Barry | Concord HS   | PE Director  | PEHE                  | lbarry@sau8.org |

**Student Participant Profile** (Identify the student population/s to be engaged in the project. Identify if this has been or is planned to be incorporated into curricula)

| Class/ Student Organization/ Individuals | Role in Project         | Academic Level (Undergraduate or Graduate) | Academic Discipline | Total Student Population |
|--|-------------------------|--|---------------------|--------------------------|
| PE TC Students                           | Assist veteran teachers | UG   | PE                  | 4                        |
| PEHE TC                                  | Assist veteran teachers | UG   | PE                  | 6                        |

## IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance  
 This project DOES require IRB compliance (*complete below*)

*The fitness data being collected will not be identified with a student's name and will only be used by the school to evaluate curriculum*

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

## **Project Management: Timeline and Milestones**

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

**Project Start Date:** 10/10/2017

**Project Complete Date:** 5/4/2018

| <b>Project Milestone</b>                 | <b>Milestone Description</b>   | <b>Target Completion Date</b> |
|--|--|-------------------------------|
| <b>Pre Assessment Fitness Assessment</b> | <b>All K-12 students will be assessed in Sept and October</b>                                      | <b>10/30/2017</b>             |
| <b>Professional Development Workshop</b> | <b>All day workshop to certify K-12 PEHE Teachers as Fitnessgram Trainers</b>                      | <b>10/6/2017</b>              |
| <b>Data Entry</b>                        | <b>All fitness assessment across schools entered into Fitnessgram software</b>                     | <b>11/5/2017</b>              |
| <b>Post test for HS and MS only</b>      | <b>HS and MS students take PE for 1 quarter every day. All Quarter 1 students will be assessed</b> | <b>11/9/2017</b>              |
| <b>Analyze data and write report</b>     | <b>Analyze data and write report to SUPERINTENDENT regarding trends.</b>                           | <b>12/10/2017</b>             |

*As noted, all HS and MS students will be assessed each quarter. Elementary students will be posttested in April*

**Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.**

**Student Education/ Training Requirements:** *All PSU STUDENTS have been trained to implement the Fitnessgram however, they will be participating in the full training as part of the project. PSU students will be trained with the teachers from SAU #8.*