

## Contribution of the research

Two valid observation tools which can be used:

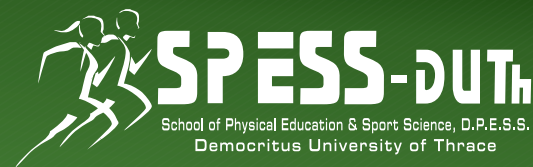
- a) as means for developing the core qualities of effective teaching in Physical Education,
- b) as diagnostic tools for teachers, teacher trainers, and those involved in similar procedures and
- c) as learning mediums in training seminars as well as in the restructuring of the curricula of the D.P.E.S.S., in order to upgrade the PE teaching quality.



**Operational Programme**  
**Human Resources Development,**  
**Education and Lifelong Learning**  
Co-financed by Greece and the European Union



This research is implemented through the Operational Program "Human Resources Development, Education and Lifelong Learning" and is co-financed by the European Union (European Social Fund) and Greek national funds.



Title of the Act:

## «Development, Evaluation and Implementation of Tools for the Systematic Observation/Assessment of the Physical Educators' Instructional Effectiveness»

### Research team:

Vassiliki Derri (Professor, Scientific Coordinator),  
Georgia Arampatzi (M.Sc., Ph.D. candidate),  
Pavlos Kyrgyridis (Ph.D.),  
Kyriaki Emmanouilidou (Ph.D.)



**Operational Programme**  
**Human Resources Development,**  
**Education and Lifelong Learning**  
Co-financed by Greece and the European Union



This research is implemented through the Operational Program "Human Resources Development, Education and Lifelong Learning" and is co-financed by the European Union (European Social Fund) and Greek national funds.



## Innovation of the research



The development and devaluation of two systematic observation tools for the assessment of Physical Education Teachers (PETs) practices, the criteria of which determine the skills and behaviors for the effective teaching of the PE subject matter. Similar tools are missing from the Greek reality, while the few that exist in the international literature have not been tested for their validity and reliability.



## Purpose



a) To test the validity and reliability of the Evaluation of Teaching Effectiveness in Physical Education (ETE-PE) protocol, which was developed based on the initial form of the questionnaire Self-Assessment of Teaching Effectiveness in Physical Education (SETEQ-PE) (Kyrgiridis, Derri, Emmanouilidou, Chlapoutaki, & Kioumourtzoglou, 2014).

b) To clarify the criteria and to adapt the thematic units and the variables of P.D. rubric 152/2013 for the PE teaching and to test its validity and reliability.



## Process of the research



The development/improvement of the ETE-PE protocol and the clarification, processing and adaptation of the General Assessment framework P.D. 152/2013 for the PE subject matter were conducted.

Trained evaluators observed 80 PE lessons which were taught by 40 PET in lower (1st-3rd) and upper (4th-6th) grades in elementary schools of Northern Greece. The content of the lessons was listed and assessed according to the criteria of the two tools/protocols and then the protocols' construct validity and internal consistency were evaluated.

## Results



The observation protocols in their final form have a satisfactory structural validity with good adaptation to the data while their factors have an acceptable degree of reliability. They can be regarded as two valid methods for the assessment of the PE teachers' effectiveness which successfully evaluate and estimate the different aspects of effective teaching.

