

**USG Board of Regents'
Scholarship of Teaching and Learning Award
FY 2012**

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May 23, 2011

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A larger perspective on the scholarship of teaching and learning

In his 1990 landmark text *Scholarship Reconsidered: Priorities of the Professoriate*, Ernest Boyer made a compelling case that higher education should enlarge its view of faculty work from an increasingly narrowing perspective that disproportionately prioritized (and rewarded) research effort and productivity over the other two main responsibilities of faculty: teaching and service. Instead, Boyer argued that we should view scholarship as the sum of all intellectual endeavors and actions in the categories of discovery, integration, application, and teaching—all of which are deserving of equal attention and merit in judging the worth of faculty work to society. Part of Boyer’s case states that these four categories of faculty work should not be exclusive of one another—the best professors would be those who can meld together the activities in of all categories to form an “interdependent whole” (Boyer, 1990, p. 25) that can benefit multiple constituents: students, higher education institutions, the academic disciplines, the larger society, and at the same time—the professoriate itself.

Boyer’s case has strongly influenced discussions about faculty work in the ensuing twenty-plus years, and has had a great impact on the way I have viewed, conducted, and assessed my own scholarly contributions. While this portfolio will present my qualifications in the scholarship of teaching and learning, I will also make the larger case that my scholarly work in teaching and learning has undoubtedly contributed to my professional growth and contributions in the areas of discovery, integration, and application.

Because my scholarship of teaching and learning (SoTL) has been acquired and applied in a broad range of activities, I will not present my credentials on just one or a few examples to support my qualifications. Rather, I will offer a portfolio that includes many kinds of evidence that will paint a larger picture of my perspectives on the scholarship of teaching and learning, and how I practice SoTL in almost every one of my professional endeavors, be they teaching, research, writing textbooks, consulting, or service.

Teacher educator as a scholar of teaching and learning at three levels

My activities in the area of teaching and learning are not confined to a single group of learners (i.e., my university students). As a teacher educator, it is my responsibility to prepare my students (preservice teachers) to go into Georgia schools as health and physical education professionals to teach P-12 students the knowledge and skills needed to realize the benefits of life-long physical activity and health. As such, the larger mission of my work is to address the current acute need to reduce childhood and adolescent obesity by increasing regular participation in health-optimizing physical activity. Ultimately, my SoTL work as a teacher educator is to be judged not only by what my students know and can do, but by what they are able to effectively teach to students in P-12 schools. I have expanded that responsibility even more by pursuing many SoTL activities that have influenced teacher education programs and school physical education programs across the United States and in several other countries. That expansion has come by disseminating my knowledge about teaching and learning in health and physical education through research, professional leadership roles, book writing, and serving as a consultant to local and state educational authorities—all of which originate from my scholarship of teaching and learning at Georgia State University. Therefore, I pursue the scholarship of

teaching and learning on three levels: 1) with my GSU undergraduate preservice teachers, 2) with inservice (practicing) teachers, and 3) with P-12 students in schools. In a sense, the needs of P-12 students and their learning represent points on a continuing loop that tracks my scholarship of teaching and learning. By knowing what children and adolescents must know and be able to do to live healthy, active lifestyles, and conducting research that can inform preservice teachers, inservice teachers, teacher educators and state education leaders on how to address those needs in school physical education programs, my scholarship of teaching and learning ultimately comes full cycle for the benefit of children in Georgia schools.

Having a well-developed teaching philosophy

As a scholar who prepares teachers for Georgia’s P-12 schools, my personal teaching philosophy must start with the question of “What do school-age children need to know, be able to do, and value to live active, healthy lives?” From that I have pursued research questions and adopted educational theories that attempt to better explain to me how children learn, and from that I work to convey the content knowledge, pedagogical knowledge and professional dispositions needed by my students for children to achieve higher levels of learning in schools. To put that philosophy into action, I use a wide variety of teaching strategies, many of them implemented in the real settings of urban schools in the Atlanta metro area. Evidence-based best practice undergirds that philosophy and much of that evidence has been generated from my own research on teaching, teacher education, and learning in P-12 schools.

Improving student learning and instructional conditions by building on previous scholarship

Early in my career I conducted research on P-12 teaching and learning that continues to inform my own teaching today. From 1979 to the mid-1990’s I completed a series of studies on Academic Learning Time in Physical Education (ALT-PE) (17, 18)¹, which is a measure of student engagement that can lead to higher levels of learning. My early descriptive research on ALT-PE showed that most students accrued less than twenty percent of this time in physical education, not nearly enough to promote learning on a regular basis. Following that, I developed a number of interventions that were able to significantly increase ALT-PE levels and lead to demonstrated learning gains in P-12 programs. Because of the robustness of ALT-PE as a correlate of learning, it is still emphasized in my teaching as one component of effective instruction, and my students learn many ways to increase ALT-PE in their own teaching. What I learned from my research about how to increase ALT-PE in school programs is directly applied in my own teaching methods courses, and is now used by instructors in other teacher education programs around the United States and the world.

Presently, I conduct research on instructional models as they are applied in physical education (4, 7, 9, 21, 23, 24, 30). Instructional models are comprehensive plans that serve as “blueprints” for teaching and learning. Each model is unique and can be used by teachers to lead children to different kinds of learning outcomes in physical education. Each model calls for teachers to use

¹ Numbers in () refer to numbered entries on the accompanying SoTL CV.

a different pattern of planning, decision-making, and assessment to make the model work to its fullest potential. The use of instructional models represents a large part of “best practice” in physical education today.

My research has focused on four areas relative to instructional models: 1) establishing effective applications of them in many settings and for many content units, 2) studying how preservice teachers learn to use them, 3) analyzing factors that inhibit or facilitate inservice teachers’ use of them, and 4) exploring children’s perceptions of these “new ways to learn” in physical education. The first track of this research examines multiple factors that interact to make each application of an instructional model more or less effective. Those factors include: teacher knowledge of the model, contextual modifications, the content being taught, children’s receptivity to the model, and a teacher’s adherence to a model’s design. This research has directly informed my own teaching by providing me with evidence-based strategies to teach students, so that they may benefit from my research. The second track of this research has directly informed the methods, readings, and assignments I use to help my students learn both the theory and application of these models, making our teacher education program quite unique with that approach. The third track has helped me to understand how to assist inservice teachers as they attempt to make a shift to model-based instruction in schools. Many times these teachers are left on their own to make this shift, but I can offer graduate courses, direct observations and assistance, and web-based resources to support them. The fourth track has been the most interesting to me. Comments taken from interviews with many P-12 students who have been taught with one or more of these new models have been very informative. For instance, even lower elementary age children can readily identify the key features of each model, and how those differ from their “regular” physical education instruction. They are also forthcoming about what they like, and don’t like, about each model. Those comments have been used to modify the models to make them more accepted by children, and to alert my own students to how P-12 learners might react when introduced to a certain model when that time comes.

Documenting the impact of teaching practice, based on current research

In 1994 I led a group of colleagues to start the GSU Health and Physical Education Teacher Education Assessment Project (HPETEAP), which continues today. The main purpose of this project is to gather data on multiple indicators of our teacher education students’ knowledge, skills and dispositions as they entered the program, progress through the program and go into their first two years of teaching in schools (2, 4, 5, 12, 13, 20, 22, 25, 26, 29, 31, 32, 33). A majority of those indicators are monitored in courses for which I am the instructor. With that information, we have been able to make comprehensive assessments of our students’ strengths and weaknesses at several key points and from that make evidence-based decisions for improving all aspects of the program on a regular basis. Data from students’ assessments of program content and instructional effectiveness have helped me and my colleagues to make many improvements in what and how we teach in our program. For instance, we used data on our students’ teaching efficacy (4, 10) to detect a time when their efficacy was weakened from a long gap between two essential practicum courses. With that empirical evidence we redesigned the program to put those courses in consecutive semesters—and have since seen consistently strong levels of teaching efficacy.

The HPETEAP assessment model and data from the past sixteen years have been published in two research monographs in the *Journal of Teaching in Physical Education* and in articles in several other journals. This has allowed my research to make an impact on the conduct of other teacher education programs across the country, contributing to the scholarship of teaching and learning on a larger scale and well beyond Georgia State University.

The literature in teacher education is very clear that preservice teachers must be able to take content knowledge and educational theory and apply them in practical ways “early and often” in their preparation programs. Shulman (1987) labels this pedagogical content knowledge (PCK). Learning to teach cannot happen only on campus—it must be combined with authentic experiences in schools, teaching children on a regular basis. One of my main teaching responsibilities is in the area of teaching methods—preparing preservice teachers for careers in P-12 schools. Over the last ten years I have moved to a field-based model for instructing those courses, allowing my students to have authentic experiences all along the way as they develop their PCK in health and physical education. In the first week of their first teaching methods course, KH 3200, my students teach lessons to children in schools, and spend many more hours in schools over the rest of that semester. As part of that course, my students video tape their first and final lessons, and then conduct a quantitative analysis of their teaching skills, from which they can monitor improvement during the semester. This provides students, and me, with tangible evidence of their improvement during that semester, in the most meaningful way—demonstrating how they have helped children reach higher levels of learning. By giving my students such strategies to analyze and reflect on in their development, I am providing them with an essential tool they can use throughout their entire teaching careers. The technology used to support this learning activity was provided by GSU Student Technology Fee Grants in 2005 and 2010 (35).

The very next semester, those students take a series of teaching methods courses that are situated almost entirely in schools. Over the years I have instructed the elementary and secondary courses, covering all school grades. After a short orientation period, my students teach entire classes of children for four hours, five days a week, in a metro Atlanta public school. This intensive schedule goes on for four weeks, during which time I spend about 25 hours a week in schools. My role during this time is to help students learn how to plan for, teach, and assess full classes of students, with all of the inherent challenges present in urban public schools. As they teach each class, I make direct observations of their teaching skills and decisions, in order to provide “real time” guidance as they teach, and provide important comments and feedback after each completed lesson. Just as my students are “learning to teach on their feet” in front of me, I am observing and interacting with them as the situation calls for, looking for “teaching moments” that can provide valuable opportunities for them to grow as teachers—not by listening to one of my lectures on campus, but by making and carrying out key decisions with real groups of learners in schools.

At the end of the program we ask our graduates to name the experience or course that has contributed the most to their development as effective health and physical education teachers. Research on teacher education indicates that a large majority of preservice teachers give that designation to their student teaching practicum. In contrast, with data taken from the HPETEAP

(5), more than 80 percent of our graduates have identified these field-based courses as the most beneficial in their development as new teachers.

While limited, student evaluations of instructors do provide one important indicator of teaching effectiveness: the degree to which students perceive that an instructor has helped them master course content, and in my case, learning “best practice” in teaching. While at Georgia State University I have instructed a wide range of undergraduate and graduate courses in my own department, such as basic movement analysis skills for teachers, the history and principles of sport and physical education, P-12 curriculum and teaching methods, and research design. I also supervise student teachers. Periodically I have taught courses in two other departments in our College of Education, including one course that I developed for synchronous on-line delivery. Across that wide range of content, course type and levels, I have received consistently high summary evaluations of teaching from my students, averaging more than 4.5 on a 5.0 (highest) scale. In part, those evaluations helped me to be selected for the Faculty Outstanding Teaching Award in the GSU College of Education.

Educational research makes it clear that it is essential for a teacher to know his/her students’ prior learning when planning for an upcoming unit of instruction or course. The reality is that most college teachers simply assume they are familiar with students’ prior knowledge of course content, and always start from the same place and cover the same amount of content, at the same rate every time they teach a particular course. For many of my courses I am now in the practice of conducting pre-course assessments of student knowledge and using those findings to help me understand better the needs of all students—from a base of evidence, not assumptions. For instance, when I teach Introduction to Educational Research (EPRS 7900), a graduate course in another department, I require students to take a pre-assessment that includes sample questions from tests they will take during the semester. Due to the varying educational backgrounds of these students, I typically find a wide range of scores on the pre-assessment, and am able to identify those who may require extra attention as the semester goes along. I can then provide that attention on a tutorial basis, without taking time from others in the course. This practice also allows me to determine a quantitative gain score each semester by subtracting the pre-assessment scores from the post-assessment scores for each class. Typically for EPRS 7900 the pre-post gain is about 40 percentage points (35% on the pre-assessment, 75% on the post-assessment).

Engaging in scholarship that is public, peer reviewed, and critiqued

Almost every entry on the abbreviated SoTL CV in this portfolio is an example of scholarship that has been publically disseminated after a peer review process, or has been an invited keynote at a national or international conference. My data-based research and other scholarly articles have been published in the top journals in my field of physical education teacher education, as well as in broader education journals such as the *Journal of Teacher Education*, *Teaching and Teacher Education*, and *Instructional Design*. I have also published topical articles and made invited conference presentations on Ernest Boyer’s *Scholarship Reconsidered*, including the Scholarship of Teaching and Learning (14, 15, 25).

I have authored or co-authored nine books, of which *Instructional Models for Physical Education* (1) is the most prominent. Its third edition was released early in 2011. The publisher

submitted the manuscript draft to ten external reviewers who provided a peer review of sorts before it was given final approval for publication. This textbook is designed to be used in undergraduate and graduate teaching methods courses, and is based on the principle of using differentiated instruction across content units to achieve a variety of learning outcomes. I can cite two indicators of the quality of this text by other teacher educators in my field. The book has been adopted for use in over 100 teacher education programs in the United States and abroad, and it was translated into Korean in 1996.

Contributing new questions and knowledge about teaching and learning

I have embedded statements about research questions and knowledge about teaching and learning in previous sections of this narrative, to illustrate the strong interrelationships among my data-based research, scholarly writing and presentations, teaching, and book writing. My first line of research started with the question “What is the correlation between Academic Learning Time and student achievement in physical education?” I designed the data collection instrument for ALT-PE that is still being used today, with PC touchpad technology for data entry. That line of research brought attention to the need to provide students with higher levels of a certain kind of instructional engagement. Concurrently, it showed the need to teach preservice teachers how to plan and carry out instruction to achieve and maintain those increased levels.

For 16 years, the GSU Health and Physical Education Teacher Education Assessment Project (HETEAP) has pursued questions related to the preparation of teachers, the continued development of inservice teachers, and P-12 students’ perceptions of instruction. Many of the findings from HETEAP have contributed to the expanded knowledge about how to promote “best practice” in teacher education and school physical education programs—not just at GSU, but in many similar programs across the country. That project will continue into the foreseeable future, with more new questions to emerge as it goes along.

In 2010 I began a new research project as part of a contract with the Georgia S.H.A.P.E. (Student Health and Physical Education) Partnership. S.H.A.P.E. includes a combination of public agencies (the Governor’s Office, GA Departments of Education and Public Health) and private organizations (Georgia Children’s Health Alliance, Children’s Healthcare of Atlanta [CHOA], The Arthur Blank Foundation) that are committed to ameliorating the current dual crisis of childhood obesity and inactivity. At the same time S.H.A.P.E. was started, the Georgia Legislature passed HB 229 to require that all students in Georgia public schools have fitness assessments completed every year. I was asked to serve on an advisory committee that would assist the Department of Education in preparing for the implementation of those assessments statewide in the 2011-2012 school year. From that involvement, I was named as Principal Investigator on a team of GSU researchers who were asked to conduct an evaluation of a five-county pilot program that would provide recommendations for the 2011 implementation and beyond. As of this writing, we are now in the final weeks of that evaluation study, and recently made a preliminary report to DOE and CHOA.

The final report will include many evidence-based recommendations that will encompass the training of teachers statewide to conduct the assessments, improving teachers’ efficiency and accuracy in recording and submitting results, and strategies for helping children and parents

interpret and use each child's fitness testing results in making decisions for healthier, more active lives. What we have learned about helping teachers to conduct these assessments will be directly incorporated into my own teacher education program and courses at GSU. I submit this as another example of using my research to inform and improve my own teaching, teaching in schools, and from there Georgia P-12 students' learning.

Disseminating the results of scholarship

As indicated in the abbreviated SoTL CV that accompanies this narrative, I have disseminated the results of my research and other scholarship on teaching and learning in a wide variety of outlets, for more than 30 years. These range from the traditional peer-reviewed academic journals, textbooks, and conference presentations to more unique outlets like consulting with P-12 schools, consulting with other teacher education programs in the United States and abroad, serving on state education advisory panels, and conducting contracted research that leads to reports to state agencies—and perhaps informing educational policy decisions in Georgia.

Final statement

It is my honor to represent Georgia State University as a candidate for the Board of Regents' Scholarship of Teaching and Learning Award. I consider myself to be a scholar of teaching and learning in the fullest and best meaning of that term as it was coined by Ernest Boyer over 20 years ago. Whenever possible, I have made an effort to be the kind of scholar that Boyer described in *Scholarship Reconsidered*, bringing together what I have learned from my research and about teaching, teacher education and P-12 learners into one comprehensive and coherent body of work that I hope has made a significant and positive impact on preservice and inservice teachers, learners in schools, and my discipline.

References

- Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the professoriate*. New York: Jossey Bass.
- Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57, 1-22.

Curriculum Vitae: The Scholarship of Teaching & Learning

SOTL Publications and Presentations

Books Authored or Edited (selected)

1. **Metzler, M.** (2011). *Instructional models for physical education* (3rd Ed.). Scottsdale, AZ: Holcomb Hathaway. (translated into Korean, 2006).
2. **Metzler, M. & Tjeerdsma, B.** (2000). *Assessment for Physical Education Teacher Education Programs*. Reston, VA: National Association for Sport and Physical Education.
3. **Metzler, M.** (1990). *Instructional supervision for physical education*. Champaign, IL: Human Kinetics.

Research Monographs

4. Gurvitch, R., **Metzler, M.**, & Lund, J. (Eds) (2008). Model based instruction for physical education: The adoption of innovation. *The Journal of Teaching in Physical Education*, 27, 447-589. Authored or co-authored seven chapters.
5. **Metzler, M. & Tjeerdsma, B.** (Eds) (2000). The Georgia State University Physical Education Teacher Education Program Assessment Project. *Journal of Teaching in Physical Education*, 19, 399-555. Authored or co-authored nine chapters.
6. Graham, G., **Metzler, M.**, & Webster, G. (Eds) (1991). Effectiveness of specialist and classroom teachers in children's physical education programs. *Journal of Teaching in Physical Education*, 10, 321-426. Authored or co-authored six chapters.

Book Chapters and Refereed Proceedings (selected)

7. **Metzler, M.** (2005). Implications of model-based instruction for research on teaching: A focus on teaching games for understanding. In L. Griffin & J. Butler (Eds.) *Teaching games for understanding: Theory, research, and practice* (pp. 183-198). Champaign, IL: Human Kinetics.
8. **Metzler, M.** (2003). Physical education teacher education in the USA: Reform through evolution. In K. Harman (Ed.), *Physical education: Deconstruction and reconstruction—issues and directions* (pp. 65-71). Berlin: International Council of Sport Science and Physical Education.

Refereed Articles in Journals (selected)

9. Gurvitch, R. & Metzler, M., (2010). Keeping the purpose in mind: The implementation of instructional models in physical education settings. *Strategies* 23(3), 32-35.
10. Gurvitch, R. & Metzler, M. (2009). Teaching efficacy in preservice physical education teachers. *Teaching and Teacher Education*. 25, 437-443.
11. Metzler, M. (2009). The great debate over teacher education continues: More rhetoric or a new reality? *Journal of Teaching in Physical Education*, 28, 293-309.
12. Metzler, M. & Blankenship, B. (2008). Taking the next step: Connecting teacher education, research on teaching, and program assessment. *Teaching and Teacher Education*, 24, 1098-1111.
13. Metzler, M. & Tjeerdsma, B. (1998). PETE program assessment within a development, research and improvement framework. *Journal of Teaching in Physical Education*, 17, 468-492.
14. Metzler, M. & Poole, J. (1996). Waiting for Boyer: A cross-generational dialogue. *Quest*, 48, 175-189.
15. Metzler, M. (1994). Scholarship reconsidered for the professoriate of 2010. *Quest*, 46, 440-455.
16. Metzler, M. (1989). A review of research on time in sport pedagogy. *Journal of Teaching in Physical Education*, 8, 87 103.
17. Metzler, M. (1986). Using systematic analyses to promote teaching skills in physical education. *Journal of Teacher Education*, 37(4), 29 33.

Invited Keynotes, Lectures and Presentations (selected)

18. Metzler, M. (2009, January). Assessing In-Service Physical Education Teachers. Keynote at the Physical Education Teacher Training and Teaching Symposium, Ankara, Turkey.
19. Metzler, M. (2008, November). Instructional models as blueprints for teaching physical education. The Jennifer Walls Lecture at the Association of Physical Educators of Quebec. Montreal.
20. Metzler, M. (2007, January). Teacher education program assessment in physical education. Keynote at the Physical Education Teacher Training and Teaching Symposium, Ankara, Turkey.

21. **Metzler, M.** (2007, January). Using instructional models in physical education. Invited lecture at the Physical Education Teacher Training and Teaching Symposium, Ankara, Turkey.
22. **Metzler, M.** (2006, October). Instructional models: New ways to think about teaching, teacher education, and research on teaching. General Session, NASPE Physical Education Teacher Education Conference, Long Beach, CA.
23. **Metzler, M.** (2006, June). Keynote speaker and workshop leader at Zinman College of Education, Wingate Institute, Netanya, Israel.
24. **Metzler, M., & Walker, T.** (2005, November). Teacher education and assessment in the United States and Georgia. Nara University of Education, Nara City, Japan.
25. **Metzler, M.** (2003, March). Understanding the Boyer scholarship model within a professional school. Lecture to the faculty of the National Institute of Education of Nanyang Technical University, Singapore.
26. **Metzler, M.** (2002, May). Research on teaching effectiveness: What we know, what we think we know, and what we still need to know. Keynote presentation at the First Annual United Arab Emirates Conference on Physical Education and Sports, Abu Dhabi, UAE.

Refereed Presentations and Papers (selected)

27. **Metzler, M., Lund, J., & Greene, B.** (2009, October). Analyzing PETE program coherency: A self-case study. Presentation at the NASPE PETE Conference, Myrtle Beach, SC.
28. **Gurvitch, R., Lund, J., & Metzler, M.** (2008, April). Implementing Instructional Models: Assessing the Learning Process. Paper presented at the AAHPERD National Convention. Fort Worth, TX.
29. **Metzler, M., Blankenship, B., Walker, T., & Shapiro, D.** (2003, October). Analyzing PETE program assessment in real time: The power of a comprehensive and longitudinal data base. Presented at the NASPE National Physical Education Teacher Education Conference, Baton Rouge, LA.
30. **Metzler, M., Tjeerdsma, B.L., McCullick, B., & Mitchell, M.** (2000, August). Devising a model for PETE assessment. Presented at the International Association for Physical Education in Higher Education World Sport Science Congress, Rockhampton, Australia.
31. **Tjeerdsma, B.L., Metzler, M., Mitchell, M., McCullick, B., & Tom, A.** (2000, April). Teacher education program assessment as research. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

32. **Metzler, M. & Poole, J.** (1995, January). Waiting for Boyer: A cross generational dialogue. Paper presented at the NAPEHE Annual Conference, Palm Springs, CA.
33. **Metzler, M.** (1993, January). Scholarship reconsidered for the professoriate in 2010. Paper presented at the National Association of Physical Education in Higher Education National Conference, Ft. Lauderdale.

SoTL Grants

34. Gurvitch, R., Lund, J, & **Metzler, M.** (2010). Learning to Teach with Portable Multimedia Laboratories. Georgia State University Student Technology Fee Grant. Co-Investigator. (Funded for \$76,319).

SoTL Awards

- 2010 Scholar Award, AERA Special Interest Group Research on Learning and Instruction in Physical Education
- 2009 *Journal of Teaching in Physical Education* Exemplary Paper Award
- 2008 Southern District Scholar, Southern Association of the American Alliance for Health, Physical Education, Recreation & Dance
- 2005 Physical Education Teacher Education Honor Award, Council on Professional Preparation in Physical Education, National Association for Sport and Physical Education
- 2005 Distinguished Scholar Award, National Association for Kinesiology and Physical Education in Higher Education
- 2003 Honor Award, Curriculum and Instruction Academy, National Association for Sport and Physical Education
- 2003 College/University Physical Education Teacher of the Year, Georgia Association for Health, Physical Education, Recreation & Dance
- 1999 Outstanding Faculty Teaching Award, GSU College of Education

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May 21, 2011

Dr. Linda Noble
Associate Vice Chancellor for Faculty Affairs
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Noble,

I am pleased to write this letter in support of Dr. Michael W. Metzler as Georgia State University's nominee for the FY 2012 Board of Regents Scholarship of Teaching and Learning Award. Dr. Metzler is a Professor of health and physical education teacher education in the Department of Kinesiology and Health. He has been at Georgia State University for sixteen years, during which time he has also served as the chair of his department and as the Associate Dean for Academic Programs in the College of Education.

As indicated in his narrative, Dr. Metzler presents a comprehensive portfolio of qualifications for this award. He has pursued a wide range of scholarly activity in teaching and learning across all three major missions of research, teaching, and service. I am impressed with his ability to merge all of those activities in ways that have made a significant impact on his students, his discipline, his professional community, and quite uniquely—teachers and children in Georgia's schools. His current research with the Georgia SHAPE Partnership has the potential to improve the health of children across our state by promoting better quality physical activity programs in our schools.

Dr. Metzler is an internationally known scholar in the assessment of teacher education programs. He has led a longitudinal research project that spans his entire time at Georgia State University. The data from that project have directly informed his teaching, improved his students' learning, and guided the cutting edge, field-based design of his teacher education program. By disseminating those results in peer reviewed journals and at national and international conferences, Dr. Metzler's scholarship of teaching and learning has influenced many other teacher educators and future teachers across the United States and in other countries.

In summary, Dr. Metzler's scholarly activity in the area of teaching and learning represents the very spirit of what Ernest Boyer communicated in *Scholarship Reconsidered* in 1989 and what the Board of Regents wishes to recognize each year with this prestigious award. It is with pride that I forward to you Dr. Metzler's portfolio as Georgia State University's nominee this year.

Sincerely,

A handwritten signature in cursive script that reads "Risa Palm".

Risa Palm
Senior Vice President for Academic Affairs and Provost

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May 21, 2011

Dr. Linda Noble
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Dear Dr. Noble,

I am pleased to write this letter in support of Dr. Michael W. Metzler as a candidate for the FY 2012 Board of Regents Scholarship of Teaching and Learning Award. Dr. Metzler is a Professor of health and physical education teacher education in the Department of Kinesiology and Health in the College of Education. Upon my arrival at Georgia State in 2007, he was serving as the Associate Dean for Academic Programs in the College of Education. His major area of responsibility was to oversee our over fifty teacher education programs and prepare our unit for external reviews and accreditation. From that, he has a vast knowledge of “best practice” in teaching and learning across many disciplines.

After reading Dr. Metzler’s portfolio, I think you will clearly see that he is a scholar of teaching in learning in the best and broadest meaning of that term when it was first used by Ernest Boyer over twenty years ago, and has become a familiar part of the lexicon of higher education today. Were he alive today and could read Dr. Metzler’s portfolio, Dr. Boyer might well say, “Yes, this is what a scholar of teaching and learning looks like and does!”

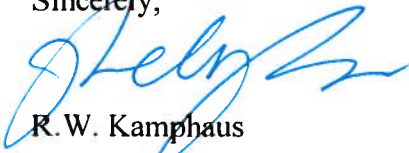
In his narrative, Dr. Metzler makes the case that his scholarship of teaching and learning has a broad foundation and is applied in many ways: research, teaching, professional service, and currently as an advisor to the Georgia Department of Education. That latter work, conducting research for the Georgia SHAPE Partnership, has the real potential to improve the health of thousands of children in Georgia schools by improving the quality of their physical education programs.

Dr. Metzler's scholarly activities in teaching and learning have impacted not only his students but P-12 teachers and teacher educators in the United States and abroad. With his leading textbook on teaching methods, his work also impacts teacher education students in over one hundred other universities across the world.

Undoubtedly, Dr. Metzler is the leading scholar on the assessment of teacher education programs in his field. He has conducted research in this area for nearly two decades and from that has published numerous articles and made many invited presentations at national and international conferences. The reach and impact of his scholarship on teaching and learning extends across the world and has brought much acclaim to Dr. Metzler's program, his department, our College of Education, and Georgia State University.

In closing, allow me to say how proud I am to know that a faculty member from our College of Education is Georgia State University's nominee for this prestigious award. I am sure you will see that he is a strong candidate and I know that Dr. Metzler would be a worthy recipient of this award, should he be selected for FY 2012.

Sincerely,



R. W. Kamphaus

Dean and Distinguished Research Professor

May 13, 2011

Dr. Linda Noble
Associate Vice Chancellor for Faculty Affairs
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Noble:

I am very pleased to write on behalf of Dr. Michael Metzler in his application for the Board of Regents' Scholarship of Teaching and Learning Award. I have known Dr. Metzler's work for over three decades and have interacted with him in various roles and settings in that time.

Metzler's early work on Academic Learning Time within the study of teaching quickly established him as one of the emerging scholars in the world in sport pedagogy. This success was followed by his work on instructional models and teacher education program assessment. This research quickly moved Metzler into "leading scholar" status that remains today.

Metzler's books, book chapters, and research publications and commentaries related to model based instruction in physical education and program assessment in teacher education are without peer. This work is theoretically solid, thorough, sophisticated, and well-designed. His journal publications appear in top-tier publications in our field: *Journal of Teaching in Physical Education; PE and Sport Pedagogy; Sport; Education and Society; Quest*) and in the larger field of teacher education: *Teaching and Teacher Education*, and the *Journal of Teacher Education*. Metzler's work clearly represents a systematic program of research that, again, is both theoretical and practical. I know when I read research or conceptual publications with Metzler as a lead or supporting author, the work will be of high quality and most often, groundbreaking. While his record shows more than sufficient productivity in scholarly work, it is the high quality and continuous activity of his work that impresses me and others the most.

Metzler represents Georgia State University at a very high level at professional meetings. My typical response to his lectures at venues like the American Educational Research Association, National Association of Physical Education and Sport, the American Alliance of HPERD, or the International Association of Physical Education in Higher Education is one of admiration for not only the content of his presentations, but the eloquent and passionate way he presents his work. It is always first-rate and draws very positive responses from those in attendance. He reveals his own pedagogical excellence. His many invitations to meetings around the world as a keynote speaker are reflective of his high status

within our discipline. This regard is also reflected in the number of awards he has received from various organizations. His induction into the National Academy of Kinesiology in 2009 reveals his significant level of scholarly achievement in the broader field of kinesiology.

Metzler's *CV* for this award speaks for itself. It represents an excellent array of accomplishments in scholarship as it is applied to teaching and learning. Furthermore, I agree with his own statement that his record is indeed an excellent representation of Ernest Boyer's ideals for the academy; that is, a balanced approach to the scholarship of discovery, application, integration, and teaching. Metzler's career seems to embody the Boyer model on every level.

Metzler has served as a leader in a profession that centers on pedagogical and curricular excellence. Our field will be forever indebted to him as the founding editor of the *Journal of Teaching in Physical Education* in 1981. This journal remains one of the mainstream journals in sport pedagogy in the world. Over the years, he has served as a reviewer and board member for prestigious journals and organizations – another sign of his status within our discipline. Of course, these roles are connected to his steadfast passion for the development of effective teachers and educational programs.

Based on the many reviews I have made as a member of various promotion and award committees at my university and for professional organizations, I sense Metzler's case for this award is very strong. Metzler's work over his career has been of significant impact on many levels in relation to the criteria for this award and it will continue into the foreseeable future. Dr. Metzler has met each and every criterion for this award at a very high level – he has:

- Engaged in the systematic examination of issues about student learning and instructional conditions which promote learning, building on previous scholarship.
- Documented the use of strategies for investigating and evaluating the impact of teaching practice on student learning, anchored in the research literature.
- Engaged in scholarship that is public, peer reviewed and critiqued.
- Produced scholarly work which contributes new questions and knowledge about teaching and learning.
- Developed a well articulated teaching philosophy that drives research questions.
- Documented the dissemination of their scholarship results.

I wish you all the best in the review of Dr. Metzler's portfolio for this award. Please let me know if you need further information.

Sincerely,



Thomas J. Templin
Professor
Fellow, National Academy of Kinesiology