

**MOREHEAD STATE UNIVERSITY  
Program Review for  
Bachelor of Arts – Teacher Certification  
Physical Education P-12  
Department of Health, Physical Education and Sport Sciences**

.....  
**January 27, 2003**

**Prepared for Consideration by:  
Educational Professional Standards Board**  
Marilyn Troupe, Director  
Allison Bell, Program Consultant

**Prepared By:**

Lynne Fitzgerald, Professor, Department of Health, Physical Education and Sport  
Sciences and Assistant to the Dean, College of Education

## TABLE of CONTENTS

### I. Conceptual Framework

|  |     |
|--|-----|
| Overview of the Unit's Conceptual Framework.....                                       | 1-2 |
| Physical Education P – 12 Program's Relationship to Conceptual Framework.....          | 2-3 |
| Secondary Professional Education Core and<br>Relationship to Conceptual Framework..... | 3   |

### II. Program Experiences

|   |       |
|---|-------|
| Matrix 1: Links Between Physical Education P-12 Program Goals and<br>The New Teacher Standards.....               | 3-4   |
| Matrix 2a Professional Education Required Courses and Links to New Teacher<br>Standards.....                      | 5     |
| Matrix 2b. Physical Education P-12 Program and Links to New Teacher<br>Standards.....                             | 5     |
| Matrix 3a NASPE Standards and Links to Physical Education P-12 Program's<br>Required Coursework.....              | 6-15  |
| Matrix 3b Physical Education Initial Preparation Program Content Knowledge Matrix:<br>AAHPERD/NASPE Overview..... | 15    |
| Matrix 4a. KERA Initiatives and Links to Professional Education Coursework.....                                   | 17    |
| Matrix 4b. KERA Initiatives and Links to Physical Education Coursework.....                                       | 17    |
| Clinical and Field Experiences Description.....   | 17-18 |
| Chart of Physical Education P – 12 Field and Clinical Experiences.....  | 18    |

### III. NCATE Themes

|   |    |
|---|----|
| Matrix 5a. NCATE Themes Relationship to the Professional Education Course.....          | 19 |
| Matrix 5b. NCATE Themes Relationship to Physical Education P-12<br>Program Courses..... | 19 |

### IV. Assessment

|   |       |
|---|-------|
| A. Candidate Assessment.....                  | 20-21 |
| Undergraduate Transition Points Document..... | 21    |
| B. Program Assessment.....                    | 22    |

### V. Professional Education Faculty

|   |    |
|---|----|
| Physical Education P-12 Program.....            | 22 |
| Professional Education Core Course Faculty..... | 23 |

### VI. Physical Education P-12 Teaching Program Checksheet.....

|                                    |    |
|------------------------------------|----|
| Suggested Sequence of Courses..... | 26 |
| Course Descriptions.....           | 27 |

### Appendix A.....

|  |       |
|--|-------|
| 2002 Program Assessment Report: Physical Education P-12..... | 29-35 |
|--|-------|

**Morehead State University**  
**Physical Education P-12, Teacher Certification**

**I. CONCEPTUAL FRAMEWORK**

**Overview of Unit's Conceptual Framework**

The general aim of the Professional Education unit at Morehead State University is to prepare educators who are able to perform effectively in school base settings. More specifically, graduates must demonstrate the knowledge, skills and dispositions that are essential if one is to successfully fulfill the role of new or experienced teacher, school counselor, or administrator. The theoretical framework that undergirds the program is articulated in the units conceptual framework; the theme is "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills"

The architect metaphor is used for three reasons:

- 1) It strikes a balance between the educator as key actor in the traditional classroom, and the educator as passive observer in the romanticized classroom. It also implies that the educator is central to the planning and preparation of classroom activities but the student is the active doer of the work of learning (Blythe, Allen, Schieffelin, 1997).
- 2) It suggests that educators are no merely the implementers of canned learning materials created by others. They themselves are the artists, creating environments specific to the needs of their students, at a particular time, and using a variety of materials as appropriate (Tomlinson, Callahan, 1997)
- 3) Constructivist theory says that "learners construct their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation and integrating the knowledge gained with pre-existing intellectual constructs (Piaget, 1952)

Educators therefore are responsible for constructing authentic learning environments to engage students in activities that are inherently interesting and meaningful. Use of the "Educator as Architect," metaphor and its constructivist epistemology, the following themes and activities are expected to recur throughout the content and methodology of the educator preparation programs:

- Student engagement in a comprehensive and multifaceted knowledge and skills base that can be applied and used in multiple contexts
- An acknowledgement of the belief that that learning is an active and on-going process (Piaget, 1952)
- Providing students with direct experiences; so that they can use and process information while seeking solutions (Piaget, 1969)
- Placing students in authentic or "real" world settings so that learning has the potential to be meaningful (<http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm>)
- Encouraging students to extend their ability to process and learn from reflecting on their own experiences so that they can develop more informed and sophisticated teaching practices (professional development) (Dewey, 1959; Reiman, 1999).
- Providing students with opportunities to understand the impact that dispositions, attitudes, values, and beliefs have on student learning and development (Richardson, 1966)
- Assessing students and faculty using a variety of quantitative and qualitative measures, including authentic performance-based projects and action-research.

<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>

- Encouraging faculty and public school practitioners to fulfill the role of facilitators of learning by constructing experiences in environments that stimulate students and provide thought, action, and reflection (Richardson, 1999; Miller, Wilkes, Sheetham and Goodwin, 1993)
- The assessment of student abilities demonstrating an awareness of and ability to account for learner diversity; including gender, race, ethnicity, cultural, and exceptionality in all aspects of the educational setting (Darling- Hammond, 2000)
- Extending graduate's ability to communicate effectively with students, parents, professionals, peers, and members of the community. The intention is to enhance the spirit of collaboration in an effort to evaluate and enhance the ability of the school to fulfill state and local educational objectives (Dewey, 1938/1959)
- The preparation of pre-professionals and faculty who are able to effectively integrate technology into all aspects of the educational process in order to improve communication, teaching, learning, and assessment.
- Monitoring the extent to which each educator preparation program fulfills its goals and commitment to preparing graduates to demonstrate performance standards, as well as the system each uses to produce positive change (NCATE, 2000)

The entire Morehead State Conceptual Framework document is available on line:  
[http://msucoe.org/conceptual\\_framework.htm](http://msucoe.org/conceptual_framework.htm)

## **Physical Education P – 12 Programs Relationship to Conceptual Framework**

The Bachelor of Arts degree is linked to the conceptual framework and its theme "Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills in a number of ways. This program is designed to provide graduates with a BA in a teacher certification area with the knowledge, skills, and dispositions that are essential for them to be a successful teacher.

Coursework in this program is developed to enhance candidate's sensitivity to ability to design environments that reflect sensitivity to student differences. Accountability for designing, planning, implementing learning activities appropriate for diverse learner needs will be reinforced through reading, coursework, awareness of the new teacher performance standards, learner goals and expectations, and core content assessment. Practice refining the teaching skills and dispositions needed to support teacher effectiveness in these areas will occur through a variety of supervised classroom practice activities.

Reflection will play a central role in the candidates' professional development because it is designed to get them involved in self-evaluation, accepting personal responsibility for, and ultimately refining their teaching. Input from the MSU supervisor and on-site mentor will further enhance the quality of candidate reflection and therefore the extent to which it contributes to his/her ability to construct environments that provoke thought and action in the classroom (Reiman, 1999).

Technology is the focus of one required course and integrated into the delivery of many courses. Candidates develop a knowledge and skill base that prepares them to use technology in a variety of ways: 1) as an interactive communication tool, 2) to extend access to resource and learning materials, 3) to network, and 4) as an assessment tool. Most importantly candidates learn to integrate technology into public school classrooms to enhance student learning.

Collaboration with colleagues and administrators to seek solutions will increase the likelihood that actions will occur, promoting positive change in some aspect of public schools (<http://curriculum.calstatela.edu/faculty/pssparks/theorists/501/consti.htm>). This program is designed to assess candidate's disposition for effective interaction to increase the likelihood of preparing quality teachers who can design environments where their students construct knowledge and develop skills.

Graduates will therefore be ready to make a positive contribution to the education of students throughout eastern Kentucky.

## **Secondary Professional Education Cores Relationship to the Conceptual Framework**

The core courses are required for all Secondary Teacher Education Preparation Candidates. The content and experiences aligned with these courses are linked to the conceptual framework and its theme “Educators as Architects: Designing Environments Where Students Construct Knowledge and Develop Skills” in a number of ways. The core courses are designed to prepare graduates with the knowledge, skills, and dispositions that are essential for new teachers.

More specifically, the coursework required to complete this aspect of the preparation program is presented sequentially to best ensure that candidates are ready to use and apply essential knowledge, skills, and dispositions in their chosen field of study (content area). Engaging students in education content, a variety of learning experiences (including; but not limited to, direct learning, problem solving, application, and practice activities) are an important aspect of this part of the secondary teacher preparation program. Where appropriate students are placed in authentic settings so that the meaning of learning and practice is increased.

The nature of candidate accountability varies a great deal because the core includes both introductory and exit coursework. Demonstrating an understanding of such things as the New Teacher Standards, Core Content, Learner goals and expectations, the characteristics of learners (including diversity and exceptionality) is expected. The ability to effectively apply this knowledge is required during the student teaching semester.

Technology skill (computer, video camera use, and media support equipment) use) is developed and used in a variety of ways throughout the Professional Development Core. The intention is to challenge candidates to use a variety of technological resources effectively as part of the planning, teaching, assessment, and communication aspects of teaching.

Reflection is a skill that is introduced in the Professional Core and refined in the academic discipline and embedded in the student teaching semester. The intention is to support the candidates’ ability to self-evaluate, accept responsibility for, and ultimately to improve their teaching. Input from classroom instructors, MSU supervisors and public school teachers further refines the candidates’ ability to construct environments that provoke thought and action in the classroom (Reiman, 1999). Learning to identify meaningful professional activities is an extension of the self-evaluation and teaching improvement process.

The concept of collaboration is introduced early in the Professional Development Core and the ability to effectively collaborate is required during student teaching experience (the last required Professional Core Course).

Collaboration is an important component of teacher and school effectiveness because it is the key to unifying the people who work to promote quality educational experiences for the children and youth in eastern Kentucky.

## **II. PROGRAM EXPERIENCES**

In this section of the program review, several matrices will be presented to demonstrate program congruence with: 1) Program Goals and the New Teacher Standards, 2) Professional Education Coursework and New Teacher Standards, 3) Program Coursework and New Teacher Standards, 4) NASPE Outcomes and Coursework and 5) Professional Education Coursework and the Learner goals and Academic Expectations/ Program of Studies P-12/Core Content Assessment.

**Matrix 1:**

**LINKS BETWEEN Physical Education P – 12 PROGRAM GOALS and the NEW TEACHER STANDARDS (NTS)**

**Program Competencies**

**Links to New Teacher Standards**

**Each Student will:**

|   |  |
|---|--|
| Demonstrate a working knowledge of content/subject area.  | <b>NTS VIII</b> Knowledge of content   |
| Demonstrate the ability to select and utilize and integrate general knowledge to extend student learning through participation in physical activity (Integration) | <b>NTS I</b> Designs, plans instruction<br><b>NTS III</b> Implements, manages instruction<br><b>NTS VIII</b> Knowledge of content  |
| Demonstrate a variety of professional skills  | <b>NTS I</b> Designs/Plans Instruction<br><b>NTS II</b> Creates/maintains learning environment<br><b>NTS III</b> Implements/manages instruction<br><b>NTS VI</b> Collaborates with colleagues<br><b>NTS IX</b> Implements technology               |
| Apply an understanding of learner characteristics and the links these have to planning and assessment   | <b>NTS I</b> Designs/Plans Instruction<br><b>NTS IV</b> Assesses and Communicates learning results<br><b>NTS V</b> Reflects on/Evaluates Teaching<br><b>NTS VI</b> Collaborate with parents/colleagues   |
| Be able to account for student diversity and exceptionality factors   | <b>NTS I</b> Designs/Plans Instruction<br><b>NTS II</b> Creates/maintains learning environment<br><b>NTS III</b> Implements/manages instruction<br><b>NTS IV</b> Assess/Communicate results<br><b>NTS VI</b> Collaborates with colleagues/parents  |
| Demonstrate the ability to select and implement appropriate and effective classroom management techniques   | <b>NTS II</b> Creates and maintains learning environment   |
| Demonstrate computer competence as well as the ability to select and use a variety of technical and human resources to enhance instruction                        | <b>NTS IX</b> Implements technology<br><b>NTS IV</b> Collaborate with colleagues/ parents  |
| Document knowledge of and ability to use state curricular and assessment materials/guidelines   | <b>NTS I</b> Designs/Plans instruction<br><b>NTS II</b> Creates/maintains learning environment<br><b>NTS IV</b> Assesses/Communicates results<br><b>NTS V</b> Reflects on/Evaluates teaching<br><b>NTS VI</b> Collaborates with colleagues/parents |
| Demonstrate the ability to reflect on and critique teaching and identify and use resources to improve effectiveness.  | <b>NTS VII</b> Professional development  |

**MATRIX 2a.**

**Secondary Professional Education Core and Links to the New Teacher Standards**

|            |              |               |                |               |              |               |                 |               |               |
|------------|--------------|---------------|----------------|---------------|--------------|---------------|-----------------|---------------|---------------|
| <b>New</b> | <b>NTS I</b> | <b>NTS II</b> | <b>NTS III</b> | <b>NTS IV</b> | <b>NTS V</b> | <b>NTS VI</b> | <b>NTS VIII</b> | <b>NTS IX</b> | <b>NTS IX</b> |
|------------|--------------|---------------|----------------|---------------|--------------|---------------|-----------------|---------------|---------------|

| <b>Teacher Standards Courses</b> | <b>Designs Plans Instruction</b> | <b>Creates/ Maintains Learning Climate</b> | <b>Implements/ Manages Instruction</b> | <b>Assesses/ Communicates Learning Results</b> | <b>Evaluates Teaching Learning</b> | <b>Collaborates</b> | <b>Professional Development</b> | <b>Content Knowledge</b> | <b>Technology</b> |
|----------------------------------|----------------------------------|--|--|--|------------------------------------|---------------------|---------------------------------|--------------------------|-------------------|
| <b>EDF 207</b>                   | I                                | I  |  |  | I                                  | I                   | I                               |                          | I                 |
| <b>EDF 211</b>                   |                                  | I  |  | I  |                                    |                     |                                 |                          | I                 |
| <b>EDF 311</b>                   | D                                | D  | D                                      | D  | D                                  | I                   |                                 |                          | D                 |
| <b>EDSP 332</b>                  | I                                | I  | D                                      | I  | I                                  | I                   | I                               |                          | I                 |
| <b>EDSE312</b>                   | D                                | D  | D                                      | D  | D                                  | D                   | I                               |                          | S                 |
| <b>EDSE 333</b>                  | D                                | D  | D                                      | I  | I                                  | I                   | D                               |                          | D                 |
| <b>EDSE 499c</b>                 | D                                | D  | D                                      | D  | D                                  | I                   | S                               | S                        | S                 |
| <b>EDSE 416</b>                  | S                                | S  | S                                      | S  | S                                  | D                   | S                               | S                        | S                 |

**Matrix 2b.**  
**Physical Education P – 12 Program Specific Required Courses and Links to New Teacher Standards**

| <b>Course List</b> | <b>NTS I Designs /Plans Instruction</b> | <b>NTS II Creates/ Maintains Learning Environment</b> | <b>NTS III Implements/ Manages Instruction</b> | <b>NTS IV Assess/ Communicate Learning Results</b> | <b>NTS V Evaluates Teaching/ Learning</b> | <b>NTS VI Collaborates</b> | <b>NTS VII Professional Development</b> | <b>NTS VIII Content Knowledge</b> | <b>NTS Tech Com</b> |
|--------------------|---|---|--|--|---|----------------------------|---|-----------------------------------|---------------------|
| PHED 150           | I                                       |   |  |  |   |                            | I                                       | I                                 |                     |
| PHED 205           | I                                       | I   |  |  |   | I                          | I                                       | I                                 |                     |
| PHED 212           | I                                       | I   | I  |  |   | I                          |   | I                                 |                     |
| PHED 300           | D                                       | D   | D  | D  | D   | D                          | I                                       | D                                 |                     |
| PHED 301           | I                                       |   | I  | D  | D   |                            | D                                       | D                                 |                     |
| PHED 303           | S                                       | D   | D  | D  | S   | D                          | D                                       | D                                 |                     |
| PHED 315           | D                                       | D   | D  | D  |   | D                          |   | S                                 |                     |
| PHED 306           | S                                       | D   | I  | D  | D   |                            |   | S                                 |                     |
| PHED 430           | D                                       | D   |  | D  | D   | D                          | D                                       | D                                 |                     |
| PHED 432           |   |   |  | S  | D   | S                          | D                                       | S                                 |                     |
| PHED 475           | D                                       | D   | D  | D  | D   | D                          |   | I                                 |                     |
| PHED 499c          | S                                       | S   | S  | S  | S   | S                          | S                                       | S                                 |                     |
| Activity           | I                                       | I   | I  | I  | I   |                            |   | I                                 |                     |

I = Introduction to the standard  
D = Development: the standard indicator is thoroughly implemented  
S = Skill: the standard indicator is demonstrated proficiently

**Matrix 3:**  
**LEARNED SOCIETY – National Association for Sport and Physical Education**

## Links to Physical Education P-12 Program Required Coursework and Assessments

| Outcomes<br><br>The pre-service teacher (PST) will:   | Evidence:<br>performance data,<br>experiences, courses  | Assessment Activities   |
|---|---|---|
| <p><b>Standard 1: Content Knowledge</b></p> <p>A physical education teacher understands physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person. This standard represents the discipline specific content and skill knowledge. To meet this standard institutions will document assessment activities which include motor skills, content knowledge in sub-disciplines, and the application of disciplinary content to teaching.</p> |   |   |
| <p><b>1.1</b> identify critical elements for basic motor skills and develop appropriate sequences.</p>  | PHED 315 – motor development and learning content.  | Quiz, Lab assessment  |
| <p><b>1.2</b> demonstrate with competence basic motor skills, rhythms, and physical activities (sport and games, lifelong leisure activities, and dance).</p>   | Required activity courses (PHED 213 – 218) Lifetime Fitness   | Activity appropriate skills test, performance assessment(s)                                     |
| <p><b>1.3</b> describe and demonstrate concepts and strategies related to skillful movement and physical activity.</p>  | Activities Courses: Peer teaching<br>PHED 300: P-6 planning, practice<br>PHED 303, 7-12 planning, practice  | Observation, reflection<br>Plan evaluation, Observation<br>Plan evaluation, Observation         |
| <p><b>1.4</b> incorporate interdisciplinary learning experiences that allow learners to integrate knowledge and skills from multiple subject areas.</p>   | PHED 300: P-6, Integrated Lesson<br>PHED 303: 7-12, Integrated Lesson<br>Student Teaching   | Criteria evaluation<br>Criteria evaluation<br><br>Lesson Plan, teaching, observation evaluation |
| <p><b>1.5</b> describe and apply disciplinary concepts and principles to skillful movement, physical activity, and fitness.</p>   | PHED 205: Fitness Concepts and program development<br>Required Activities: Skill sequences, learning cues<br>PHED 315: motor development and learning content | Written exam, Fitness plan<br><br>Task Plan evaluation, Observation<br><br>Quiz, Lab evaluation |
| <p><b>1.6</b> analyze current physical activity issues based on historical, philosophical</p>   | PHED 150: Historical perspective and current trends and issues  | Problem-solving assessment<br>Position Paper Assessment   |

|   |  |  |
|---|--|--|
| historical, philosophical, sociological, and psychological perspectives.  | PHED 430: Social and psychological issues<br>PHED 499c: Diversity (on demand task)   | Position Paper Assessment<br>Policy Making Assessment<br>Criteria Assessment                                       |
| <b>1.7</b> describe the organic, skeletal, and neuromuscular structures of the human body, identify how these systems adapt to skillful movement, physical activity, and fitness, and analyze their contributions to motor performance.   | PHED 360: kinesiological principles link to movement<br>PHED 432: Physiological principles relationship to movement activities                     | Exams, Problem-solving<br><br>Exams, Laboratory evaluation   |
| <b>1.8</b> employ concepts, assumptions, and debates central to the process of inquiry in the study of physical activity.   | PHED 150: Introduction   | Philosophy paper, research paper assessment  |
| <b>1.9</b> create and use appropriate instructional cues and prompts for basic motor skills, rhythms, and physical activity.  | Required Activities, including Lifetime Fitness: Planning and peer teach<br>PHED 300 (P-6) and PHED 303 (7 – 12)                                   | Plan assessment, observation<br><br>Quizzes, Lab assessment, observation, reflection                               |
| <b>1.10</b> support and encourage learner expression through movement.  | Dance Activity Course: Creative Expression<br>PHED 212: movement themes  | Criteria Evaluation<br><br>Quiz, peer teach evaluations  |
| <b>Standard 2: Growth and Development</b><br><br>A physical education teacher understands how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development. The focus of this standard is the application of growth and development concepts to specific teaching experiences. Preservice teachers will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental progressions. |  |  |
| <b>2.1</b> assess individual and group performance in order to design safe instruction that meets learner developmental needs in the physical, cognitive, social, and emotional domains.  | PHED 300: Group work on developing appropriate assessment<br>PHED 303: Individual development and implementation of assessment<br>Student teaching | Quiz, portfolio piece, teacher evaluation<br><br>Student reflection, teacher evaluation<br>Observation, reflection |
| <b>2.2</b> identify, select, and implement appropriate learning/practice  | PHED 212: Exposure to  | Quiz, exam, short peer teach   |

|  |  |  |
|--|--|--|
| opportunities based on expected progressions and related to ranges of individual variations and levels of readiness.   | developmentally appropriate activities<br>PHED 315: knowledge of factors influencing learners<br>PHED 300 and 303: plan and teach<br>Student Teaching  | Quiz, lab<br><br>Peer teach evaluation<br><br>Portfolio piece and observation  |
| <b>2.3</b> stimulate learner reflection on prior knowledge, experiences, and skills and based on this reflection, encourage them to assume responsibility for their own learning.  | PHED 300 (P-6) and 303 (7 – 12):<br>Field teach<br><br>Student Teaching  | Observation assessment<br>Video taped assessment<br><br>Reflection   |
| <b>Standard 3: Diverse Learners</b><br><br>A physical education teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences. Through this standard, preservice teachers demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners. |  |  |
| <b>3.1</b> identify, select, and implement appropriate instruction that is sensitive to the strengths/weaknesses, multiple needs, learning styles, and experiences of learners.  | PHED 212: Expose to diverse learners<br>PHED 300, 303: Group work on activity modifications, field experience, dispositions<br>PHED 430: Explore diversity factors and implications<br>PHED 475: Exceptionalities<br>PHED 499c: On demand task – diversity<br>Student Teaching | Quiz<br><br>Homework and lesson plan assessments, and teacher observation (teaching, dispositions)<br>Paper and Exam<br><br>IEP Evaluation, observations and reflections<br>Criteria evaluation<br>Dual Observation, teaching and dispositions |
| <b>3.2</b> use appropriate strategies, services, and resources to meet special and diverse learning needs.   | PHED 430: diversity issues and program development<br>PHED 475: field experience disabled students<br>Student Teaching   | Exam, Paper<br><br>Observations and reflections and presentations<br>Dual observation  |
| <b>3.3</b> create a learning environment which respects and incorporates learners' personal, family, cultural, and community experiences.  | PHED 430: Cultural factors and accountability<br>PHED 475: Field experiences disabled students, dispositions<br>Student Teaching   | Paper<br><br>Plans, observations (teaching and dispositions), and reflections<br>Dual Observation  |
| <b>Standard 4: Management and Motivation</b>   |  |  |

|   |   |  |
|---|---|--|
| <p>A physical education teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with preservice teachers' use of a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students.</p> |   |  |
| <p><b>4.1</b> use a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school.</p>   | <p>PHED 300: On demand task</p> <p>PHED 303: peer and field planning and teaching (video taping)</p> <p>PHED 315: design motor development sequence</p>   | <p>Criteria evaluation</p> <p>Plan evaluation and teacher observation, student reflection (tape)</p> <p>Evaluation of sequence</p>   |
| <p><b>4.2</b> use strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive environment.</p>   | <p>PHED 300: Field teaching</p> <p>PHED 303: field and peer teaching</p> <p>PHED 475: planning and teaching</p> <p>Dispositions evaluation</p>  | <p>Teacher observation</p> <p>Observation and reflection</p> <p>Teacher evaluation and observation, student reflection</p> <p>Observation element</p>  |
| <p><b>4.3</b> use strategies to promote mutual respect, support, safety, and cooperative participation.</p>   | <p>All required activities: personal safety and team work, etc</p> <p>PHED 212: Introduction to cooperative activities</p> <p>PHED 430: Use of team building and group activities ,dispositions</p> | <p>Evaluation plans and teaching</p> <p>Evaluation of activities notebook</p> <p>Teacher observation, criteria evaluation of group effectiveness and informal assessment of dispositions</p> |
| <p><b>4.4</b> use managerial and instructional routines which create smoothly functioning learning experiences.</p>   | <p>PHED 300 (P – 6)and 303 (7 –12): Field teaching</p> <p>Student Teaching</p>  | <p>Teacher evaluation (2)</p> <p>Lesson Plan evaluation, reflection, Dual Observation</p>  |
| <p><b>4.5</b> organize, allocate, and manage resources (time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.</p>  | <p>PHED 300 (P-6), PHED 303 (7-12), and PHED 475 (disabled populations): classroom management</p> <p>Student teaching</p>   | <p>Assessment through informal observation during field teaching, And plans</p> <p>Planning and observation evaluation</p>   |
| <p><b>4.6</b> use strategies to help learners become self-motivated in their learning.</p>  | <p>PHED 300: strategies, disposition</p> <p>PHED 303: strategies and dispositions,</p>  | <p>Informal assessment during observation, formal observation of disposition</p> <p>Peer evaluation, formal disposition assessment</p>   |
| <p><b>4.7</b> describe strategies to teach</p>  | <p>PHED 303: Behavior expectations, Rules and Policies, Affective</p>   | <p>Peer and teacher evaluation</p>   |

|  |  |   |
|--|--|---|
| learners various behavioral change techniques.   | Rules and Policies, Affective assessments  |   |
| <p><b>Standard 5: Communication</b></p> <p>A physical education teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in physical activity settings. Preservice teachers will demonstrate the use of assorted media and technology for presentation of lessons, demonstrate sensitivity to all learners and model appropriate behavior, and illustrate communication strategies for building a community of learners.</p> |  |   |
| <p><b>5.1</b> communicate in ways that demonstrate sensitivity to all learners.</p>  | <p>PHED 303: disposition, field teach</p> <p>PHED 475: disposition, field teach</p>  | <p>Dual observation</p> <p>Dual observation</p>   |
| <p><b>5.2</b> communicate managerial and instructional information in a variety of ways (bulletin boards, music, task cards, posters, and video).</p>  | <p>PHED 300: Bulletin board, Management Map for stations, Field experience</p> <p>PHED 303: Bulletin board, Station task cards, Sills task sequences</p>   | <p>Criteria evaluation, Plan assessment, and observation</p> <p>Criteria evaluation and student reflection</p>  |
| <p><b>5.3</b> describe and model various communication strategies for use with learners, school, colleagues parents/guardians, and the community.</p>  | <p>PHED 300: On demand task</p> <p>PHED 430: Coach/Parental Relationships: Role Play</p>   | <p>Criteria evaluation</p> <p>Informal criteria evaluation</p>  |
| <p><b>5.4</b> use computers and other technologies to communicate, network, and foster inquiry.</p>  | <p>PHED 150: Research</p> <p>PHED 212: e-mail, student observation entries</p> <p>PHED 300: software and web use</p> <p>PHED 432: software program</p> <p>PHED 430: research for paper</p> <p>Student Teaching requirement</p> | <p>Criteria fulfillment</p> <p>Success, evaluation of content</p> <p>Assignment evaluation</p> <p>Product evaluation</p> <p>Criteria fulfillment</p> <p>Plan and Observation evaluation</p> |
| <p><b>5.5</b> describe and implement strategies for building a community of learners within a physical activity setting.</p>   | <p>Required Activities Courses: Group work and problem solving activities, peer teach</p>  | <p>Evaluation of solutions to tasks, problems, etc.</p>   |
| <p><b>Standard 6: Planning and Instruction</b></p> <p>A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop</p>   |  |   |

|   |   |  |
|---|---|--|
| physically educated individuals. This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow preservice teachers to refine, extend, and apply their teaching skills. |   |  |
| <b>6.1</b> identify, develop, and implement instructional and program goals.  | PHED 300: P-6 Goals, Outcomes, Core content<br>PHED 303: 7 –12 Goals, Outcomes, Core Content<br>PHED 475: Special populations program goals, outcomes, Student Teaching   | Lesson and Unit Plans Evaluations<br><br>Curriculum Development, Unit Plan Evaluation<br>Lesson Plans and IEP evaluation<br><br>Lesson, unit Evaluation            |
| <b>6.2</b> select and implement instructional strategies based on developmental levels, learning styles, and safety issues.   | Required Activities: Intro to Individualization, safe and appropriate<br>PHED 212: Introductory accountability/planning<br>PHED 300: Planning for identified student population (P – 12)<br>PHED 303: Planning for specific student population (7-12)<br>Student Teaching | Task Planning and peer teach evaluation<br><br>Lesson plan, peer teach, field experience<br>Lesson Plans, peer teach, field experience<br>Planning Evaluation      |
| <b>6.3</b> apply disciplinary and pedagogical knowledge in developing and implementing safe learning environments and experiences.  | Required Activities: Intro to variety of strategies, reflection on experience, selection<br>PHED 300: Planning, teaching<br><br>PHED 303: Planning, Management links to implementing safe learning<br>PHED 315: developmental factors that impact selection               | Exam, Problem solving, planning mini lesson<br><br>Lesson Planning, Peer and Field teaching<br>Test, Lesson Plan, Peer and field teaching<br>Quiz, Lab assignments |
| <b>6.4</b> select and implement teaching resources and curriculum materials based on their comprehensiveness, accuracy, usefulness, and safety.   | PHED 300 (P-6) and PHED 303 (7-12): Locate, select, analyze resources – plan and use<br>Student Teaching  | Homework Assessment, Lesson Plan, and teaching evaluation<br><br>Planning and observation and evaluations and reflections  |
| <b>6.5</b> use curricula that encourage learners to see, question, and interpret physical activity from diverse perspectives.   | PHED 300 (P-6) and PHED 303 (7-12): NASPE Outcomes, Core Content, A and E's<br>Student Teaching   | Written assignment evaluation, Lesson Planning, teaching evaluation  |
| <b>6.6</b> design and implement learning experiences that are safe, appropriate, realistic, and relevant based on principles of effective instruction (that activate learners' prior knowledge, anticipate preconceptions, encourage  | Required Activities: introduction<br><br>PHED300 (P – 6) and PHED 303 (7-12): Teaching strategies and implications<br>Student Teaching  | Reflection<br><br>Lesson Planning, Peer and field teach<br><br>Planning and observation evaluation and reflection  |

|   |  |   |
|---|--|---|
| exploration and problem solving, and build on skills and experiences).  |  |   |
| <b>6.7</b> use demonstrations and explanations to link physical activity concepts to appropriate learning experiences.  | Required Activities: task design and presentation<br>PHED 300 and 303:<br>Student Teaching   | Observation and reflection<br><br>Peer and field teaching evaluation<br>Dual observations   |
| <b>6.8</b> select and utilize varied roles in the instructional process based on the content, purpose of instruction, and the needs of learners (model, assessor, monitor, facilitator).  | PHED 300 and 303<br>Student Teaching   | Peer and field teach<br>Dual observation evaluation and reflection  |
| <b>6.9</b> develop short and long term plans that are linked to learner needs and performance, instructional and program goals, and adapt them to ensure learner progress, motivation, and safety.  | PHED 300 (P-6) and PHED 303 (7-12) and PHED 475 (special populations) principles of curriculum, unit and lesson plan development and linkages<br>Student Teaching                              | Lesson, Unit, and curriculum development activities assessment<br><br>Lesson, unit plan evaluation  |
| <b>6.10</b> select and model instructional tasks that facilitate learning in the physical activity setting.   | Required activities: Task design and implementation<br>PHED 212: intro, plan,<br>PHED 300: Plan and practice<br>PHED 303: Plan and practice<br>PHED 475: plan and practice<br>Student Teaching | Peer teach evaluation and reflection<br>Peer teach, observation and reflection<br>Peer and field teach observation and reflection<br>Dual observation |
| <b>6.11</b> ask questions and pose scenarios to stimulate interactive learning opportunities (help learners articulate ideas/thinking, promote risk taking/problem solving, facilitate factual recall, encourage convergent/divergent thinking, stimulate curiosity) which aid in becoming physically educated. | PHED 300 (P-6) and PHED 303 (7-12): Problem-solving, Role playing, Feedback, Motivation  | Exams, Successful solutions, peer and field teaching  |
| <b>Standard 7: Learner Assessment</b><br><br>A physical education teacher understands and uses formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity. Pre-  |  |   |

|  |   |   |
|--|---|---|
| <p>service teachers will explore the use of various forms of authentic and formal assessment to guide instruction, provide feedback to candidates, and to evaluate their teaching. Included within this exploration will be an analysis of the appropriateness of various assessments.</p>   |   |   |
| <p><b>7.1</b> use a variety of formal and informal assessment techniques to assess learner performance, provide feedback, and communicate learner progress.</p>  | <p>PHED 301: Measurement and evaluation techniques<br/> PHED 300 (P-6) and PHED 303 (7-12): Reflection on modeled assessment options, Plan and practice<br/> PHED 315: Demonstration of skill analysis<br/> Student Teaching</p>                      | <p>Exams<br/> Exams, peer and field teach<br/> Written evaluation<br/> Lesson Plan evaluation, reflection and observation</p> |
| <p><b>7.2</b> use assessment strategies to involve learners in self-assessment.</p>  | <p>PHED 300 and 303: Plan and implement<br/> PHED 301: Activity related options for self-assessment and practice developing tools<br/> Student Teaching</p>   | <p>Lesson Plan and Peer and field teach<br/> Written work assessment<br/> Lesson Plan evaluation</p>                          |
| <p><b>7.3</b> select and use developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals.</p>  | <p>PHED 300 (P-6) and 303 (7-12): Linking outcomes to learning activities to assessment (ongoing and summative assessments)<br/> PHED 301: intro to concept of formative and summative assessments; options and implication<br/> Student Teaching</p> | <p>Quiz, written work, lesson plan assessment<br/> Exam and written work evaluation<br/> Lesson Plan evaluation</p>           |
| <p><b>7.4</b> identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.</p>   | <p>PHED 301: intro to concepts and application</p>  | <p>Exam and Written work assessment</p>   |
| <p><b>Standard 8: Reflection</b><br/> A physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents/guardians, and professionals in the learning community) and seeks opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-</p> |   |   |

|  |  |   |
|--|--|---|
| reflection on the part of pre-service teachers. Problem solving strategies, self-analysis of lessons, and evaluation of program designs could be included in this standard. In addition, preservice teachers should demonstrate a commitment to professional service by involvement in local, state, district, and national organizations.   |  |   |
| <b>8.1</b> reflect upon and revise practice based on observation of learners, self-assessment, and problem solving strategies.   | PHED 212: introduction to reflection linked to observation and Practice<br>PHED 300 and 303: reflection as part of daily practice                            | Evaluation of written reflection to peer and short field teaching<br><br>Evaluation of lesson plans, including critique and peer and field teaching |
| <b>8.2</b> consult professional literature, colleagues, and other resources to develop professionally.   | PHED 150: Research paper<br>PHED 300 and PHED 303 and PHED 475: Journal and web site information<br>PHED 430: Research Paper<br>Student teaching             | Evaluation<br>Critique evaluation<br>Critique evaluation<br><br>Evaluation<br>Observation, disposition  |
| <b>8.3</b> participate in the professional physical education community (local, state, district, and national) and within the broader education field.   | Departmental support and encouragement to attend state<br>Provide transportation   |   |
| <b>8.4</b> reflect on the appropriateness of program design on the development of physically educated individuals.   | PHED 150: Introduction to link between program design and outcomes and courses<br>PHED 301: Program assessment   | Written homework evaluation<br><br>Written reflections  |
| <b>Standard 9: Collaboration</b><br><br>The teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well-being. This standard encompasses the pre-service teachers' opportunities to interact and advocate for physical activity both in school and the larger community. Inclusion of learning experiences that involve pre-service teachers with community agencies or partnerships would be appropriate. |  |   |
| <b>9.1</b> identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.  | PHED 150: Activity options, diverse populations, community<br>PHED 300: On demand task<br>PHED 303: Concept and options<br>PHED 475: Observation of activity | Exam<br><br>Criterion based evaluation<br>Written work evaluation<br>Critique evaluation  |

|  |  |   |
|--|--|---|
| opportunities.   | settings   |   |
| <b>9.2</b> identify and use community resources to enhance physical activity opportunities.  | PHED 150: Intro to various communities and knowledge and skills might teach<br>PHED 475: Special population support systems<br>Student Teaching  | Free write evaluation, group problem-solving solution evaluation<br>Field observation evaluation<br>Plan evaluation |
| <b>9.3</b> establish productive partnerships with parents/guardians and counselors/colleagues to support learner growth and well-being.  | Requirement to attend school board meeting and site based council meeting as part of professional education core coursework<br>PHED 300 and 303: disposition evaluation  | Written summary evaluation<br>Observation evaluation  |
| <b>9.4</b> identify signs of learner distress and seek help as appropriate.  | Safety and First Aid Course<br>PHED 475: Special populations, and possible problems and response   | Practical tests, and exams<br>Quiz  |
| <b>9.5</b> participate in collegial activities designed to make the school a more productive learning environment.   | Student Teaching:  | Reflection/Journal evaluation   |
| <b>9.6</b> examine and comply with laws related to learner rights and teacher responsibilities (equity, inclusion, confidentiality, privacy, safety, emergency care, child abuse). | PHED 150: Intro to equal access to all educational activities and Laws promoting same<br>PHED 430: More in depth coverage of equity issues linked to race, sex, and ability<br>PHED 499c: Legal issues, confidentiality, etc<br>PHED 475: handicapped teaching | Exam<br>Exam and free write evaluation<br>Observation student teaching<br>Observation and reflection                |

**3b.**

**Initial Preparation Program Content Knowledge Matrix: AAHPERD/NASPE OVERVIEW**

| <b>PHED Courses</b> | <b>Content Knowledge</b> | <b>Growth Development</b> | <b>Diverse Learners</b> | <b>Management Motivation</b> | <b>Communi-cation</b> | <b>Planning Instruction</b> | <b>Learner Assessment</b> | <b>Reflection</b> | <b>Collabo</b> |
|---------------------|--------------------------|---------------------------|-------------------------|------------------------------|-----------------------|-----------------------------|---------------------------|-------------------|----------------|
| <b>150</b>          | X                        |                           | X                       |                              | X                     |                             |                           | X                 | X              |
| <b>205</b>          | X                        |                           | X                       | X                            |                       | X                           | X                         | X                 |                |
| <b>212</b>          | X                        | X                         | X                       | X                            | X                     | X                           | X                         | X                 |                |
| <b>300</b>          | X                        | X                         | X                       | X                            | X                     | X                           | X                         | X                 | X              |
| <b>303</b>          | X                        | X                         | X                       | X                            | X                     | X                           | X                         | X                 | X              |
| <b>306</b>          | X                        |                           |                         |                              |                       |                             |                           |                   |                |
| <b>315</b>          | X                        | X                         | X                       |                              |                       |                             | X                         |                   |                |
| <b>430</b>          | X                        |                           |                         | X                            | X                     |                             |                           |                   | X              |
| <b>432</b>          | X                        | X                         |                         |                              |                       |                             |                           |                   |                |
| <b>475</b>          | X                        | X                         | X                       | X                            |                       | X                           | X                         | X                 |                |
| <b>499</b>          |                          |                           | X                       |                              |                       | X                           |                           | X                 | X              |
| <b>Activity</b>     | X                        | X                         | X                       | X                            | X                     | X                           | X                         | X                 |                |



**Matrix 4a.**  
**KERA Initiatives and Links to Secondary Professional Education Coursework Matrix**

| COURSES   | Learner Goals and Academic' Expectations | Program of Studies P-12 | Core Content for Assessment |
|-----------|--|-------------------------|-----------------------------|
| EDF 207   | X  |                         |                             |
| EDF 211   |  |                         |                             |
| EDF 311   | X  | X                       | X                           |
| EDSP 332  | X  | X                       | X                           |
| EDSE 312  | X  | X                       | X                           |
| EDSE 333  | X  | X                       | X                           |
| EDSE 499C | X  | X                       | X                           |
| EDSE 416  | X  | X                       | X                           |

**Matrix 4b.**  
**KERA Initiatives and Links to Physical Education P –12 Program Coursework**

| Course Prefix/Number             | Learner Goals and Academic Expectations | Program of Studies P – 12 | Core Content for Assessment |
|----------------------------------|---|---------------------------|-----------------------------|
| PHED 150                         |   |                           | X                           |
| PHED 205                         | X                                       | X                         | X                           |
| PHED 212                         | X                                       |                           |                             |
| PHED 300                         | X                                       | X                         | X                           |
| PHED 303                         | X                                       | X                         | X                           |
| PHED 315                         | X                                       |                           | X                           |
| PHED 306                         | X                                       | X                         |                             |
| PHED 430                         |   | X                         | X                           |
| PHED 432                         |   | X                         | X                           |
| PHED 475                         | X                                       | X                         | X                           |
| PHED 499                         | X                                       | X                         | X                           |
| <b>*Activity/Methods Courses</b> | X                                       | X                         | X                           |

All activity courses are designed to fulfill the same learner outcomes therefore the “Activities” course label has been used to reflect the learner outcomes for all required activity courses. These newly approved courses are numbered PHED 213 - 218. To date PHED 217 is the only activity course that has been offered; therefore it is the only syllabus on the website. Course descriptions for the other activity courses can be found on page 26 of this document.

**Field and Clinical Experiences**

Field and clinical experiences will be designed to provide candidates with an opportunity to develop knowledge, skills, and dispositions consistent with the units standards and the New Teacher Standards and to demonstrate these in a classroom or through the completion of a variety of written assignments. The intention is to provide a candidate with the

opportunity to observe, analyze and practice a variety of teaching/learning/assessment techniques and to be able to locate and use essential professional resources: 1) Learner Goals and Academic Expectations, 2) the appropriate Program of Studies, and 3) Core Content for Assessment. Specific assignments have been designed by the faculty who deliver the courses in this program to ensure that candidates are engaged in developmentally appropriate ways as they move through the four tiered field experience structure. Clinical (student teaching) placements, for this P-12 preparation program, occur in a minimum two of the three educational levels. Self- reflection will be integrated throughout all aspects of the clinical and field experiences so that students extend their ability to make more informed decisions and select and use effective teaching practices.

Student teaching is the exit clinical experience and KTIP standards will frame the student performance expectations. A department affiliated University Supervisor will work closely with a Cooperating Teacher in a public school to ensure that each candidate is progressing at an acceptable rate and level; using observation, dialogue and written assessment and portfolio artifacts as the means for student evaluation.

### Physical Education Program P-12 Program Field and Clinical Experiences

| Level | Courses                                 | Field Hours Required | Expected Experiences   | Actual Hours          |
|-------|---|----------------------|--|-----------------------|
| I     | EDF 207                                 | 16                   | General Observation:<br>Diversity and Exceptionality<br>School Board Meeting or site based council | 12<br>2<br>2          |
| I     | EDF 211                                 | 16                   | Diversity<br>Exceptionality  | 4<br>12               |
| I     | EDF 311                                 | 16                   | Support Roles<br>Management, Grading, etc.<br>Individual tutoring                                  | 12<br>4               |
|       |   |                      |  | 48 total              |
| II    | EDSE 312                                | 43                   | Observations:<br>General<br>Technology skill development   | 10<br>33              |
| II    | EDSP 332                                | 10                   | Observations:<br>Exceptionality<br>One on One  | 10<br>5               |
| II    | PHED 212<br>Elementary                  | 20                   | Small Group Teaching,<br>Whole group low org. games<br>Assessment                                  | 15<br>5<br>5          |
|       |   |                      |  | Total 83              |
| III   | PHED 300<br>Elementary                  | 12                   | Content area observation   | 8                     |
| III   | PHED 303<br>Secondary                   | 16                   | Large group/whole class teaching<br>Assessment and grading   | 16<br>4               |
| III   | PHED 475<br>Elementary and<br>Secondary | 24                   | One on One,<br>IEP Development, Implementation,<br>and Assessment                                  | 24                    |
|       |   |                      |  | Total 52              |
| IV    | Student Teach<br>Dual placement         | 241                  | Observation<br>Teaching<br>Participation<br>Conferences  | 40<br>135<br>30<br>36 |
|       |   |                      |  | Total 241             |

### III. NCATE Themes

**Matrix 5a:  
NCATE Themes and Relationship to Secondary Professional Education Courses**

| Courses/<br>NCATE | Conceptual<br>Framework | Diversity | Intellectual<br>Vitality | Technology | Professional<br>Community | Evaluation | Performance<br>Assessment |
|-------------------|-------------------------|-----------|--------------------------|------------|---------------------------|------------|---------------------------|
| EDF 207           | I                       | I         | I                        | I          | I                         |            | I                         |
| EDF 211           | I                       | D         | I                        | I          | I                         | I          | I                         |
| EDF 311           | D                       | D         | D                        | D          | D                         | D          | D                         |
| EDSP<br>332       | D                       | D         | I                        | I          | D                         | I          | D                         |
| EDSE<br>312       | D                       | D         | D                        | S          | I                         | I          | D                         |
| EDSE<br>333       | D                       | D         | S                        | D          | I                         | D          | D                         |
| EDSE<br>499c      | S                       |           |                          |            | D                         | D          | D                         |
| EDSE<br>416       | S                       | S         | S                        | S          | S                         | S          | S                         |

**Matrix 5b.  
NCATE Themes and Relationship to Physical Education P-12 Program Courses**

|             | Conceptual<br>Framework | Diversity | Intellectual<br>Vitality | Technology | Professional<br>Community | Evaluation | Perform.<br>Assessment |
|-------------|-------------------------|-----------|--------------------------|------------|---------------------------|------------|------------------------|
| PHED<br>150 | X                       | X         |                          | X          | X                         | X          | X                      |
| PHED<br>205 | X                       | X         |                          | X          |                           | X          | X                      |
| PHED<br>212 | X                       | X         | X                        |            |                           | X          |                        |
| PHED<br>300 | X                       | X         | X                        | X          | X                         | X          | X                      |
| PHED<br>303 | X                       | X         | X                        | X          | X                         | X          | X                      |
| PHED<br>306 | X                       | X         | X                        |            |                           | X          | X                      |
| PHED<br>315 | X                       | X         | X                        |            |                           | X          | X                      |
| PHED<br>430 | X                       | X         | X                        |            |                           | X          | X                      |
| PHED<br>432 | X                       | X         | X                        |            |                           | X          | X                      |
| PHED<br>475 | X                       | X         | X                        | X          | X                         | X          | X                      |
| PHED<br>499 | X                       | X         | X                        | X          | X                         | X          | X                      |
| Activity    | X                       | X         |                          |            | X                         | X          | X                      |

## IV. ASSESSMENT

### A. ASSESSMENT of the CANDIDATE

#### 1. Teacher Education Program Admission Criteria

- a. Successful completion of 45 semester hours
- b. Minimum GPA of 2.5 (documented by official transcript)
- c. Three recommendations, at least two from university faculty, citing students disposition for teaching
- d. Minimum of 21 on ACT with minimum subtest scores of 10 or ACT of 18 with minimum subtest scores of 10 and PPSI scores of 173 Reading, 172 Math, or Computer Format reading 320, writing, 318, math 318, or 1200 GRE, or SAT 990.
- e. Successful completion EDF 207, EDF 211, PSY 154 (Min. "C"), SPCH 108
- f. Proficiency on oral and written communication: ENG 100 and ENG 200 (Minimum grade of "C" in each)
- g. Demonstrate moral, ethical and social behavior commensurate with the standards of the school community at large.
- h. Successful completion of Department Admissions Interview Committee.
- i. Transfer students who were recently admitted to a teacher education program may provide evidence of admission in lieu of interview provided they are applying for admission to the same program/major. Transfer students must fulfill all program requirements listed above.
- j. All students applying to the TEP must sign a declaration affirming: 1) a commitment to upholding the Professional Code of Ethics for Kentucky, 2) knowledge of the TEP Handbook, 3) requirements for certification, and 4) no felony convictions.

#### Physical Education Program Admission Criteria

- a. Successful completion of program required general education courses
- b. Minimum average of "B" for introductory level courses PHED 150 and PHED 205.
- c. Achievement of program set standard on basic sport and fitness skills assessments.

#### 2. ON-GOING CANDIDATE ASSESSMENT

Candidates will be monitored each semester by their advisor. The following will be reviewed and weighed when evaluating a candidate progress:

- General Education Course Completion
- GPA status throughout the entire program
- Successful completion of TEP admission prerequisites
- Timely application for consideration for admission to TEP
- Basic fitness and sport skill assessment information (possible need for remediation)
- Progress completing professional education and program course requirements
- Fulfillment of PRAXIS Test taking requirement prior to student teaching and follow-up

#### 3. PROGRAM EXIT REQUIREMENTS

Students must:

- Achieve and maintain a GPA of at least 2.5 (Official Transcript)
- Successfully complete the supervised teaching courses/experience (Observation evaluations by university supervisor and cooperating teacher and school principal)
- Successfully complete the exit portfolio requirements (A minimum of 2 program faculty will evaluate portfolio documents in conjunction with New Teacher Standards and appropriate performance expectations)
- Complete the PRAXIS content area PLT Examinations

- Successfully complete disposition evaluations
- Successfully complete on-demand task

A copy of the Undergraduate Transition Points Document has been included here because it has been developed to clarify the organization and sequence of on-going Candidate Assessment.

### Undergraduate Transition Points Document

| <b>Transition Point</b>               | <b>Assessment Data</b>   | <b>Decision Maker(s)</b>   | <b>Outcome</b>   |
|---------------------------------------|--|--|--|
| <b>1) Admission to TEP</b>            | <ul style="list-style-type: none"> <li>• ACT, PPST, or GRE Score(s)</li> <li>• Writing Sample Score</li> <li>• Recommendation Forms Initial Dispositions</li> <li>• Overall GPA (2.5)</li> <li>• Successful completion ENG 100, 200, PSY 154, CMAP 1018, EDF 207, and EDF 211</li> <li>• Department Interview Results</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Education Council</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Department/Program Committee</b> recommends students for admission to Program.</li> <li>• <b>Director of Educational Service Unit</b> compiles lists from each program and presents whole list to Teacher Education Council</li> <li>• <b>Teacher Education Council</b> approves or does not approve recommendation made and students informed in writing of admission recommendation</li> </ul> |
| <b>2) Prior to Student Teaching</b>   | <ul style="list-style-type: none"> <li>• GPA (2.5), in all areas</li> <li>• Completion of Required Coursework</li> <li>• Completion of required PRAXIS Exam(s)</li> </ul>  | <ul style="list-style-type: none"> <li>• Director of Educational Services Unit (DESU)</li> </ul>   | <ul style="list-style-type: none"> <li>• Eligible or not eligible for Enrollment in Student Teaching and Placement in Public School (Candidates informed in writing, by DESU. When ineligible, deficiencies described in writing)</li> </ul>   |
| <b>3) Student Teaching Evaluation</b> | <ul style="list-style-type: none"> <li>• KTIP or Other Observation Feedback</li> <li>• Portfolio documents which address each New Teacher Standard</li> </ul>  | <ul style="list-style-type: none"> <li>• MSU Supervisor</li> <li>• Cooperating Teacher</li> </ul>  | <ul style="list-style-type: none"> <li>• Successful completion of Student Teaching and Capstone</li> </ul>   |
| <b>4) Program Completion</b>          | <ul style="list-style-type: none"> <li>• Fulfilled all program requirements Transcript</li> <li>• Fulfilled all certification eligibility requirements</li> </ul>  | <ul style="list-style-type: none"> <li>• Office of the Registrar</li> <li>• Certification Officer (ESU) tracks and recommends to state</li> <li>• State</li> </ul> | <ul style="list-style-type: none"> <li>• Eligible for graduation, diploma, informed in writing if ineligible for graduation.</li> <li>• Notified, in writing, (at last meeting of 499c classes) of any deficiencies that need to be handled to be recommended for certification.</li> <li>• Letter of eligibility stating certification area(s)</li> </ul>   |

\* Portfolio Evaluation Scores and Disposition Scores will be added to categories 2 and 3 when the rubrics and score sheets have been determined to be reliable/valid (Spring, summer 2003)

## B. PROGRAM ASSESSMENT

## University Process for Assessment

The assessment of the Physical Education P-12 Teaching Program is on going and includes the use of data and feedback systems associated with Morehead State University's Assessment Plan. This annual assessment plan has been developed to ensure that all academic programs have: 1) Identified and stated explicit links with the vision, mission and goal statements of the institution, 2) Cited explicit links to the Physical Education P-12 program goals, 3) Articulates specific program assessment measures and acceptable levels of student performance in relation to each assessment, 4) Includes actual student performance data (aggregate when possible) as well as a system for interpreting student data, and 5) Finally, the evaluation must address the need for change (any aspect of the program), when appropriate, as well as the means and time frame to be used to accomplish the change. Recommendations for change might for example, be linked to changes in course content or assessments, or curriculum requirements, or the development of additional student support opportunities. Annual evaluations and documentation are on file in the LB 201. A copy of the 2002 Completed Program Assessment is located in Appendix A of this document.

### Aggregate Data for Program Assessment

- Student Exit Portfolio Assessment: A criterion based performance data collection sheet will be used to record individual student scores in relation to each NTS. The Summary Sheet will aggregate individual student performance data, making it possible to determine program strengths and weaknesses.
- Observation Data: Data will be collected by the University Supervisor, Cooperating Teacher and, when appropriate, the Principal. Individual and aggregate data will be recorded and used to guide program improvement.
- On-demand task student performance on criteria element.

## V. PROFESSIONAL EDUCATION PROGRAM FACULTY

| NAME              | Highest Degree | Area of Specialization | Responsibilities in the Program                     | Full-time MSU Full-time Program | Full-time MSU Part-time Program | Part-time MSU Part-time Program |
|-------------------|----------------|------------------------|---|---------------------------------|---------------------------------|---------------------------------|
| Palmer Adkins     | Ed. D          | Physical Education     | Teaching: PHED 150, 205                             | X                               |                                 |                                 |
| Dayna Brown       | Ed. D          | Exercise Science       | Teaching: PHED 432, 600                             |                                 | X                               |                                 |
| Lynne Fitzgerald  | Ed. D          | Physical Education     | Administration, Teaching: PHED 430, 360             | X                               |                                 |                                 |
| Robert Grueninger | Ph. D          | Exercise Science       | Teaching: PHED 205, 360, 150                        |                                 | X                               |                                 |
| Monica Magner     | Ed. D          | Physical Education     | Supervisions and Teaching: PHED 212, 300, 499c, 315 | X                               |                                 |                                 |
| Maurice Martin    | Ph.D           | Health Education       | PHED/HLTH 499c, HLTH 300, 301, 304                  |                                 |                                 |                                 |
| Manuel Probst     | Ph.D           | Exercise Science       | Teaching: PHED 432,                                 |                                 | X                               |                                 |
| John Newsome      | Ed. D          | Physical Education     | Teaching: PHED 301, 303, 315, 475                   | X                               |                                 |                                 |

## Secondary Professional Education Core Course Faculty

| <b>NAME</b>        | <b>Highest Degree</b> | <b>Area of Specialization</b> | <b>Professional Core Program Responsibilities</b> | <b>Full-time MSU Full-time Program</b> | <b>Full-time MSU – Part-time Program</b> | <b>Part-time MSU – Part-Time Program</b> |
|--------------------|-----------------------|-------------------------------|---|--|--|--|
| Karen Hammons      | MA                    | Curriculum                    | EDF 207   | ERSE                                   |  |  |
| Paul McGhee        | Ph.D.                 | Educational Administration    | EDF 207   |  | ERSE/<br>LSE                             |  |
| Anna Pennell       | Ph.D.                 | Critical Theory               | EDF 207   | ERSE                                   |  |  |
| Wayne Willis       | Ph.D.                 | Foundations of Education      | EDF 207   |  | ERSE                                     |  |
| Lola Aagaard-Boram | Ph.D.                 | Foundations of Education      | EDF 211   | LSE                                    |  |  |
| Beverly Klecker    | Ph.D.                 | Educational Psychology        | EDF 311   | LSE                                    |  |  |
| Ron Skidmore       | Ph.D.                 | Educational Psychology        | EDF 211<br>EDF 311                                | LSE                                    |  |  |
| Lesia Lennex       | Ed.D                  | Educational Technology        | EDSE 312  | LSE                                    |  |  |
| Edith Lombardo     | Ed.D                  | Special Education             | EDSE 332  | ERSE                                   |  |  |
| Timothy Thomas     | Ph.D.                 | Curriculum Instruction        | EDSE 333  | LSE                                    |  |  |
|                    |                       |                               | <b>EDSE 499c</b>                                  |  |  |  |
|                    |                       |                               | <b>EDSE 416</b>                                   |  |  |  |

\* Teaching assignments for EDSE 499c, The Teacher in Today's School and EDSE 416, Student Teaching are program specific.

**MOREHEAD STATE UNIVERSITY**  
***Physical Education – P-12 Teaching Program***

## *Initial Teacher Preparation – Results in Bachelor of Arts Degree*

Student Name \_\_\_\_\_

Date of first Meeting \_\_\_\_\_

### General Education Requirements

**48 hours**

#### Required Core

**15 hours required**

|      |                 |  |       |         |
|------|-----------------|--|-------|---------|
| ENG  | 100             | Writing 1 (C or better)                        | _____ | 3 hours |
| SPCH | 108             | Fundamentals of Speech                         | _____ | 3 hours |
| MATH | 100             | Level (Choose one)                             | _____ | 3 hours |
| CIS  | 101 or EDUC 222 | (Choose one compute course)                    | _____ | 3 hours |
| ENG  | 200             | Writing II (C or better) Plus One Area Studies | _____ | 6 hours |

### Area Studies

#### A. Humanities

**9 hours required**

|          |  |  |       |         |
|----------|--|--|-------|---------|
| Elective |  |  | _____ | 3 hours |
| Elective |  |  | _____ | 3 hours |
| Elective |  |  | _____ | 3 hours |

#### B. Natural and Mathematical Sciences

**9 hours required**

|          |     |               |       |         |
|----------|-----|---------------|-------|---------|
| BIO      | 231 | Human Anatomy | _____ | 3 hours |
| Elective |     |               | _____ | 3 hours |
| Elective |     |               | _____ | 3 hours |

#### C. Social and Behavioral Sciences

**9 hours required**

|          |     |                     |       |         |
|----------|-----|---------------------|-------|---------|
| SOC      | 101 | Intro to Sociology  | _____ | 3 hours |
| PSY      | 154 | Intro to Psychology | _____ | 3 hours |
| Elective |     |                     | _____ | 3 hours |

#### D. Practical Living

**3 hours required**

|      |     |  |       |         |
|------|-----|--|-------|---------|
| HLTH | 151 |  | _____ | 3 hours |
|------|-----|--|-------|---------|

#### E. Integrated Capstone

**3 hours required**

|      |      |  |       |         |
|------|------|--|-------|---------|
| PHED | 499c |  | _____ | 1 hour  |
| EDSE | 499c |  | _____ | 2 hours |

### Professional Education Course Requirements (2..5 GPA required)

**26 hours required**

|      |      |   |       |          |
|------|------|---|-------|----------|
| EDF  | 207  | Foundation of Education   | _____ | 3 hours  |
| EDF  | 211  | Human Growth and Development  | _____ | 3 hours  |
| EDF  | 311  | Learning Theories for Teachers, or<br>EDEE 305 – Learning Theories and Practices<br>EI Ed or EDMG 306 – Developmental Learning<br>Middle Grade (Select one) | _____ | 3 hours  |
| EDSE | 312  | Teaching Skills and Media or EDEL 301 Media<br>Strategies Plus EDUC 499<br>(Select one 3 hour option)   | _____ | 3 hours  |
| EDSE | 499c | Teaching in Today's Schools   | _____ | 2 hours  |
| EDSE | 416  | Student Teaching  | _____ | 12 hours |

### Theory Courses

**27 hours required**

|   |          |                                    |       |         |
|---|----------|------------------------------------|-------|---------|
| * | PHED 150 | Introduction to Physical Education | _____ | 3 hours |
| * | PHED 205 | Lifetime Fitness                   | _____ | 3 hours |

|          |  |       |         |
|----------|--|-------|---------|
| PHED 212 | Elementary Games and Rhythms                 | _____ | 3 hours |
| PHED 301 | Eval. In Health and Physical Education       | _____ | 3 hours |
| PHED 306 | Kinesiology                                  | _____ | 3 hours |
| PHED 315 | Motor Development and Motor Learning         | _____ | 3 hours |
| PHED 432 | Exercise Physiology                          | _____ | 3 hours |
| PHED 430 | Psychosocial Dimensions of Sport and Phy Act | _____ | 3 hours |
| PHED 475 | Adapted Physical Education                   | _____ | 3 hours |

**Activity Courses**

|          |                             |       |        |
|----------|-----------------------------|-------|--------|
| PHED 213 | Individual Sports           | _____ | 1 hour |
| PHED 214 | Racket Sports               | _____ | 1 hour |
| PHED 215 | Team Sports                 | _____ | 1 hour |
| PHED 216 | Lifetime pursuits           | _____ | 1 hour |
| PHED 217 | Gymnastics and Martial Arts | _____ | 1 hour |
| PHED 218 | Dance                       | _____ | 1 hour |

**6 hours required**

**Required Methods Courses**

|          |  |       |         |
|----------|--|-------|---------|
| PHED 300 | Physical Education in the Elementary Schools | _____ | 3 hours |
| PHED 303 | Physical Education in the Secondary Schools  | _____ | 3 hours |

**6 total hours**

**\*Department Entrance Requirement**

PHED 150 and 205 must be completed with a grade of “C” or better prior to the Department Interview required as part of the TEP Admission Process.

**Prior to Student Teaching**

**PRAXIS EXAMS must be completed:**

Physical Education 090 and 091  
 PLT (select one: Elementary, Middle or Secondary School Exam)  
**and**

- Documentation of all PRAXIS scores must be submitted to the faculty member teaching PHED 499c the semester that you enroll in that course.

**Department Exit Requirements**

**Portfolios:** Include documents selected to demonstrate level competence in relation to each New Teacher Standard (PHED 499c)

**On-Demand Task** – successful completion of diversity question (PHED 499c)

**Student’s Signature** \_\_\_\_\_ **Date** Official Checksheet Processed \_\_\_\_\_

**\*Second Major** or Minor \_\_\_\_\_ **Advisors Signature** \_\_\_\_\_

\* It is recommended that Teacher Education Majors select a second major in an identified teacher certification area.

## Suggested Sequence of Course work for Candidates Majoring in the Physical Education Teacher Preparation Program

### Freshman Year:

#### *First Semester*

|                                       |          |
|---------------------------------------|----------|
| Select four General Education Courses | 12 hours |
| PHED 150, Introduction to PE          | 3        |
| Two Activity Courses (PHED 213-218)   | <u>2</u> |
|                                       | 17 Hours |

#### *Second Semester*

|                                       |          |
|---------------------------------------|----------|
| Select five General Education Courses | 15 hours |
| Two Activity courses (PHED 213 – 218) | <u>2</u> |
|                                       | 17 hours |

### Sophomore Year:

#### *First Semester*

|  |          |
|--|----------|
| Select three General Education Courses | 9 hours  |
| EDF 207 Foundations of Education       | 3        |
| PHED 301 Evaluation in H/PE            | 3        |
| Select one course from Minor           | <u>3</u> |
|  | 18 hours |

#### *Second Semester*

|                             |          |
|-----------------------------|----------|
| BIO 231 Anatomy (GE)        | 3 hours  |
| EDF 211 Human Growth/Dev    | 3        |
| PHED 212 Games and Rhythms  | 3        |
| Select two Activity Courses | 2        |
| HLTH 151 Wellness (GE)      | 3        |
| One courses Minor           | <u>3</u> |
|                             | 17 hours |

### Junior Year

#### *First Semester*

|                                     |          |
|-------------------------------------|----------|
| Select one General Education Course | 3 hours  |
| EDF 311 Learning Theories           | 3        |
| PHED 205 Lifetime Fitness           | 3        |
| PHED 315 Motor Dev. Motor Learning  | 3        |
| PHED 300 PE Elementary School       | 3        |
| One Course in Minor                 | <u>3</u> |
|                                     | 18 hours |

#### *Second Semester*

|                                      |          |
|--------------------------------------|----------|
| EDSE 312 Computer Skills/Media       | 3        |
| PHED 306 Kinesiology                 | 3        |
| PHED 303, PE in the Secondary School | 3        |
| PHED 475 Adapted Physical Education  | 3        |
| Two courses in Minor                 | <u>6</u> |
|                                      | 18 hours |

### Senior Year

#### *First Semester*

|                                      |              |
|--------------------------------------|--------------|
| PHED 432 Physiology of Exercise      | 3            |
| PHED 430 Psychosocial Dimensions     | 3            |
| Select one to three courses in Minor | <u>3 – 9</u> |
|                                      | 9 - 18 hours |

#### *Second Semester*

|                                     |           |
|-------------------------------------|-----------|
| PHED 499c Capstone Course           | 1         |
| EDSE 499c Teacher in Today's School | 2         |
| EDSE 416 Student Teaching           | <u>12</u> |
|                                     | 15 hours  |

**Recommendation** – It is recommended that all candidates majoring in a teacher preparation program complete EDUC 599e: Integrating Technology into the Classroom. This course is offered free to education majors.

## Course Descriptions

Six, recently revised, Activity Courses have been approved and will be offered on a rotating basis beginning Fall Semester 2002. Course Syllabi will be put on the college website when offered. To date PHED 217 is on the only new Activity Course that has been offered and the syllabus for that course is on the website. Descriptions for each of the other activity courses are presented below.

**PHED 213. Methods of Teaching Individual Sports.** (0-2-1): I or II. Prerequisite or co-requisite: PHED 150. This course is designed to prepare students to develop safe and appropriate learning activities, content delivery, and assessment skills as these pertain to at least three different individual activities so they are prepared to include these activities in a school's physical education program.

**PHED 214. Methods of Teaching Racket Sports.** (0-2-1): I or II. Pre-requisite or co-requisite: PHED 150. This course is designed to prepare students to develop safe appropriate learning activities, content delivery, and assessment skills as these pertain to at least three different racket activities so they are prepared to include these activities on a schools physical education curriculum.

**PHED 215. Methods of Teaching Team Sports.** (0-2-1). I or II. Pre-requisite or co-requisite: PHED 150. This course is designed to prepare students to develop safe appropriate learning activities, content delivery, and assessment skills as these pertain to at least three different team activities so that they are prepared to include these activities in a schools physical education program.

**PHED 216. Methods of Teaching Lifetime Sports.** (0-2-1): I or II. Pre-requisite or co-requisite: PHED 150. This course is designed to prepare students to develop safe appropriate learning activities, content delivery, and assessment skills as these pertain to at least three different life time activities so that they are prepared to include these activities in a schools physical education program.

**PHED 218. Methods of Teaching Dance.** (0-2-1). I or II. Pre-requisite or CO-requisite: PHED 150. This course is designed to prepare students to develop safe and appropriate learning activities, content delivery, and assessment skills as these pertain to a variety of dance forms so that they are prepared to include these activities in a schools physical education program.

# **APPENDIX A**

# **Completed Assessment Report**

## **For**

**Physical Education - P-12**  
**Instructional Degree Program**

**B.A.**  
**Degree Level**

**August 1, 2001 to July 31, 2002**  
**Assessment Period Covered**

**July 2, 2002**  
**Date Submitted**

### **Expanded Statement of Institutional Purpose Linkage:**

#### **Institutional Mission Reference:**

The university shall deliver high quality teacher preparation programs, including setting and maintaining high entrance and exit standards. The Physical Education Teacher Preparation program prepares students, who qualify, the design and implement quality activity programs throughout the school systems in the region.

#### **College/University Goal(s) Supported:**

- 1.2.1 Establish clear student outcomes for all programs
- 1.2.2 Document progress toward attainment of student objectives.
- 2.3 Create an environment in which diversity is understood and appreciated.

### **Intended Educational (Student) Outcomes:**

1. Students will demonstrate an understanding and working knowledge of content, principles and frameworks basic to the discipline of Physical Education.
2. Students will demonstrate the skills needed to ensure the effective delivery of appropriate and meaningful learning experiences, accounting for student fulfillment of KERA, Practical Living Academic Expectations, and the New Teacher Standards and utilizing Core Content.
3. Students will demonstrate the knowledge, skills, and values

necessary for promoting sensitivity to and accountability for diverse learners.

**Intended Educational Student Outcome:**

1. Students will demonstrate an understanding and working knowledge of content, principles and frameworks basic to the discipline of Physical Education.

**First Means of Assessment for Outcome Identified Above:**

**1a. Means of Program Assessment and Criteria for Success**

Student performance on the PRAXIS EXAMS will be evaluated in two ways: 1) At least, 80% of students completing the exam will pass and 2) Aggregate data reflecting student section scores will be evaluated (annually-October) for the purpose of determining student/program strengths and weaknesses.

**1a. Description of Data Collection and Assessment Results:**

As of October we learned that 2 students were unsuccessful on the PRAXIS Exam and the pass rate was 66% used as a general measure of program success. At this point in time, we do not have a performance analysis of test takers results on each section of the exam. This information will be available later this fall.

**1a. Use of Results to Improve the Instructional Program**

The Physical Education Program Committee has taken the following steps to improve student performance:

- Updated the matrix and reviewed- Noted one area of weakness for students who do not major in both H and PE (First Aid) and a program change will be made to ensure that all students who major in PE teaching regardless of second major will take HLTH 203.
- All Physical Education majors will produce a copy of the PRAXIS score report at the first or second meeting of PHED 400c (capstone course)...Data about performance will be recorded and results evaluated for the purpose of noting student strengths and

weaknesses. Program adjustments will be made when data suggests the need for change.

- All students who FAIL the PRAXIS exam will be directed to see the Departmental PRAXIS Coordinator who will work with students to create a remediation program.
- Will continue to require students take practice GEOCITIES exams, score, AND NOW Report the score to the designated course instructor of PHED 303...and DEVELOP A WRITTEN PLAN for remediation in "weak" content area(s).
- To require faculty advisors to record ACT scores and number of times a student completes prior to success.
- Develop a database that will make it possible to easily identify the characteristics of students who successfully PASS PRAXIS.
- Implement and assess newly designed activity courses...to see if taking these courses impacts successful performance on PRAXIS
- Faculty members delivering required Physical Education Courses will include PRAXIS like questions on course exams (to include multiple choice questions).

### **Second Means of Assessment for Outcome Identified Above:**

#### **1b. Means of Program Assessment and Criteria for Success**

Ninety-five percent of all majors will demonstrate a proficient level (criteria based) mastery of basic professional content and principles by integrating these appropriately into portfolio included: lesson plans, unit plans, assessments. Aggregate data for each criterion will be evaluated to determine student/program strengths and weaknesses.

#### **1b. Description of Data Collection and Assessment Results:**

Student portfolios were evaluated using a criterion-based assessment and all students demonstrated proficiency.

#### **1b. Use of Results to Improve the Instructional Program**

Continue to monitor student results and to note criteria were scores **are** below an 8 to see if course requirements or standards for evaluation need to

be modified to ensure a higher level of proficiency.

**Intended Educational Student Outcome:**

2. Students will demonstrate the skills needed to ensure the effective delivery of appropriate and meaningful learning experiences, accounting for student of fulfillment of KERA, Practical Living Academic Expectations and utilizing Core Content, and the New Teacher Standards.

**First Means of Assessment for Outcome Identified Above:**

**2a. Means of Program Assessment and Criteria for Success**

An item analysis (using aggregate data- semester by semester) of Student Teaching Supervisor and Public School Practitioner Written Observation and Evaluation Reports (KTIP model) has been evaluated to determine student strengths and weaknesses in planning and teaching effectiveness. It is assumed the 90 percent of students completing the student teaching experience will earn a grade of "B" or better.

**2a. Description of Data Collection and Assessment Results:**

100% of the Physical Education Majors passed the teaching evaluation...earning a grade of B or better.

**2a. Use of Results to Improve the Instructional Program**

**No changes at the present time.**

**Second Means of Assessment for Outcome Identified Above:**

**2b. Means of Program Assessment and Criteria for Success**

It is assumed that, at least, ninety percent of students will demonstrate competency through the fulfillment of portfolio requirements on a criteria based assessment, scored by each member of the students committee. Aggregate scores (fall and spring) for each item will be analyzed for the purpose of determining student and program strengths and weaknesses.

**2b. Description of Data Collection and Assessment Results:**

- 100% of the student successfully fulfilled the departmentally developed portfolio criteria.

**2b. Use of Results to Improve the Instructional Program**

Will consider the portfolio rubric developed by the Director of student services and implement this evaluation option if deemed appropriate.

**Third Means of Assessment for Outcome Identified Above:****2c. Means of Program Assessment and Criteria for Success**

Eighty percent or more of our majors will score 2.5 or better on "On Demand Tasks." Student performance on rubric and/or criteria based-evaluations components will be aggregated annually and evaluated (at the end of the spring semester) for the purpose of determining student or program strengths or weaknesses.

**2c. Description of Data Collection and Assessment Results:**

PHED 303 - On Demand Task: Games concepts and strategies: Though 100 % passed the question areas not all were proficient on each section of the response.

PHED 300 - On Demand Task - 100% passed.

**2c. Use of Results to Improve the Instructional Program**

In class activities have been developed to ensure that students are clear about ways to improve writing to the question as well as content ideas that could be used to improve the quality of the responses. Include rewrite option.

**Intended Educational Student Outcome:**

**3.** Students will demonstrate the knowledge, skills and dispositions necessary for promoting sensitivity to and accountability for diverse learner populations.

**First Means of Assessment for Outcome Identified Above:**

**3a. Means of Program Assessment and Criteria for Success**

Students will demonstrate through successful performance (2.5 or better) on "On Demand Tasks" administered in PHED 475 and/or 430 and 499c (capstone course). Student performance on rubric or criteria based evaluations will be aggregated and evaluated annually (spring semester)

**3a. Description of Data Collection and Assessment Results:**

- PHED 499c - Exit Question on Diversity: 8 out of nine students successfully completed this exam.
- PHED 430 - On Demand Task - Teaching/Coaching Goals and Issues/Gender Equity. 15 out of 16 students successfully responded to this question. Criterion based evaluation.
- All students successfully addressed diversity/exceptionality in portfolio.

**3a. Use of Results to Improve the Instructional Program**

Continue current methods.

**Second Means of Assessment for Outcome Identified Above:**

**3b. Means of Program Assessment and Criteria for Success**

Students will demonstrate dispositions appropriate for teaching according to the observation evaluations prepared and submitted by the University supervisor and the Public School Practitioner. Student scores on each category (dealing with dispositions) on the New Teacher Standards will be noted and data will be aggregated and evaluated annually (spring semester)

**3b. Description of Data Collection and Assessment Results:**

All student teachers successfully passed the disposition components on the KTIP Evaluation fall/spring 2001-2002.

**3b. Use of Results to Improve the Instructional Program**

Continue current methods.